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***CORPORATE SOCIAL NETWORKS IN EDUCATION:
EXPERIENCE OF USE***

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The paper discusses methods, forms and safety issues of social network usage for school students. Taking into consideration the growing interest of students to electronic communication in social networks (ESN), their place in the information educational environment is described. The classification of objects and use of ESNs was made to help teachers and school authority to teach students in the corporate social network. The basic components of corporate social networks (CESN) were revealed: forms of learning activity (individual, group, and collective), forms of learning organization (quiz, debates, discussions, photo-story, essay contest, a virtual tour, mini design web quest, and conference video-lesson), and database. Particular aspects of the use of certain forms for students training in ESN according to the type of social objects (messages, individual messages, video files, photos, audio files, documents, comments, and blitz-survey) were defined. Student safety when using ESN and CESN impact on a student social and cultural intelligence development are discussed as well.

Keywords: learning forms, corporate social networks, classification, teacher, ICT.

1. Problem statement and its relation to important scientific and practical tasks.

Human potential development is accompanied by key and continuously increasing role of education that has challenge related to the creation of appropriate informational learning environment and resources in education in general [15], as well as in distance learning [16] and cloud-based education [11]. To date, informatization of education is characterized by the use of innovative information and telecommunication technologies, cloud computing, electronic social network (ESN) in education and virtual reality systems, as well as philosophical understanding of the process of informatization in education and its social consequences [17] including usage of corporate social networks [3].

2. Analysis of recent research.

The use of cloud computing, including cloud services and cloud oriented learning environment (COLE) Office 365 in the general secondary education gave impetus to learning mobility to ensure all participants in the educational process [11].

To date, social networks become increasingly popular among teachers of secondary schools and students as a tool for communication in Ukraine. However, the use of social networks for teachers is not completely explored, and requires special analysis and synthesis, especially because of new features (opportunities, cognitive potential and possible hazards) of open networks usage for learning and teaching [3]. Analysis of the social networks usage for learning has revealed its great potential for education [17]. Detailed review of real-life experience and prospects of ESNs in secondary education fulfilled by authors [14, p. 360] indicates that technological innovation in the course of its formation runs from the peak of popularity to the lowest point of frustration, and now can be at the stage of enlightenment [10].

If traditional teaching is aimed at the transfer of certain knowledge and the development of the information-transforming intellect, then digital space (first of all, social networks) can develop



social and cultural intellect in accordance with modern trends in children needs [4; 6]. As a result of intellectual activity, a human creates his/her own and general information space, that is a set of results of semantic humanity activity, namely information resources, as well as means of information interaction and information infrastructure. "Successful intelligence" in all components is needed to form effective corporate ESN.

Unsolved parts of the general problem. Evaluation of the place of corporate social networking in education, as well as of the readiness of teachers to use them in educational activity.

The goal of the article is to evaluate relationship between corporate social networks and current education in Ukraine on the basis of the ESN Yammer usage experience, as well as to analyse methods, forms and safety issues of corporate electronic social network usage for schools.

3. The main part.

To date, the following main trends in the formation of the informational and educational environment could be identified [15]:

- ensuring the mobility of information and communication activities,
- advancement of mobile information and communication technologies (ICT);
- development of technology for cloud computing and virtualization of corporate, public and hybrid ICT infrastructures;
- accumulation and processing of significant amount of information resources;
- formation and use of electronic libraries;
- development of resource and service characteristics of the Internet;
- development of robotics, robotic systems, in particular 3D printers and 3D scanners;
- development of data protection systems and countering cybercrime;
- development of the industry of electronic educational resources production;
- formation and development of ICT outsourcing of cloud services.

According to authors' opinion [15], the choice of learning methods (including distance learning, ESNs) depends on:

- the objectives and content of the educational material of each lesson;
- characteristics of relevant scientific field methodology, characteristics of specific teaching methods of an academic discipline;
- time to spent on the study of a material;
- age peculiarities of students;
- students' skills;
- facilities and material procurement of educational process, including equipment and others.

The practical experience of authors gives ground to believe that the use of ESNs helps to create a situation of interest in learning a particular educational material. The development of students' motivation is effective way of learning intensification that promotes better learning, encourages independent learning activities. Task performance together with the help of information and communication networks encourages the duty and responsibility of students and have a positive educational effect. The effectiveness of methods depends on not only the methods themselves, but the skill of the teacher to use the functionality of social networks and ICT.

The main difference is that networks have a special potential for students' socialization [9]. The authors reveal the psychological patterns of the person socialization in the Internet space, consider the socialization of personality on the Internet as a process of expanding their own experience, draw attention to the fact that socialization in the Internet environment is a significant component of socialization of the individual. The authors examine the components, structure and stages of Internet socialization; offer their rooted system of psychological support to the process of Internet socialization and prevention of deviant development of gifted teenagers.

