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Disadvantages of traditional teaching foreign languages to modern students of Generation Z

Formulation of the problem. Currently, six different generations live on Earth at the same time. The youngest is Generation Z. According to a 2015 Internet Development Fund study [8], almost 80% of students were already using the Internet 3 hours a day, and every sixth spent about 8 hours a day on the World Wide Web! And every year, these numbers are growing exponentially. This generation has already become students and therefore needs a different approach to teaching, unlike the grits that have been taught before them. The current generation of students simply cannot imagine their lives without gadgets and digital space. They are the ones who were born after 2000, called "Generation Z". Like any previous generation, they have their own characteristics that affect their learning success.

Successful mastering of a foreign language within the walls of the university depends a lot on the relationship between teacher and student. The modern teacher, who belongs to the previous generations, should take into account the difference between generations (generation gap) and the features of the modern generation when planning and organizing the educational process.

In order to better understand the features of Generation Z, the advantages and disadvantages of traditional foreign language teaching should be considered, which is to meet the needs of a modern generation and motivate them for greater achievements.

The purpose of the article is to analyze the typical features of the Generation Z representatives, taking into account the disadvantages of traditional foreign language teaching, to promote the most effective pedagogical foreign language teaching strategies in Ukrainian higher education institutions, based on the systematization of methodological recommendations of foreign and domestic scholars, including our own practical experience.

Presenting the main material. L. Korostil [3], adapting to the educational process the business principles that are used today when setting tasks for employees of generation Z [9], presents the following formulas that can characterize the main differences of representatives of this generation:

- ***Superman principle.*** Interest is the main motivation of generation Z. No boredom and exciting tasks. It is easy to do an interesting and understandable task, rather than a task that one can't understand how to do and why.
- ***The principle of playing games.*** Generation Z should know the rules of the game: who is responsible, what are the rules, who is the winner and when, who is the leader and what questions can be addressed. They should also be given short deadlines when completing tasks.
- ***The principle of quick results.*** Generation Z strives to win. They need to know that certain activities are feasible for them.
- ***Reward principle.*** Students in Generation Z can't wait long; they want their dreams to come true quickly. Therefore, it is necessary to specify in addition to the deadline for the tasks, the time of the first victory [3].

Crisis psychologist Galina Soldatova [7] draws the attention of teachers to the **special educational conditions**, needed for this generation:

1. Modern children should work on patterns. This reassures them. To speak in short sentences, events, stories, like publications on the Internet. The task is to break it into smaller ones. Write instructions for the task.

2. Generation Z is actively working where they are interested and comfortable. Within the "must" performance is much reduced. The material should be interesting, dosed, with game elements. Not standard design of the cabinet is possible in the absence of material and technical base.

3. Generation Z lives in the virtual world, where they have their belonging to social virtual groups. Therefore, social media should be one of the channels of communication with today's generation.

4. Blogging – a personal public diary of a modern student or student. They are more interested in covering the results and achievements on the social network than writing them in a notebook that is read only by the teacher [4].

According to the methodological recommendations of foreign and domestic scholars [1-10] and our own pedagogical experience, we systematized the key characteristics, typical for different representatives

"DIGITAL GENERATION" principle	The absence of state-of-the-art technology in the classroom. The use of modern technologies in the educational process (not only the classroom) allows to increase the activity of students in learning a foreign language. In addition, thanks to smartphones, students constantly hear the modern foreign language, can watch videos and thus, not only auditory but also visual memory works.	Modern students born in the age of technocratization and the Internet age, of course, are different from the previous generations: both in lifestyle, thinking, and skills, including the field of information and communication technologies. And this difference can not be ignored if we wish to overcome the generation gap that divides humanity into life BEFORE and AFTER the advent of the Internet and mobile phones. And the teacher's task is to take these peculiarities of different generations into account when planning lessons to have better educational results.
"Computer-ADDICTED" principle	Impossibility or unwilling to use smartphones or other technical gadgets during the lessons. Although the use of gadgets in the learning process only increases motivation. On the other hand, if you do not control this process, it is easy for students to lose themselves on the Internet. Instead of the right sites and the right apps, they may just roam the social network pages.	Addiction to gadgets is a global problem around the world today. And this problem is now quite difficult to overcome and cannot be ignored, but it is possible to turn the gadget from an enemy to a friend helping both teachers and students. Teacher will win more if not to forbid, but to allow the use of a smartphone in the classroom for educational purposes. For example, it is possible to form a useful habit of checking yourself, grinding the pronunciation and finding unfamiliar foreign words in electronic dictionaries, and for independent preparation (including project work) set homework for finding the right information on the Internet, preparing for discussion on a specific talk shows or posts on social networks, taking online tests, lexical games, etc.
the principle of "VISUAL Learning"	Lack of visualization of the material or colour coding of images. But visualization of the learning material is just a necessity for the time spent learning foreign languages. Visualization provides context for the situation, involves visual memory, activates associations, pleasant memories and so on.	Photos, publications, slides, authentic videos, and more can be used to use visualization when teaching foreign languages. Generation Z representatives are not used to reading as much as listening to audio books or watching movies instead of books. On social networks, they view posts with photos, and in their posts they often use rendering tools such as emojis and memes. So it is not surprising that modern textbooks have started to use more visual triggers to attract readers' attention: photos, tables, diagrams, illustrations, graphical tools and other visual aids to focus on the information they need. And instead of the usual long texts for reading, it is more popular now to use the format of emails or online forums.

