



INTEGRATION OF SOCIAL NETWORKING RESOURCES INTO FORMAL LANGUAGE CURRICULA: METHODOLOGICAL CHALLENGES AND DIGITAL LITERACY REQUIREMENTS

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ABSTRACT

This article comprehensively analyzes the methodological foundations of integrating social networks into the formal language learning process, digital literacy requirements, and factors influencing the learning process. The study was carried out on the basis of mixed methods, the level of use of social media by teachers, the state of integration into educational programs, and the problems in the process of multimodal assessment were highlighted using accurate statistical data. The results showed that only 32.1% of teachers systematically include social media resources in formal programs, and 33.3% of students lack digital literacy. Comparison with international experience confirmed the presence of regional conceptual differences in the integration process. The article provides scientific conclusions on improving integrative media-didactic approaches..

Introduction. The rapid development of modern digital pedagogy requires the introduction of new approaches to the process of teaching a foreign language. In particular, the use of social networks and interactive platforms based on the Internet in the educational process creates significant opportunities for the development of communicative, intercultural, and multi-channel competencies in foreign language learning¹. However, the process of integrating social media resources into formal curricula raises complex issues related to methodological approaches, pedagogical design, digital literacy of teachers, and media competence of students². The effectiveness of including social networks in the educational process is explained by the fact that they have the capabilities of authentic communication, multimodal materials, networked learning in real time, and constructive interaction³.

¹ Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. International Journal of Instructional Technology and Distance Learning, 2(1), 3–10.

² Jones, R. H. (2012). Discourse and Digital Practices: Doing Discourse Analysis in the Digital Age. Routledge.

³ Kress, G. (2010). Multimodality: A Social Semiotic Approach to Contemporary Communication. Routledge.

At the same time, the harmonization of these resources with formal educational standards, subject programs, and assessment criteria is also a separate scientific problem, requiring the development of new forms of pedagogical modeling⁴. This study is aimed at analyzing the main methodological difficulties of integrating social network resources into the formal language learning system, as well as the requirements for digital literacy.

METHODS. This study used a mixed approach that combines qualitative and quantitative methods to deeply analyze the process of integrating social network resources into the formal language learning system⁵. Initially, a survey was conducted among English language teachers in higher educational institutions of Uzbekistan and abroad, and statistical data on the level of use of social networks, methodological practices, and pedagogical needs were collected. 126 respondents participated in the survey, which created a sufficient empirical basis for analyzing the current situation. At the next stage, semi-structured interviews were conducted with 24 participants, including teachers and students, and a qualitative analysis of methodological difficulties in integrating social networks into the lesson process, levels of media competence, and problems related to the assessment system was conducted⁶.

The obtained data were processed through coding, thematic grouping, and content analysis, and their role in integration with formal curricula was clarified. Also, in the research process, a documentary analysis of modern scientific sources, models of educational technologies, and theories of digital pedagogy on social media didactics was carried out to compare international experience⁷. The combined application of these methods made it possible to draw comprehensive scientific conclusions about the methodological foundations of integration and the requirements of digital literacy.

RESULTS. The results of the conducted research showed that there are significant methodological differences in the process of integrating social network resources into formal language education. Of the 126 teachers surveyed, 78.6 percent indicated that they use social networks for educational purposes, while only 32.1 percent of them noted that they systematically include it in the formal curriculum. 64.8% of respondents noted that the main problem of integration is the lack of methodological guidelines and standardized assessment criteria. During the interviews, 70.8% of participants stated that social media content has high effectiveness as authentic language materials, while 58.3% acknowledged the difficulty of normalizing multimodal activity in the evaluation process.

Table 1. Key statistical indicators for the integration of social networks into formal language education

⁴ Reinhardt, J. (2019). Social Media in Second and Foreign Language Teaching and Learning: Blogs, Wikis, and Social Networking. *Language Teaching*, 52(1), 1–39.

⁵ Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.

⁶ Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press.

⁷ Reinhardt, J., & Thorne, S. L. (2020). Digital Literacies in Foreign and Second Language Education. In C. A. Chapelle (Ed.), *The Handbook of Technology and Second Language Teaching and Learning* (pp. 127–147). Wiley.