According to the research of foreign colleagues, 83% of 15-18-year-old students cannot do without high-speed Internet, 88% use social networks every day [12]. This is a general tendency of

our life, because the use of social media by enterprises in the European Union (EU) is part of their strategy for integrating information and communication technologies in their business, and "...social media refer to internet based applications such as social networks, blogs, multimedia content-sharing sites and wikis, ... enterprises use social media in order to reach an audience in ways that the audience wants to be reached". According to Eurostat data, "Some 39 % of EU enterprises used social media (e.g. social networks, blogs, content-sharing sites and wikis) in 2015, with more than three out of four of these businesses (79 %) using such applications to build their image and to market products" [15]. It could be evaluated as a context, in which future workforce (to-day schoolchildren and students) will work. As the EU experts highlight, "For more than a decade, there has been a shift from the static webpages of the earlier websites towards web applications which draw on user data and relevant applications stored in the 'cloud'".

According to experts of *The Webanywhere*, "Managers responsible for workplace learning and development may have noted an increasing buzz around the potential of using web technologies for corporate social learning. Social tools enable increased employee interaction and collaboration, which provides a mechanism for retaining and accelerating knowledge within workplace walls" [1]. This trend in the use of Corporate Electronic Social Networks (CESN) should be taken into account in organizing learning activities of students as leaders of schools and teachers.

3.1 Forms of Students Training in Corporate Electronic Social Networks

Innovative changes in secondary education and formation of a new Ukrainian school affect the development of professional and creative abilities of teachers in matters of creation of information learning environment (ILE) and the modern design of a lesson, including use of social networks (Fig. 1) especially electronic ones (ESN).

Such a trend in the use of ICTs should be taken into account when organizing the educational activity of students by both school principals and teachers, in particular involving them in the use of the corporate electronic social network (CESN) Yammer (as an example) to support the educational process. The feature of using Yammer's corporate social network is its integration with the Microsoft Office 365 package, which reveals additional educational opportunities, namely the use of basic services: OneNote Notebook, Forms questionnaires, Word documents, Excel, Power Point, use of own video-channel.

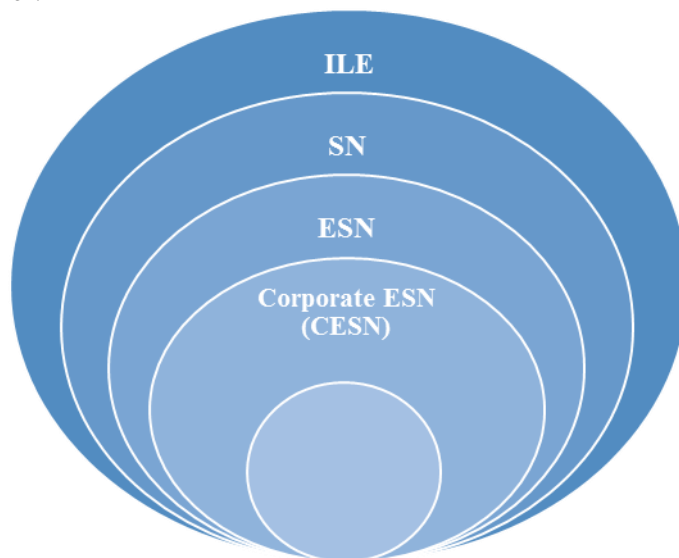


Fig. 1. Place of the corporate social network information and educational school environment

One can highlight such Yammer functional features: communication between actors who have common interests; dissemination and exchange of experience, achievements, files; search for experts on particular problems; exchange of important messages; discussion of various issues and decisions; gathering thoughts and ideas; searching data and information for the accomplished tasks;

online communication [11].

One can identify the following main types of subjects' activities in Yammer, which can be used for learning (Fig. 2).

Taking into account functional features and types of activity in this CESN, the process of administering can include: establishing communication between subjects of education process (groups creation); monitoring the culture of communication in the network; removal of unwanted participants; formation of groups of external users, etc.

The general tasks of providing security in the learners' network can be described as follows:

- to carry out systematic monitoring by the responsible administrator or subject teacher, who organized the learning group;
- to form students' competence in safe use of the network;
- to raise the culture of interaction and communication among learners and teachers.

We believe that studying the use of corporate social networks in general secondary education raises the question of classification of its main components: forms of education, social objects, shapes student learning and content databases.

The need in additional communication is a base of social networks [10]. There are two main areas of communication: indirect (communication not directly, but through a mediate link) and direct (personal). In social media, communication has the additional link: a social network. Therefore, communication can be defined as indirect.

