

Миськова Н. Н. Подготовка будущих воспитателей к реализации образовательной программы «Дошкольникам об устойчивом развитии»: аксиологический подход

Статья посвящена проблеме подготовки будущих воспитателей к реализации инновационной образовательной программы «Дошкольникам об устойчивом развитии». Акцентируется внимание на эффективности использования аксиологического подхода к подготовке будущих воспитателей. Раскрыты основные понятия, на которых базируется аксиологический подход в образовании, приведены виды ценностей, которыми должен обладать будущий воспитатель детей дошкольного возраста. Сделана попытка проанализировать составляющие модели поведения детей дошкольного возраста в контексте устойчивого развития и на этой основе определить те общегуманистические (жизнелюбие, доброта, любовь к ближнему (сердечность), справедливость, совесть, глубокое уважение к человеческому достоинству, терпимость, человечность) и профессионально-педагогические (универсальные, базовые гуманистические педагогические ценности; ценности профессионального владения педагогическим общением; ценности, составляющие педагогическую культуру) ценности будущих специалистов дошкольного образования, которые набирают актуальность с обозначенной проблемы.

Ключевые слова: подготовка будущих воспитателей, устойчивое развитие, аксиологический подход, ценности, личностные ценности, гуманистические ценности, профессионально-педагогические ценности, модель поведения.

Myskova N. M. Preparation of the future educators for the implementation of the educational program "To preschool children about sustainable development": axiological approach

The article deals with the problem preparation of the future educators for the implementation of the innovative educational program "To Pre-School Children about Sustainable Development". The emphasis is on the effectiveness of the usage of axiological approach to the preparation of the future educators. The basic concepts on which the axiological approach in education is based have been revealed, the types of values, which the future educator of pre-school children should have to possess, have been offered. The attempt is made to analyze the components of the model of behavior of pre-school children in the context of sustainable development and, on this basis, to outline those general-humanistic (life love, kindness, love for the neighbor (heartiness), justice, conscience as a type of behavior; profound respect for human dignity, tolerance, humanity) and professional-pedagogical (universal, basic humanistic pedagogical values, values of professional possession of pedagogical communication, values that make up pedagogical culture) values of the future specialists of pre-school education that become more and more actual on the mentioned problem.

Key words: preparation of the future educators, sustainable development, axiological approach, values, personal values, general-humanistic values, professional-pedagogical values, model of behavior.

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TEACHING ENGLISH TO GENERATION Z

Due to the formation of a new generation, the approaches and methods of teaching also evolved. The aim of our research is to disclose peculiar features of the Generation Z, generation that is getting its degree at higher educational institutions in Ukraine, and to call attention to a relatively new function of an educator – teacher as an instructor. Specifically, we aim to discover appropriate methods for teaching English to the new generation. In order to define Generation Z, we turned to the following researchers: Linda Nilson, Kaylene C. Williams and Robert A. Page, Eunjung Grace Oh and Thomas C. Reeves. Taking into account recent historical events, social processes and cultural trends in Ukraine, we define Generation Z as socially engaged, self-confident and empowered. Information Age made them high-tech driven, actively involved in social media, ready for self-education and self-development. They are inclined to study independently and to develop their skills using various digital resources. Unfortunately, self-education process among university representatives of Generation Z shows little effectiveness due to lack of particular instructions and assistance from their teachers. We defined following methods to improve independent studying among students: social media as a communication tool, usage of computer programs and online resources, culture of teamwork and project work.

Key words: Generation Z, GenZers, instructor, teaching methods, self-education, independent study.

“...Self-confident, extremely social, technologically sophisticated, action bent, goal oriented, service or civic minded, and accustomed to functioning as part of a team. On the flip side, they are also impatient, demanding, stressed out, sheltered, brand oriented, materialistic, and self-centered” [2, p. 11]. Can you guess who we are talking about? Yes, your students.

Every teacher from time to time is looking at his or her students and wondering whether they are listening or not, whether they are interested in the topic being discussed or just waiting until the class is over. There is sometimes a wish to know what learners are thinking about at the moment of teaching and what their opinion about you as a teacher is. The idea of getting inside your students' heads is not odd at all, in fact, it helps you understand them much better, satisfy their learning needs so they could fulfill their potential, and use appropriate learning techniques

and methods to make a learning process more effective. In other words, it all leads us to becoming better teachers. We consider that analyzing features of the whole generation, which is in the process of studying at universities, will help teachers to organize more efficient environment and use proper methodology. We are going to disclose peculiar features of the generation that is in bloom right now and getting their degree at higher educational institutions in Ukraine. Moreover, we are focusing on finding out the advantages for teaching current generation English at its best.

