that they value the use of search engines more than library queries have also been found, which results from the fact that they are able to get the information quickly and in a full form (Lippincott, 2005).

**Limitations**

It should be taken into account that in the above analyses the sample used was not very numerous. In addition, future research should also include other variables, such as narcissism, procrastination and grade point average, which would make it possible to determine the relation between the intensity of Facebook use and educational achievement; it is probable that persons who postpone learning use social media more intensively, and that this has a negative impact on their commitment and results in education.

**Conclusions**

Students often outdo their teachers in the ability to use new technologies, and expect changes to be taken into account in the educational process (Oblinger, Oblinger, & Lippincott, 2005). The use of social media, on the one hand makes it possible to get quick feedback, which may positively influence progress in education (Hattie, & Timperley, 2007), and support the process of socialization (Valkenburg, Peter, & Schouten, 2006), on the other hand, it may contribute to the deterioration of social relations in real life (Twenge, 2014).

It is recommended that the specific character of Generation Y be taken into account in the process of education. However, it is worth checking if the methods suggested would also be suitable for Generation Z. It should be stressed that the preference for the use of new technologies in teaching among Generation Y does not preclude the use of traditional forms of pedagogy (JISC, 2007).

**References**


Twenge, J.M., Campbell, W.K., & Freeman, E.C. (2012). Generational differences in young