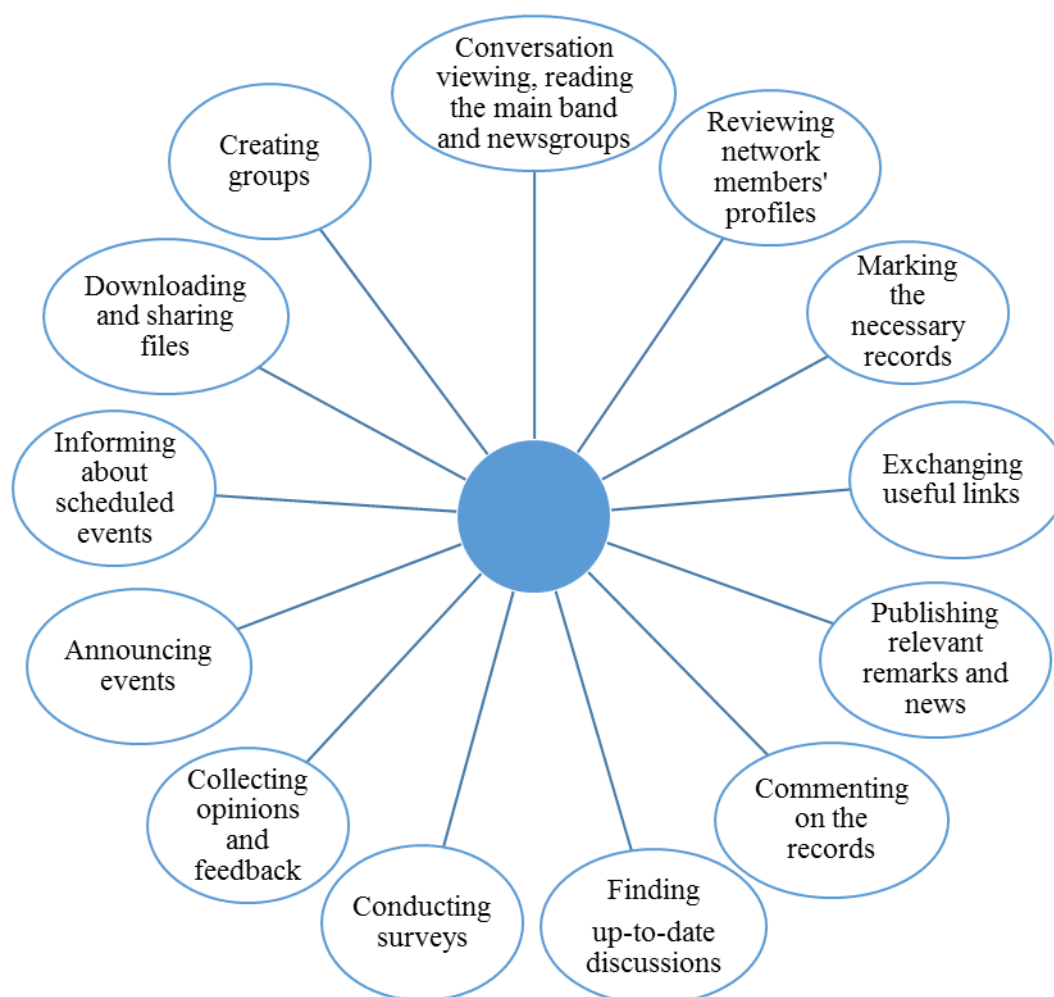


Fig.2 Main types of subjects' activities in Yammer.

Social Network brings together actors, but it is needed specific factor of communication that is a social object (SO). Such a social object can be identified in all successful social networks,

namely: video (YouTube), music (Last.fm), presentation (SlideShare), journalistic, reference articles (Wiki-Wiki), photos, projects (Scratch) etc. [2].

It is possible to consider messages, personal messages, video, photos, audio, presentations, documents, messages, comments, blitz-survey as social objects of School CESN.

In practice, such activities were recognized as successful: accommodation homework □ documents; discussion of literary works □ comments; narrative development □ selected fragments; storytelling development □ presentation; summarizing information on educational topics-surveys, etc.

The following types of activities with the use of social objects were found to be successful:

- home tasks loading – documents;
- discussion of literary works – comments;
- narrative development – selection of fragments;
- storytelling development – presentations;
- generalization of information on a training topic – poll, etc.

The form of training needs the design of specific forms that provide conditions for effective training of students under the guidance of a teacher and realized the unity of content and technology education, which results in mastering subjects teaching knowledge, skills and development as some subject and key competencies [13].

The form of training is an external side of the educational process that reflects the way of students and teacher's organization and is executed in certain order and mode, and depends on the number of students, the nature of the interaction of the learning process, level of autonomy, specific educational activities [3]. It involves organizing and setting up teacher interaction with students during their work with a certain content of learning materials [11]. Forms of education can be classified by the presence of students (online, offline) and their number: individual, group, collective [7; 10].

Communication between people is implemented in such structures: writing (mediated) and direct: individual; group; collective. In ESNs communication is mediated (subjects typing), but also in both a group, and mass. One can define the basic organizational forms of educational communication in social networks as individual, group and collective ones.