the principle of "CLIP Thinking"	The orientation of the classical educational process to people with traditional thinking and ability to focus for a long time. One of the biggest problems with Generation Z is that they are usually unable to focus on anything for a long period of time. Therefore, it is necessary to "grind" educational material, often change the types of activities between them or forms of work, provide students with visual support for what is being studied and so on.	Problems with focusing should be taken into account when selecting teaching materials: e.g. for classroom lessons, thematic audio or video is best selected for a duration of no more than 5-10 minutes, for homework – no more than 20 minutes. It is better to break the teaching material into small logical blocks, and the tasks for fixing and working out should also be brief in content – they should be varied every 15-20 minutes to maintain the maximum concentration of students' attention.
principle of "SOCIALIZATION Problem"	Attention only to educational material, not development of social skills. The problem of socialization affects both the quality of life of students and the level of foreign language proficiency. Therefore, the teacher should take into account such a problem when planning a lesson, much attention should be given to paired work (with constant change of partners), work in mini-groups, various performances in a foreign language, etc.	Generation Z representatives often have a specific problem with social adaptation – they are usually easier to make contact with technology, than people. And this is because of their habit of communicating more online than in real life. Such problem creates a pedagogical need to pay special attention to the development of students' communicative skills, including foreign language skills, initiating typical real-life communication situations or offering topics of interest to students for discussion – anything that can provoke them to express their own thoughts or feelings, thus developing emotional intelligence: etiquette, empathy, tolerance to the other people's point of view / culture / freedom of expression, etc.
the principle of "INTEREST"	Orientation to program requirements and overall results as opposed to modern educational strategies: personal-oriented approach, individual work to increase motivation to learn and discover the potential of each student. It is difficult to motivate modern students, because "so it is necessary" is no longer an argument for this generation. They need to feel the interest, relevance of what is being studied. Students should be involved in the preparation of materials for the modern class (ask what books they read and discuss, videos they watch, music they listen to, problems that concern them), and so on.	Awakening students' interest in fulfilling a particular task is a necessary component of enhancing their motivation to study – it is important to choose relevant, interesting topics for young people which would awaken their desire for inclusion and response, either in monologic or dialogic formats. Texts, audio / video or other visual educational materials (flashcards, posters, etc.) should also be selected in accordance with the pedagogical tasks, but concerning the age psychology, tastes and interests of the audience.
the principle of "MODERN"	Some time ago there was no possibility (or lack of it) to use for English lessons any authentic materials, publications from the Internet, videos from YouTube, etc. But the materials for students should always be modern, interesting and relevant. The use of authentic, non-adapted, modern foreign language material contributes to greater motivation as students can see "living" language as a practical means of communication, used to solve some concrete real-life problems.	It is important not only to match the topics and materials are chosen by the teacher to the contemporary requirements and needs, but also to the forms, methods, teaching aids, which should take into account the realities of the present day. And for effective use of modern e-learning, teachers need to be media literate themselves, follow innovations and trends both in their own sphere and in the field of information and communication technology. This may cause some problems for the representatives of older generation, but without such knowledge it is difficult to retain authority in the eyes of students nowadays.

the principle of "SELF Reflection"	Self-reflection skills have not been considered in the traditional foreign language teaching system. Therefore, special attention should be paid to the implementation of this principle during the educational process: to teach students self-examination, as well as to improve this skill over time through systematic processing.	Among the other characteristic features of the Generation Z is their high self-esteem, which is sometimes even overstated, and that is why often makes it impossible to objectively analyze their real capabilities under the given circumstances. But the ability to identify strengths and weaknesses to further develop them is an important step in becoming a real personality, so educators should incorporate some tasks that can develop self-examination skills, through subject or cross-curricular connections.
"SELF-education / LIFELONG Learning" principle	In the classical education system, the emphasis was on the work within the curriculum. The change in the educational paradigm requires constant learning for both students and teachers. The teacher's job now is to teach the student self-education and life-long learning skills. To teach students to analyze and synthesize material, to find something new, to show their own individuality, to think critically and to think creatively in solving real life's problems.	An important prerequisite for the development of a mature, well-developed and harmonious personality is understanding of the need for self-education as one of the main factors on the way of successful formation, self-awareness and self-realization. Therefore, among other tasks, it is also important for the teacher to convey to the students the importance of the principle of lifelong learning, helping to develop self-education skills by combining classroom tasks with extracurriculars, as well as incorporating the results of their self-study and self-motivation into the system of students' self-estimation level of the subject. And such challenges and initiatives may also provide great opportunities for expressing individuality, critical thinking and creativity, which are so valued in the modern work market in Ukraine and in the whole world.

of generation Z, to explore the role of these specific features in education, especially in teaching foreign languages in higher educational institutions of Ukraine:

Conclusions: Modern-day schools and universities are teaching a new generation of Z. This generation has its own typical features that are relevant to them and driving their learning process.