Clearly, there has always existed a gap between teachers and students due to training time and efforts needed to become a good educator. And longer teachers' work, bigger this generation gap becomes and it gets extremely important to be aware of the characteristics of new generations since they develop and evolve under different socio-cultural and historical circumstances.

The aim of our paper is to show the peculiarities of teaching English to so call generation Z and to call attention to a relatively new function of an educator – teacher as an instructor. We also conducted a survey and gathered statistical data about students who undertake steps to study English on their own and what methods of work they use.

In our article in order to define Generation Z, we studied researches of the following authors: Linda Nilson, Kaylene C. Williams and Robert A. Page, Bruce Tulgan, Eunjung Grace Oh and Thomas C. Reeves. Kaylene C. Williams and Caroline Williams helped us to form the idea of a teacher as an instructor or manager. We also took into consideration Kevin Bain's view on the importance of independent study and efficient class management.

Who GenZers are one of the first scientists who raised the issue of generations was Karl Mannheim, Hungarian sociologist. He pointed out that the influence of historical events, social processes and cultural trends makes notable impact on people and socio-historical environment is what that forms and shapes generations [3].

Generation Z is, clearly, the newest generation but in modern sociology studies there is no unified approach towards generation time frames and features and, of course, it differs from country to country. Kaylene C. Williams and Robert A. Page state that Generation Z was born after 1994 and is still shaping itself, therefore it's not fully defined yet [6, p. 10]. Bruce Tulgan refers to Generation Z as GenZers and claims that its representatives were born in late 90s and raised in 2000s [5]. According to the research, conducted by Eunjung Grace Oh and T. C. Reeves, age frame of Generation Z is shifted to 2001 – present [4, p. 296–297]. The main thing is that GenZers are the youngest generation and the oldest of them are now 17-24 years old. This is the exact age of our students that are studying at universities.

These young people don't imagine their lives without "always on" smartphones, 24/7 Internet connection, social media exposure and taking photos of everything and everywhere. Bruce Tulgan, American management specialist, points out that "they (GenZers) have never known a world in which one could not be in conversation with anyone anywhere any time and they will shock you with their ability to leverage this connectivity" [5, p. 6].

One of features of today's young people identity is their dependence on social networks. Posting and updating their profiles on Facebook or Instagram helps feel themselves included and more secure among their friends. GenZers are totally into the idea of fitting in, following trends and getting popular brands.

"They are accustomed to high-tech and multiple information sources, with messages bombarding them from all sides" [6, p. 11]. Constant flow of messages on Facebook, Viber, Telegram, Snapchat or WhatsApp makes them feel engaged and connected and also facilitates multitasking, since it is not as stressful for them as for those who are not used to it.

These young people are brought up in the Information Age and from early childhood they are computer literate and are comfortable learning new programs, using various websites and applications to make their lives easier. "They want to be challenged, they want to be empowered to make their own decisions, and as digital natives, they expect technology to play an instrumental role in their educational experience" [9, p. 8].

If they don't know about something they google it or if they are not sure how to do it, they watch YouTube tutorial. Due to the Internet, there are really no boundaries in knowledge and skills for them. These conditions opened the opportunities for self-education and continuous professional development. "Gen Z students flourish in any learning environment where they can flex their aptitude for self-reliance and their ability to self-educate. Predisposed to learning and conducting research, they are prepared to make their own decisions based on that research" [9, p. 6].

Discussing Generation Z in Ukraine, we have to take into consideration particular historical events and socio-cultural processes happening in our society since the beginning of 2000. Series of protests and political events that took place in our country such as The Orange Revolution in 2004 and The Revolution of Dignity in 2014 and various controversial political events shaped today's Generation Z in Ukraine. This political environment and social mood made developing generation determined to be heard, socially active and engaged, ready to defend their rights and opinions. On the other hand, cultural, sport and scientific success during those years represented by Ruslana and Jamala, winners of Eurovision song contest, Klichko brothers, the ultimate boxing champions, considerate achievements in IT industry by Ukrainian specialists, helped GenZers feel more self-confident and empowered. Internet has given access to the whole world and made young people realize that there are no actual borders and everyone can make a difference.