Individual form of learning activities of students in teacher-student social network assumes that every student gets a task for self-fulfilment, chosen for him according to his/her training and educational opportunities, and the teacher would give him/her an advice, tips and coordinate his/her activities. In SNs, students act in free pace, following only time limits predefined by the teacher. The student task performance carried out without communication with other students, foresees the development of individual cognitive and creative activities. The teacher can coordinate the training of each student according to his/her abilities.

In the social network, students work in a free tempo following the time-bound terms set by the teacher. The activity of a student in performing tasks without communicating with other students is aimed to the development of his/her individual cognitive and creative skills. The teacher has the opportunity to coordinate the training of each student according to his/her abilities.

CESN Yammer allows creating additional internal networks and groups. For example, the network of teachers of the All-Ukrainian project "Cloud services in education" [11] provides an opportunity to educate the culture of network communication, discuss the problems and the course of the project implementation, and provide consultations for a particular school and in general CESN (Fig. 3).

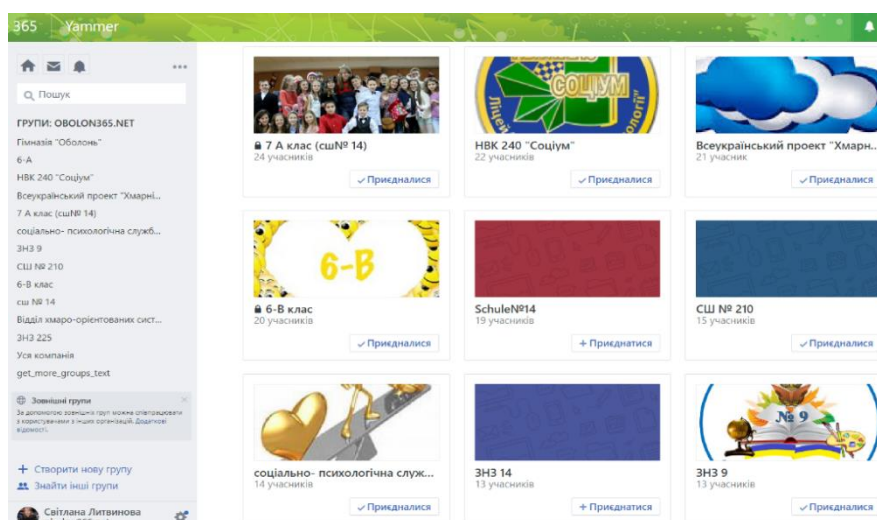


Fig. 3. Formation of additional internal networks and groups.

Different educational groups can be created in CESN: virtual methodical association, project team, creative team, school council, partners and others. This grouping allows us to provide documents to share only in specific group of participants, to correspondence within the group and discuss topical issues, discuss documents, regulations and so on. A separate group can be formed from a school parents committee.

They need to be specified not only organizational learning forms, but forms of education of students as well. Forms of teaching students require thorough preparation teacher training materials and lesson plan. The most common forms are as follows: quiz, debates, photo story, essay contest, a virtual tour, mini-project, web-quest, conference.

Additional attention needs to be paid to classification of usage subjects of CESNs, such as: subject teachers, curators (class teachers), psychologists, social teachers, the administration of the institution (director, deputy director, secretary), school librarians, students, parents, representatives of school education institutions, NGOs, donors, and district inspectors [12].

Another classification can be provided: *by students' age* (elementary school, primary school, high school); *by teachers age* (20-35 years, 36-50 years, 51-60 years, 60+).

Classification of learning students used ESNs can be made on the following grounds as well:

–*The location of the student.* The school forms of education: lessons, work in workshops on near-the-school research station, laboratory and more. Out-of-form education, tour, home self-study, extracurricular activities at school; the company;

–*The didactic purpose* of students training: theoretical, practical, combined;

–*Time of student learning.* Time limit and after school, electives, subject groups, quizzes, competitions, subject evenings, etc.;

–*The duration of stay* in the student network, short message, detailed messages online communication.

3.2 Methods of Education in ESNs

Corporate social networks have great advantages for organizing training for students of general secondary schools, in particular, in matters of administration, information security, and a wide range of applications among pedagogical workers (managers, psychologists, social educators, subject teachers). Until nowadays, the main problem of the use of any social network in education was to determine of effective forms and methods of teaching. Therefore, it was important to determine exactly those forms and methods of teaching in social networks, which would be positively perceived by teachers and students.

New opportunities for using ECM in educational institutions are illustrated by the example of CESM Yammer.

Teacher's expertise needs not only to know about his/her subject, but mastering teaching methods [11]. The network is already an effective learning tool as such, because teachers and students' communication is realized through social objects (photos, videos, audio messages, presentations) that may already be an illustration or story, or statement of the problem for the lesson. Teachers only need to apply effective methods for collective, group or individual work with students[3].

We believe that the most successful methods of students teaching in secondary schools with CESN Yammer are those reflected a logic and perception of learning data. These methods of learning are inextricably linked with logical way of learning, namely, analysis, synthesis, comparison, generalization, specification, selection chief, classification, deduction, induction and control [10]. We will describe some of them.