Therefore, teachers who are accustomed to traditional forms of foreign language teaching should take into account the particularities of this generation, make changes and all the necessary adjustments in the planning of the educational process, since it allows to increase students' motivation for learning foreign languages and improve their educational achievements.

And among the priority features that should be introduced today in foreign language classes, there are:

- visualization of the material;
- using gadgets during training;
- involving students to the search for up-to-date authentic material needed for learning foreign languages;
- developing reflection and self-examination skills in students.

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Abstracts

PECZENIZKA (GUBAREVA) SWITLANA, ZAVALNA OLENA.
Wady tradycyjnego podejścia do nauczania języków obcych dla studentów nowoczesnej Generacji Z. Artykuł analizuje typowe cechy studentów pokolenia Z. Te cechy charakterystyczne powinny być brane pod uwagę przez nauczycieli akademickich przy konstruowaniu zajęć z języków obcych w wyższych szkołach w Ukrainie w celu poprawy efektywności procesu edukacyjnego. Ponadto zostały usystematyzowane wady tradycyjnego nauczania języków obcych z nowoczesnego punktu widzenia, co należy wziąć pod uwagę przy budowaniu najbardziej odpowiedniego stylu nauki ze studentami pokolenia Z w celu poprawy ich wyników w nauce. Podano metodyczne rekomendacje autora dotyczące najlepszych (z własnego doświadczenia ze studentami) nowoczesnych strategii uczenia się języka obcego (angielskiego) na uniwersytetach w Ukrainie.

Słowa kluczowe: „teoria pokoleń”, „pokolenie Z”, kluczowe cechy studentów pokolenia Z, wady tradycyjnego nauczania, nowoczesna metodologia nauczania języka obcego na ukraińskich uniwersytetach.

ПЕЧЕНІЗЬКА (ГУБАРЕВА) СВІТЛАНА, ЗАВАЛЬНА ОЛЕНА.
Недоліки традиційного підходу викладання іноземних мов сучасним студентам Покоління Z. У статті проведено аналіз типових ознак студентів покоління Z. Ці характеристики слід брати до уваги викладачам ВНЗ при побудові занять з іноземної мови у вищих навчальних закладах України з метою покращення результативності навчального процесу. Окрім того, систематизовано недоліки традиційного викладання іноземних мов з сучасного погляду, які варто враховувати для побудови найбільш відповідного стилю навчання із студентами покоління Z задля підвищення успішності. Надано авторські методичні рекомендації щодо найоптимальніших (з власного досвіду роботи зі студентами) сучасних стратегій викладання іноземної (англійської) мови у ВНЗ України.

Ключові слова: «теорія поколінь», «покоління Z», ключові характеристики студентів покоління Z, особливості традиційного викладання, сучасні методичні прийоми викладання іноземної мови у ВНЗ України.

ПЕЧЕНЕЖСКАЯ (ГУБАРЕВА) СВЕТЛАНА, ЗАВАЛЬНАЯ ЕЛЕНА.
Недостатки традиционного подхода к обучению иностранным языкам современных студентов Поколения Z. В статье

проведен анализ типичных особенностей студентов поколения Z. Эти характеристики преподавателям следует брать во внимание при проведении занятий по иностранному языку в высших учебных заведениях Украины – с целью улучшения результативности учебного процесса. Кроме того, систематизированы недостатки традиционной системы преподавания иностранных языков с современной точки зрения, которые следует учитывать для построения наиболее подходящего стиля обучения со студентами поколения Z для повышения их успеваемости. Даны авторские методические рекомендации касательно наиболее оптимальных (исходя из собственного опыта работы со студентами) современных стратегий преподавания иностранного (английского) языка в вузах Украины.

Ключевые слова: «теория поколений», «поколение Z», ключевые характеристики студентов поколения Z, особенности традиционного обучения, современные методические приемы преподавания иностранного языка в вузах Украины.

PECHENIZKA (GUBAREVA) SVITLANA, ZAVALNA OLENA. **Disadvantages of traditional teaching foreign languages to modern students of Generation Z.** The article provides an analysis of the typical characteristics of generation Z students. These characteristics should be taken into account by teachers while constructing classes in higher educational establishments of Ukraine in order to find out the possible ways for the effectiveness effectiveness of learning process. In addition, some disadvantages of traditional foreign language teaching from a modern point of view are systematized to choose the most appropriate learning styles for students of Generation Z to improve their academic results. The paper reflects the authors' methodological recommendations as for the most effective (from their own experience with students) modern strategies of teaching foreign language (English) in Ukraine.

Keywords: "theory of generations", "Generation Z", key characteristics of students of generation Z, specific features of traditional teaching, modern methodology of teaching foreign languages in Ukrainian universities.