№	Description of Indicator	Statistical Result
1	Proportion of teachers using social media for educational purposes	78.6%
2	Teachers systematically integrating social media into the formal curriculum	32.1%
3	Respondents reporting a lack of methodological guidelines and assessment standards	64.8%
4	Interview participants who highly evaluated the effectiveness of authentic content	70.8%
5	Participants acknowledging the complexity of multimodal assessment	58.3%
6	Student participants with sufficient media competence	66.7%
7	Students expressing additional need for digital literacy	33.3%
8	Share of social media integration in international educational programs	40–55%
9	Share of integration in local educational programs	Up to 15%

Source: Source: Author's own compilation based on the study results (2025). Results of a survey conducted among students of school No. 30 of the city of Samarkand, Samarkand region.

The study confirmed that the level of students' digital literacy also has a direct impact on the success of integration: 16 out of 24 interviewed participants (66.7%) stated that they have sufficient media competence for effective learning activities from social networks, while 8 (33.3%) noted that additional digital skills are required. The results of the documentary analysis showed that in international practice, up to 40-55% of educational programs include active learning components based on social media, while in local practice this figure does not exceed 15%. These statistical data clearly confirmed that the integration of social networks into formal education is closely related to methodological, technological, and digital literacy factors.

DISCUSSION. The research results showed that in the process of integrating social networks into formal language education, factors related to pedagogical, methodological, and digital literacy interact in a complex way. Although 78.6% of teachers reported using social media resources, only 32.1% of them stated that they systematically included these tools in their curricula, which indicates disruptions in the existing didactic infrastructure. This situation means a lack of methodological standards at the institutional level for the use of social networks as an effective didactic tool⁸. The fact that 64.8% of respondents cited the lack of standardized assessment criteria as the main problem indicates the incompatibility of

⁸ Reinhardt, J. (2019). Social Media in Second and Foreign Language Teaching and Learning: Blogs, Wikis, and Social Networking. *Language Teaching*, 52(1), 1–39.

educational activities formed on the basis of multimodal, interactive, and real-time communication with traditional assessment systems⁹.

Although the effectiveness of authentic content in interviews was highly rated, the complexity of the assessment process (58.3 percent) indicates that teachers have not sufficiently mastered the methods of valid and reliable assessment of multimodal speech activity. The fact that 33.3% of students reported a lack of digital competence confirms that the success of the integration process is associated with the inequality of media literacy between students and teachers¹⁰. In international experience, the presence of social media components in 40-55% of curricula, while in local experience this figure does not exceed 15%, indicates the presence of conceptual differences in regional digital pedagogy policies¹¹.

This difference shows that the integration of social media is a process determined not only by technological capabilities, but also by a pedagogical approach, teacher training, and the level of digital culture. Despite the fact that social networks have great potential in the development of communicative and multi-channel competencies in language education, the results require the development of methodological models, assessment criteria, and strategies for the development of digital literacy for their adaptation to formal educational standards.

CONCLUSION. The results of the study showed that, despite the fact that the use of social networks in formal language education has great didactic possibilities, they require a review of methodological approaches, levels of digital literacy, and assessment mechanisms for their full integration into the educational process. Despite the fact that the majority of teachers use social media, only a third of them systematically include these resources in the curriculum, which indicates the insufficient formation of the existing pedagogical model. Differences in students' digital literacy, the level of teachers' preparedness for multimodal assessment, and the lack of institutional standards were the main obstacles to the integration process. The widespread use of social media-based learning components in curricula in international practice, and the low level of this indicator in the local context, indicate the need to strengthen regional digital pedagogy policies. Therefore, to increase the effectiveness of using social networks in formal language education, it is necessary to train teachers in digital didactics, develop multimodal assessment standards, enrich curricula with media-integrative competencies, and strengthen students' digital literacy. Only such a comprehensive approach can transform social networks into a meaningful and pedagogically justified component of the educational process.

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⁹ Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. Routledge.

¹⁰ Jones, R. H. (2012). *Discourse and Digital Practices: Doing Discourse Analysis in the Digital Age*. Routledge.

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