Comparison is a method of learning, which is to identify the similarities and differences between objects or phenomena. The method of comparison involves the following actions: definition of objects of comparison; identification of the main features; comparison; finding similarity or differences; sign designing of comparison results (drawing up a table, plan, scheme or model). This method is used to distinguish essential and non-essential properties in comparable objects.

Generalization is a teaching method that consists of moving from one to more general knowledge, or from a general level to a general higher level, abstracting and finding common features inherent in the subjects of a particular branch of science. It is used when students have to learn to classify as a teaching material at different stages of the class, and to classify objects, phenomena, species, groups, etc. For generalization, the following are typical: selection of typical facts, finding the main among them; comparison; initial conclusions, their theoretical interpretation; analysis of the dialectic of the phenomenon; signing out the results of generalization (formulas, models, trends, etc.).

The highlight the main is a teaching method that involves specifying the object of knowledge, dividing the information into logical parts and comparing them, separating the main one from the secondary one. This method includes: finding the key words, concepts, semantic reference points; objects' grouping; conclusion on the subject of cognition, sign design (plan, diagram, reference statement, algorithm, and headings). The method of highlighting the main is often used for theoretical generalizations, to release the contents of the textbook from excessive, secondary material. It is used at all stages of the lesson: setting tasks, questioning students, consolidating the material, especially at the stage of studying the new educational material.

Concretization is a learning method that involves the transition from abstract to specific. The method of concretization has the following elements: moving from the abstract to the concrete; signing the results of concretization (examples, tasks, schemes, models, etc.). It is used to clarify the conditions of existence or development of the phenomenon, to enhance theoretical knowledge by examples from practice.

Classification is a learning method that involves the process of searching and finding essential and common features, as well as elements and connections for a group of objects that form the basis for the distribution of objects to certain groups. Consider the example of a social object of a photo (drawing) using the classification method in the social network Yammer (Fig. 4).

Performance technology: the teacher provides a scheme for students to independently carry out the classification of geometric figures, students can specify objects in the scheme and ask questions in the form of instant messages. Students are asked to answer the blitz questionnaire (number of figures received in each classification group) to find out the students' problems in understanding the learning material.

Analysis. The concept of "analysis" is decomposition. This method consists in singling out the individual characteristics of the phenomenon and decomposing it into components (elements). It has the following components: comprehended perception of information, the selection of essential features and relationships, partitioning and finding the original structural element; comprehension of connections, their synthesis. Parts of the whole are characterized by comparison, synthesis and

other logical methods. The method of analysis is often used at the initial (empirical) stage of cognition.

Fig. 4. Example of using the classification method.

Synthesis. The term "synthesis" means "connection". The method consists in combining the previously isolated parts by analysing the elements or properties of the object into a single whole. It provides the knowledge of the concrete through the unity of the various and is carried out predominantly at the theoretical level of knowledge.

Important for learning is application of critical thinking to construct conclusions. The basis for formulation of conclusions about the investigated object can be made by using inductive and deductive methods.

Induction method. The term "induction" means "from specific to general". This is a method of thinking in which the general is derived from the partial judgments. Applying the induction method in teaching helps students to find causation, making conclusions and generalizations.

Deduction method. Concept "deduction" means "from general to specific". This is a method of thinking, in which the new position is derived logically from the more general one; this method of research, which consists in the transition from general to part. Applying the method of deduction helps students to understand the close relationship of individual elements in the whole system.

In general, learning methods reflect the nature and logic of the educational material content, develop abstract thinking, form a conceptual system, identify the general links in the form of models (formulas, schemes, etc.). The effectiveness of using the methods of this group depends on the relationship with other methods of learning: the source of knowledge, the level of problem, the degree of students' independence.

The choice of teaching methods depends on: the overall objectives of education and personal development; goals, objectives and content of the educational material for each lesson; features relevant content and methods of science, and that the subject of the topic being studied; features specific teaching methods of discipline; time spent on studying appropriate material; age characteristics of learners; level of preparedness (education and development); material equipment of the institution, including training equipment, visual aids, equipment; features and characteristics of the teacher, of his/her theoretical and practical expertise, personal qualities, pedagogical skills [3].

The effectiveness of methods depends not only on the methods themselves, but on the mastery of the teacher to use the functional capabilities of social networks and ICT.

3.3 Social networks usage by Ukraine teachers

It was conducted a survey for teachers of secondary schools regards the use of social media to enhance learning activities and interests of students in new forms of work, improving the educational process, communication skills and teamwork of students.

The survey involved 250 subject teachers from Vinnytsia, Odesa, Khmelnytsky, Lugansk, Donetsk and Kyiv regions[10; 11].

It was revealed that the largest share of teachers who participated in the survey was 41-45 years. As a rule, their job experience reached 20 years, they have the highest category, and most of them have the title “Methodist”.