Taking into consideration characteristic features of Ukrainian Generation Z, we can say that they are determined to be heard, socially engaged and ready to defend their rights and opinions, they are also more self-confident and empowered. Information Age made them high-tech driven, actively engaged in social networks, brand oriented, eager to multitask, ready for self-education and self-development.

Students ready to study on their own. Having analyzed peculiar features of GenZers, let's focus on the advantages of this generation and how it impacts the university education and teaching English, in particular. Due to

the Internet access and availability of computer technologies, Generation Z feels comfortable enough to google whatever they are curious about, research and learn on their own. These characteristics become very helpful and may become a key in facilitating university education and implementing autonomous learning in the Ukrainian educational system.

We conducted a survey, questioning sixty first year students of the following specialties: marketing, management, economics, law and psychology. They were asked whether they study English on their own, if yes then what methods they use, if not then what is the reason. According to the statistical data, gathered from conducted survey, 83,3% of questioned students study English by themselves and only 16,7% do not.

The results show that the majority of learners are willing to undertake their own steps towards mastering a new language. Survey indicates that 56,4% of students study English independently with the help of watching movies in English online. On the one hand, watching video material significantly improves learners' listening skills and enlarges active vocabulary. But on the other hand, this method does not develop, what is supposed to be the aim of studying English, that is students' speaking skills. 25,5% of total participants use websites and other online resources to improve their foreign language skills. This option shows more serious and responsible approach towards learning since students are willing to spend time searching for an appropriate website and to actually learn something new offered by the resource developers. 23,6% of sixty students who participated chose to use course books, either downloaded or purchased at the store. This approach is aimed to train writing, reading and listening skills but is much more effective in the classroom, since speaking needs to involve at least two people. Another method, used by 25,5% of participated students, is aimed to improve mainly learners' listening and speaking skills, that is communication with native speakers through social networks or conversations clubs. It is extremely efficient especially are students do this kind of activity on regular basis.

As for the students who chose not study language on their own, their number is relatively small. Only six students out of sixty admitted they either do not have time or opportunities to study English on their own. Other five students believe that to study foreign language independently is not effective and almost impossible. Four more learners were unclear about the reasons of their unwillingness to study English on their own.

In general, self-education process among university representatives of Generation Z is happening but it shows little effectiveness. The thing is clearly missing is supervision or guidance by an instructor, the professional who is aware of techniques and methods of studying English independently, is eager to share, is ready to advise and assist whenever students need it.

Teacher as an instructor. Along with development of a new generation, meaning Generation Z, the approaches and methods of teaching also evolved. Kaylene C. Williams notes that "the role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment" [8, p. 6]. The analysis of general characteristics of our new generation showed that they are much more independent and self-sufficient than their predecessors. They are inclined to studying independently and to develop their skills using various digital resources. Computers have become an indispensable tool in the process of self-education and self-development.

According to Kevin Bain "the best teachers plan their courses... with the goal of encouraging students to learn on their own..." [1, p. 114]. Assigning independent tasks and instructing students how to complete them will help learners become more flexible and accustomed to the notion of life-long learning. Having reviewed features of Generation Z helped us concentrate on new directions to pursue in teaching methodology.

Social media as a communication tool. "Always on" smartphones and 24/7 Internet connection are not drawbacks. Try to use them to your advantage. While giving assignments, let learners know that they can reach you with questions. Of course, teacher's working hours need to be limited, so students didn't invade his or her private life and the issues, they contact their educator with, have to be reasonable, not every trivia they find confusing. Using social media as the communication tool between students and teachers may facilitate self-education and ruin unnecessary barriers. Bruce Tulgan points out: "Managing Generation Z requires mastering the tools of social media" [5, p. 6].

Computer programs and online resources. Most of representatives of Generation Z are computer literate since early childhood and their smartphones are an integral part of themselves. Assign tasks that either have to be completed using computer programs, such as Microsoft Word, Power Point, Adobe Photoshop or online applications Google Docs, Slides etc., or are based on online resources, such Google Applications as Search, Forms, Analytics, Sites, YouTube etc. For example, simple home assignment with grammar exercises can be combined with a link on a YouTube grammar tutorial that helps to refresh their memory about reviewed grammar pattern and becomes more interesting for students since it involves Internet resources.

Team work. The era of social media makes it much easier for learners to work in teams. They don't need to get physically together and waste time on a commute, students can easily contact through Skype, Facebook or Viber. It can be either video conference or a simple chat, both variants will work perfectly. In this case, English classes have to include some group presentations or project team work on various topics on the curricular.

