

Зазначимо при цьому, що відомості про текст досить складні, вони становлять значні труднощі для учнів, і опрацювання їх не може бути обмежене вузькими часовими рамками: потрібні тривалі спостереження над мовним матеріалом. Крім того, наявність їх у шкільному курсі не може не вплинути на зміст і спосіб опрацювання інших програмових тем.

Виходячи з положення про мову як універсальну знаково-інформаційну систему, закодовану в текстах, у підсумку стверджуємо, що нехтування її окремими складниками призводить до порушення цілісності компетентностей щодо мовних і культурних феноменів, а через це процес формування мовленнєвих компетентностей повинен бути наскрізним, тривати впродовж усього терміну вивчення мови в освітньому закладі, а також самоосвіти.

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SPECIFICS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE TO GENERATION Z STUDENTS

Technical progress stimulates the rapid advance in all spheres, especially in teaching and learning process, furthermore in higher education. New forms and

methods are successfully developed and should be urgently implemented into classes and extracurricular activities. At most universities, the Humanities are the connecting link keeping students busy both in classrooms and at educational events and social activities – students communicate and socialize. At Tavria University, one of the most extensional disciplines in 17 of 18 specialties' schedule is Foreign Language (English mostly). Prospective ecologists and potential economists (as well as engineers-to-be etc.) learn foreign languages during all 8 terms in their bachelor course of study.

Nowadays, command of foreign language is not just a university discipline it is a powerful tool for highly qualified professional training and forming of their new work life vision. But the awareness of this fact mostly comes to students too late and their motivation grows rapidly towards the course end. The reasons for this two-way hindrance to effective learning are different, but one of them is undoubtedly the change in actual teenager psychology. The so-called *Generation Z* perceives, proceeds and presents information differently from their teachers (who are the representatives of the *Generation X* or even older).

The Macmillan English Dictionary defines the term *Generation Z* as a generation of people born from the middle of 1990s until the present day [2]. According to the research conducted by the INSEAD Emerging Markets Institute, the HEAD Foundation, MIT Leadership Center and Universum [3], there are several fundamental differences determining youth behaviour and (what is substantial for this paper) their learning process. Psychologically, *Generation Z* representatives demonstrate significantly lower concentration spans and ability than their elder mates because of their continual update habituation since *Gen – Z* are constantly on their phones or devices. The advantages of such addiction are faster information processing and ability to simultaneously work on multiple tasks. To most teachers, *Gen – Z* seem to be less socially adopted as their *Gen – X* counterparts. Nevertheless, socialization level actually depends on the communication media: 92% of *Gen Z* (predominantly, not skilled in face-to-face

communication and not sure about its necessity) have a digital footprint [1] and are active social network users and outspoken newsmakers.

The question emerges, what should be done to motivate unfocused Gen Z students to studiously learn foreign languages both in class and within their extracurricular activity. First of all, the educational methods should be shifted towards information technology usage. Nevertheless, the IT implementation should not become endless teachers' competing against phones, or lecturers' attempts of diversion students from their tablets and laptops. Every IT media and resource should facilitate interaction between all educational process participants in class and produce steady motivation to do homework at home.

Secondly, in order to create for Generation Z members the comfortable atmosphere in class and in the independent learning environment (like Moodle) a teacher should remember that they are digitally skillful, multi-tasking, and eager for the most recent information. Independent learning aspect and educational and entertaining public events should be based on, and what is more, make good use of the latest trends and news.

Thirdly, to remember is the fact that today's Generation Z representatives are 18 years old or younger – so games and role playing are welcome both in class and in the independent learning aspect.

Fourthly, Generation Z are easily distracted from routines, so, in class, a set of easily swapped diverse worksheets, units and cases is preferable.

Finally, the resulting goal should be stressed and periodically reminded to students – the reward for those, who spare no efforts in training. In case of foreign language training the most convincing prize for Gen Z is an opportunity. Command of languages gives plenty of chances that are gladly used by practically thinking and globally tuned Generation Z.

In summary, the best option to teach English as a foreign language to Generation Z is a hybrid course. A teacher is in that case rather a conductor of every off- and online activity. It should be someone who stands in front of a group of technology addicted learners and directs their working on various cases than a

supervisor of students who are completing a planned indivisible training material unit. Preparing a set of educational cases in advance provides quick activity alternation; giving constant updates to the learning environment encourages students' interest in a course; data visualization and content improvement keep students focused and enthusiastic. An integral component of every effective language course for Gen Z students is not just adopting innovative teaching methods but also introducing them technology-based assessment techniques. Immediate test result and automated analysis are going to please both students and instructors.

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