Teachers' interest in communication is constantly increasing. The number of popular social networks today reaches dozens or even hundreds of titles. However, teachers in Ukraine actively use such electronic social networks as Facebook, Classmates, VKontakte, Learning Partnerships, Google+, Yammer (Fig. 5).

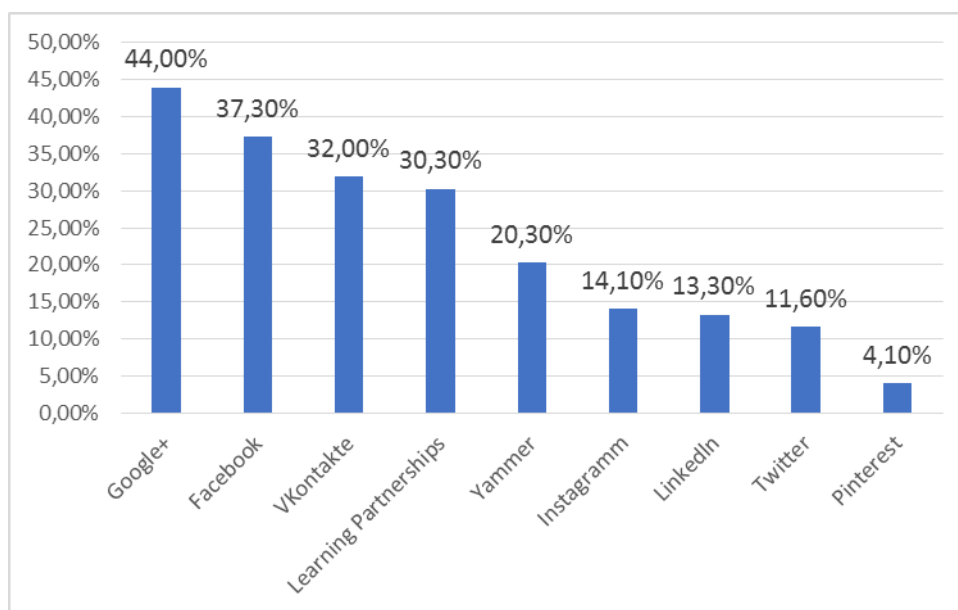


Fig. 5. Social networks usage by teachers.

However, there is a part of teachers who are not registered in any social network and do not recognise this need. This teacher's group is 4.1%. Also, a fairly large percentage of teachers use specific social networks (11.6%) in which they exchange or experience, or support communication with persons with common interests (hobbies). This can mean that interests of teachers and students require the use of different networks and it is not easy task to find common of them for everybody that will satisfy their diverse needs.

Data on the use of social networks for students learning proved to be important. They allowed finding out not only the most popular networks, but also the percentage of teachers who use them. Compared to foreign colleagues, the proportion of teachers who use social networks for training is less and does not exceed 44%, but the share of those who do not use it is also less – 10.8%.

Despite the fact that Yammer's corporate social network has been provided for wide use in Ukraine in 2014, its popularity has already reached 20.3%, that demonstrate its high potential in future use of corporate social networks for student learning[11]. It is necessary to highlight that the corporate social network Yammer has been created specifically for teachers of higher education institutions and users' access to use it was limited for a long time. Only from abroad 2013, this network was opened for use in general education institutions and integrated with Office 365.

The combination of various learning technologies with the possibilities of electronic social networks: change gradually forms and methods of providing educational services; contributes to the formation of the latest information and educational environment of a comprehensive educational institution, focused on interests and the development of the individual both a teacher and a student; globalizes the access to open electronic educational resources; create conditions for learning

mobility of subjects of study; develop various competences and formation of informational educational space[11; 12].

Surveys results have demonstrated the social objects that teachers used for their personal or professional needs: uploading photos, videos, texts, filling out questionnaires, using links, creating events (Fig. 6).