Projects. Due to one the key characteristics of Generation Z – to google everything they are curious about, it would be a good idea to introduce project work to your English classes. It will improve learners' research skills, critical thinking and creativity. Students become more independent in their work and, moreover, they feel responsible for completing and presenting their projects.

The key to all mentioned methods of work is teacher's clear instructions. Before assigning any tasks, a teacher has to think everything through, to anticipate possible problems and questions and to be ready to advise and help students out. An instructor must be sure that everyone can get everything needed for the assignment and is able complete it. If an educator gives a task to work with an online resource or computer program, he should have some experience in working with it, so in case any of students is having issues the teacher could assist.

Due to the formation of a new generation, the approaches and methods of teaching also evolved. Taking into account recent historical events, social processes and cultural trends in Ukraine, we define Generation Z as socially engaged, self-confident and empowered. Information Age made them high-tech driven, actively involved in social media, ready for self-education and self-development. They are inclined to study independently and to develop their skills using various digital resources. Unfortunately, self-education process among university representatives of Generation Z shows little effectiveness. We defined following methods to improve independent studying among students: social media as a communication tool, usage of computer programs and online resources, team work and projects. The key to all mentioned methods of work is teacher's clear instructions. This is the reason of our focus on a teacher as an instructor. These views have defined the direction of our further research.

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Місюра Я. Ю. Особливості викладання англійської мови для покоління Z

Завдяки формуванню нового покоління розвиваються підходи і методи навчання. Мета дослідження – розкрити основні риси покоління Z, яке зараз здобуває освіту у вищих навчальних закладах України, і привернути увагу до відносно нової функції педагога – вчителя-інструктора. Ми прагнемо розглянути актуальні методи викладання англійської мови. Для того, щоб дати визначення поколінню Z, ми звернулися до таких дослідників: Лінди Нілсон, Кайлен К. Вільямса і Роберта А. Пейджда, Еунджунга Грейса і Томаса К. Рівза. Беручи до уваги нещодавні історичні події, соціальні процеси і культурні тенденції в Україні, ми визначаємо покоління Z як соціально активне, впевнене в собі і готове до дій. Вільний доступ до комп'ютерних та Інтернет-ресурсів зробив їх зацікавленими в новітніх технологіях, активними користувачами соцмереж, готовими до самоосвіти та самовдосконалення. Вони схильні самостійно вчитися і розвивати свої навички, використовуючи сучасні технології. На жаль, процес самоосвіти серед представників покоління Z показує малу ефективність через відсутність конкретних інструкцій і допомоги з боку вчителів. Ми визначили такі методи поліпшення самостійного вивчення іноземної мови студентами: соціальні медіа як інструмент комунікації, використання комп'ютерних програм і онлайн-ресурсів, командна та проектна робота.

Ключові слова: покоління Z, методи викладання, самоосвіта, самостійне вивчення.

Місюра Я. Ю. Особенности преподавания английского языка для поколения Z

Благодаря формированию нового поколения развиваются подходы и методы обучения. Цель нашего исследования – раскрыть основные черты поколения Z, которое сейчас получает образование в высших учебных заведениях Украины, и привлечь внимание к относительно новой функции педагога – учителя как инструктора. В частности, мы стремимся рассмотреть актуальные методы преподавания английского языка. Для того, чтобы дать определение поколению Z, мы обратились к таким исследователям: Линде Нилсон, Кайлену К. Уильямсу и Роберту А. Пейдджу, Еунджунгу Грейсу и Томасу К. Ривзу. Принимая во внимание недавние исторические события, социальные процессы и культурные тенденции в Украине, мы определяем поколение Z как социально активное, уверенное в себе и готовое к действиям. Свободный доступ к компьютерным и Интернет-ресурсам сделал их заинтересованными в новейших технологиях, активными пользователями соцсетей, готовыми к самообразованию и самосовершенствованию. Они склонны самостоятельно учиться и развивать свои навыки, используя современные технологии. К сожалению, процесс самообразования среди представителей поколения Z показывает малую эффективность из-за отсутствия конкретных инструкций и помощи со стороны учителей. Мы определили такие методы улучшения самостоятельного изучения иностранного языка студентами: социальные медиа как инструмент коммуникации, использование компьютерных программ и онлайн-ресурсов, командная и проектная работа.

Ключевые слова: поколение Z, методы преподавания, самообразование, самостоятельное изучение.