

EDUCATION FOR Z GENERATION

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Modern technology has changed the way humanity communicates, gets knowledge, information and entertainment. Today in the education system the issue of rethinking the methods of meeting the educational needs of the digital generation Z is relevant. The term Z generation was thought of by American demographers Neil Howe and William Strauss, who coined the Theory of Generations in 1991. Representatives of Z generation are children born since 2001. This is a digital generation, which is characterized by the ability from an early age to interact with technology at the subconscious level. The rapid development of technology and the Internet, the active use of social networks have significantly influenced the formation of consciousness of modern youth. Representatives of Z generation has a higher IQ, they easier adapt to changes, they tend to find friends all over the world. Using social media all the time encourages them to empathize with the problems of society, they are always in virtual communication with their friends, sources of entertainment and knowledge. They can make money on original copyrighted video and audio content [1, c. 15].

Modern teenagers have a negative attitude to lectures and information in text form. The differences between what is currently taught in educational institutions and what is really needed in future adult life are becoming apparent. According to forecasts, 65% of young people will work in professions that do not yet exist. Representatives of Z generation seeks employment with a free schedule, free choice of job, the need for highly specialized expertise and the ability to change employers quickly.

Representatives of Z generation perceive the graphic representation of information more effectively, they are prone to multitasking, processing more information, finding more logical solutions, value their time. They are literate consumers of information and know that it makes no sense to memorize a large number of unnecessary numbers and facts. They tend to receive information through the format of short articles, mini-news and statuses in social networks. The negative consequence is the development of modern youth fragmentary thinking, inability to analyze, difficulty in perceiving large text blocks of information, problems in the process of expressing their opinions. Fragmentation of thinking is a prerequisite for the need to find a competent use of this phenomenon in the educational process.

It is extremely difficult to transfer the fundamental knowledge accumulated by previous generations in modern educational conditions, because it is difficult and

uninteresting for representatives of Z generation to focus on static information for more than

10-15 minutes. Modern youth considers a relic reading primary sources, going to the library, taking notes and listening to information in the form of lectures and contrasts it with the speed of solving any educational issue through the network. Any modern teenager can easily find, download and view all information in no time. But at the same time the depth of assimilation of information is destroyed, the ability of its effective analysis and logical comprehension is lost. Modern teenagers are not prone to the ability and desire to concentrate and independently acquire knowledge and make discoveries. The Internet provides an opportunity to get into a world where the answer is the ability to quickly navigate the information on the site. Modern youth has developed the ability to instantly search and reproduce ready-made information, but in real life conditions that require interaction with other people, formulate a goal, design their own action, according to life experience, fragmentary thinking is a significant obstacle [2].

Therefore, it is necessary to change the education system in a qualitative context. The persistence of attention, which is a necessary component of the educational process, has significantly decreased in Z generation, although the clipping of thinking has given them the ability to perform several tasks simultaneously. The main characteristic of the memory of Z generation is short-term and the need to store small pieces of information. Today's teenagers remember not so much the content of information as the place where it can be found. There is a need to adapt modern curricula so that they focus on the realities of the modern world and the learner's ability to realize his or her potential effectively. Representatives of modern youth are team players, so in the education system it is important to emphasize cooperation in the learning process. The goal of Z generation is to be able to spend humanity's most valuable resource - time - as efficiently as possible, so priority should be given to methods with an ideal relationship between time spent learning and the amount of usefulness that can be obtained from a source of information. The motivation of today's youth directly depends on a clear understanding of the sphere of life, where this knowledge can be effectively applied. The practical use in the future professional activity of the knowledge received in the most effective form and in convenient time is and will be a priority in the future [3, c. 68].

To achieve the goal of the educational process, representatives of Z generation need a clear wording in a visualized format with the help of infographics of the educational task, for which clearly defined deadlines should be specified. Modern teenagers will benefit from using in educational process interactive lessons, online learning platforms, Internet resources, computer programs and technologies. Representatives of Z generation will achieve much greater success in learning if they realize why they have learned something and what practical successes they have achieved.

Summing up, it is needed to say that the learning process in the 21st century will involve the need for teachers to learn something new at the same time as their students.

Understanding the possibility of further practical use of the acquired knowledge will help to gain the confidence of young people that they will achieve their goals and success in life. The learning process itself will not be limited by the walls of the training room, because it can take place at any convenient time, anywhere, on a global scale.

References

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