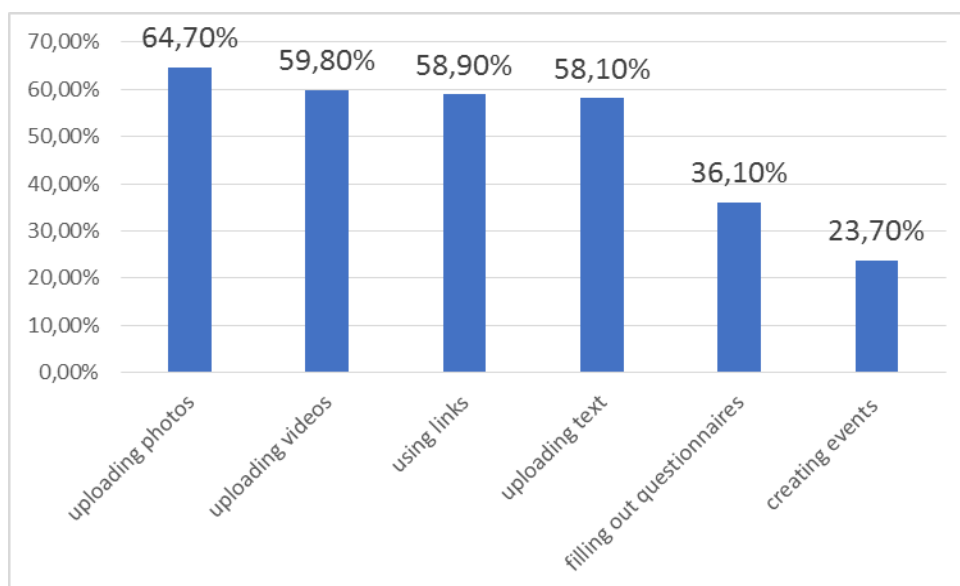


Fig. 6. Use of social objects by teachers in social networks.

Consequently, the teacher is constantly searching for images, text documents and references to various texts and software for their further use while teaching students, for professional self-development and diversification of the teaching process organization. Teachers' participation in social special interest groups allows them to promptly get answers to actual questions, get effective help (for example, links) to solve problems related to both the learning process and its organization.

Communication in social networks expands the ability of the teacher to professional development. He/she is aware of the events taking place in the educational environment of educators. He also has the right to choose the tools, programs, sites recommended by colleagues. If necessary, he/she can join an existing discussion or start his own, which will facilitate the development of online communication skills.

All this is the basis for developing its own strategy of learning with students using social networks, selecting social objects and establishing communication with different groups of students.

In order to ensure communication and the formation of the learning environment, the teacher places such social objects for students as: photos, messages, interviewers, study videos, text fragments, links, tasks, and home and creative tasks (Fig. 7).

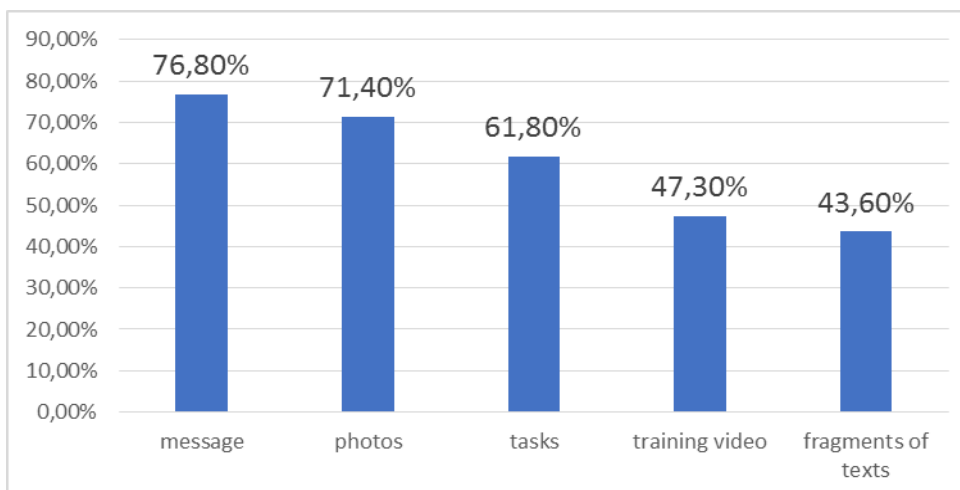


Fig. 7. Uploading of social objects for students in ESN

The teacher can carry out other activities as well (9.1% (for example, upload music files, etc.). An interesting experience of activating the students work is the development of a digital narrative that can be formed in a social network in the form of notes, essays or comments.

Narrative is a historically and culturally justified interpretation of some historical aspect from a particular position [10].

In the foreign educational space, digital narrative is an author's narrative combining digital images, text (verbal, video, musical) and creating the most favourable conditions for the transfer of complete information from the subject and its absorption through the expansion of channels of perception. The notion of "digital narrative" includes: digital texts, presentations, stories posted on blogs, tweeters, novels for reading, mobile phone screens, video clips, animated films, video blogs, photo collages, social event descriptions, game quests etc.

Important data were found regards using social media for student learning. Compared with foreign counterparts', proportion of teachers who used social networks for learning was less and not more than 44%, but the proportion of those who do not use was less as well, 10.8%.

The ratio of teachers' attitude to SNs influences the development and formation of information-educational environment. When analysing the survey results it was found that 66% of teachers are positive to social networks, 30.3% – neutral and 3.7% – negative, and this gives reason to believe that social networks can be effective means to support student learning. Teachers who have defined their attitude as “neutral” supports the idea of foreign counterparts, due to the lack of additional training, awareness of parents and lack of confidence in the safe use of social networks.

