



THE ROLE OF SOCIAL MEDIA IN THE FORMATION OF STUDENTS' SPEECH COMPETENCE

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The article examines the influence of social media on the process of forming speech competence among students of higher educational institutions. It analyzes both the positive and problematic aspects of using social media in educational practice, as well as their role in the development of productive and receptive types of speech activity. [1, 2019]. Special attention is paid to changes in students' linguistic behavior, the formation of communicative skills, and the necessity of pedagogical support in the digital speech environment.

In the context of the digitalization of modern society, social media have become one of the most widespread means of communication, especially among young people. Students actively use social platforms for communication, information exchange, and self-expression, which inevitably influences their language practice. [2, 2020].

Speech competence is traditionally understood as a set of skills and abilities that ensure the effective use of language in various communicative situations. It includes mastery of lexical, grammatical, phonetic, and pragmatic means of language, as well as the ability to adequately choose speech strategies depending on the context of communication. [3, 2018].

In the conditions of digital communication, speech competence acquires new characteristics. Communication on social media combines elements of oral and written speech and is characterized by a high degree of spontaneity and interactivity. Social media influence speech competence both constructively and destructively. [4, 2017]. On the one hand, they expand stylistic repertoire, develop written discussion skills, form self-presentation abilities, and provide access to authentic professional discourse. On the other hand, they may cause syntactic simplification, orthographic negligence, lexical impoverishment, and difficulties in switching to academic registers. [5, 2019].

The role of the teacher becomes especially important as a mediator between digital and academic language environments. Integration of social media into the educational process should be methodologically grounded and aimed at developing critical linguistic thinking. [6, 2018].

Thus, social media can become not a threat but a powerful ally in forming comprehensive, flexible, and adaptive speech competence of a modern specialist when used consciously and pedagogically supported.

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