Basic teachers' tips for using social networks to teach students were recommended:

- Use social networks as an effective means of communicating teachers and students
- Remember that social networks can be integrated into the learning process and used to support the learning process
- Use corporate social networks, closed groups, conduct awareness-raising work among students about the risks of electronic communication with unknown individuals.
- Develop your principles and guidelines for using electronic social networks to organize student learning at your institution.
- Check links posted on the net on private blogs or content sites to protect students from access to forbidden content.
- Organize student collaboration in projects at different levels: class, parallel classes, other schools and regions for the purpose of educational communication.
- Form a communication culture that will provide the appropriate level of communication with both experts and students, who will be able to receive an instant feedback on their work.
- Involve students in projects related to the social service, global problems of the world, namely: purification of drinking water, energy saving, development of new types and carriers of energy, planet ecology, culture of nutrition, healthy lifestyle, etc.
- Involve parents in discussing educational issues, trends in the development of educational institutions, career guidance for students, etc.
- Use a social network to create, store and evaluate digital narratives from various subjects during the educational process.

Taking into account the increasing interest of students in communication in social networks, teachers should use their basic functional capabilities to support the educational process of a comprehensive educational institution. But current situation worldwide with moving terrorism into the Internet needs to pay much more attention to cyber safety of CESN users [6].

4. Conclusions and Outlooks

Corporate social networks play an important role to ensure communication and educational

support for learning in the informational educational environment. For the organization of teaching students using social networking, it was proved essential for the implementation of the classification of objects and sub-jects of social networking, justified such social objects as messages, personal messages, video, photos, audio, presentations, documents, messages, comments, blitz poll.

As the most relevant, forms of learning (individual, group, collective) and singled forms of teaching students in social networks were identified: quiz, debates, discussions, photo-story, essay contest, a virtual tour, mini design web quest conference, video tutorials and others.

It is necessary to highlight the growing interest of students to communicate in social networks, teachers advisable to use their basic functionality to support the educational process in schools.

Identified methods of teaching students in social networks give impetus to the development of creative teamwork and building individual trajectory for students with special needs. The use of corporate social networks to discuss, evaluate, design work can serve as a basis for the development of creativity, openness, linguistic culture and online communication.

Electronic social networks do not separate people, but promote the development of students' social and cultural intelligence.

Special attention should be paid to student safety issues when using ESNs.

Further research could aim the organization of distance, mixed, inverted learning in social networks, carrying out scientific coordination, counselling, reviewing student projects of the Small Academy of Sciences, etc.

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КОРПОРАТИВНІ СОЦІАЛЬНІ МЕРЕЖІ В ОСВІТІ : ДОСВІД ВИКОРИСТАННЯ

У статті розглядаються методи, форми та питання безпеки соціальної мережі для школярів. Беручи до уваги зростаючий інтерес учнів до електронних комунікацій в електронних соціальних мережах (ЕСМ), описується їх місце в інформаційному освітньому середовищі. Зроблено класифікацію об'єктів та використання ЕСМ з метою допомоги вчителям та керівництву шкіл у навчанні учнів у корпоративній соціальній мережі. Виявлено основні компоненти корпоративних електронних соціальних мереж (КЕСМ): форми навчальної діяльності (індивідуальна, групова та колективна), форми організації навчання (тестування, дебати, дискусії, фоторепортаж, конкурс есе, віртуальний тур, веб-квест, відео-конференції), а також бази даних. Визначено конкретні аспекти використання певних форм для навчання учнів в ЕСМ залежно від типу соціальних об'єктів (повідомлення, окремі повідомлення, відеофайли, фотографії, аудіофайли, документи, коментарі та бліц-опитування). Обговорюється також безпека використання і вплив ЕСМ та КЕСМ на розвиток соціальної та культурної інтелектуальної діяльності учнів.

Ключові слова: форми навчання, корпоративні соціальні мережі, класифікація, вчитель, ІКТ.

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КОРПОРАТИВНЫЕ СОЦИАЛЬНЫЕ СЕТИ В ОБРАЗОВАНИИ: ОПЫТ ИСПОЛЬЗОВАНИЯ

В статье рассматриваются методы, формы и вопросы безопасности социальной сети для школьников. Принимая во внимание растущий интерес учащихся к электронным

коммуникациям в электронных социальных сетях (ЭСС), описывается их место в информационной образовательной среде. Проведена классификация объектов и использования ЭССМ с целью помощи учителям и руководству школ в обучении учеников в корпоративной социальной сети. Выявлены основные компоненты корпоративных электронных социальных сетей (КЭСС): формы учебной деятельности (индивидуальная, групповая и коллективная), формы организации обучения (тестирование, дебаты, дискуссии, фоторепортаж, конкурс эссе, виртуальный тур, веб-квест, видеоконференции), а также базы данных. Определены конкретные аспекты использования определенных форм для обучения учеников в ЭСС в зависимости от типа социальных объектов (сообщения, отдельные сообщения, видеофайлы, фотографии, аудиофайлы, документы, комментарии и блиц-опрос). Обсуждается также безопасность учеников и влияния ЭСС и КЭСС на развитие социальной и культурной интеллектуальной деятельности учащихся.

Ключевые слова: формы обучения, корпоративные социальные сети, классификация, учитель, ИКТ.