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Presenters outline their work under the following main themes: education, equality and development, pedagogy, language and culture in education, principles of environmental health, physiology, economics, finance & accounting.

The conference is well attended by representatives from more than 5 universities with participation of higher education institutional policymakers, governmental bodies involved in innovating, deans and directors, educational innovators, university staff and umbrella organizations in higher education.

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SECTION 2. PEDAGOGY, LANGUAGE AND CULTURE IN EDUCATION

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Kashpireva T. B., Sharifova I. M. Innovations in the teaching methodology of the Russian as a Foreign Language: features of training for the Generation Z

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Abstract. The article is devoted to the educational problems of generation Z – generation of the digital era. The authors present the characteristics and distinctive features of this generation, they highlight the problem points that the education system should pay attention to in order to remain actual. The authors also offer recommendations for teachers who work with the generation Z representatives. These recommendations can be useful in organizing the process of teaching a foreign language.

Keywords: Generation Z, Innovations in the teaching methodology, digitalization, gamification, Russian as a foreign language.

The modern education system is constantly changing, it takes over the game rules of the globalizing world. New educational trends, in particular the processes of digitalization and gamification, transform the education system at all levels: the level of administrative management, the level of design of educational technologies, methodological level, etc.

But we should not forget that in these new conditions, the subjects of the educational environment are changing too: teachers and students. Dynamically changing social environment of educational sphere causes evolutionary changes of adaptive strategies and technologies. This issue is undoubtedly particularly relevant, as its solution in the educational process determines the success of the assimilation of the educational program, the level of acceptance of social norms of behavior in the educational institution, the effectiveness of social contacts and emotional well-being. According to Beilina N. A. and Dvoinikova E. Yu., for example, only an adapted student accepts social norms of behavior, has adequate self-esteem, is able to interact without conflict in the team, maintain friendly relations and fully assimilates and comprehends the educational program [1].

The new problems solving creates new experience : the modern educational environment is

focused on working with generation Z and must prepare this generation to master the fundamental knowledge of methods of the multi-step educational process for the formation of ideas about the studied subject in close interdisciplinary relationships, and in terms of the need of the soft skills learning.

With the appearance in 1991 of the theory of generations of William Strauss and Neil Howe the society is steadily understanding that people are born not the same regardless of time, that representatives of different generations have different interests and mechanisms of the information perception, different models of behavior and decision-making. What previous generations called « new technologies » or « technologies of the future », it is already the actual life for generation Z. This is the first truly digital generation, they are called « digital natives ». Teachers who belong to previous generations, for the present time become digital immigrants, because in the period of their adulthood those technologies with which representatives of generation Z are familiar from an early age did not exist. However, this does not mean that any representative of the « born with a tablet in hand » generation [4], generation of « digital natives » is well versed in advanced technologies. This is the greatest myth of our time. The younger generation is an active user of new technologies, but, in fact, it is far from knowing the simplest laws of mechanics, chemistry and physics.

The Internet today is not limited to the home computer and can be accessed at any time, thanks to new mobile devices: smartphones, tablets. This has shaped a different way of receiving and consuming information. Generation Z gets all the information from web, and they want to get it in their favorite places and communities, keeping all the most important and interesting in their stories and site feed.

The new generation is already trying to develop its own special way of filtering the information flow. Students prefer to use search engines tuned to convey summaries of educational material that convey the essence, but omit coverage of multilateral relationships and cause-and-effect conclusions of development, the breadth of concepts of study and objective contradictions of judgments of the question posed. For generation Z, it's easier to believe Wikipedia than to study a section in an academic textbook. This principle of training does not form many skills, including skills in the field of scientific analysis, synthesis and compilation of the integrity of representations of the studied phenomenon, without structuring academic knowledge in their entirety. On the other hand, this approach forms the skills of critical thinking, as students have to work with educational information in any case. It is obvious that the principle of the information obtaining for modern youth is very different from the classical didactic approach. But these are the challenges of the modern world and the world education system.

Generation Z adheres to the principle of « today-living », prefers to have fun and tries not to worry about anything. The main goal of their life is « to be happy ». And they associate happiness

with physical and psychological comfort, personal freedom and the opportunity to see the world. If this were real, members of generation Z would spend their entire lives traveling and having fun (with friends or family) [3].

According to Kucherikhin V. V., generation Z has the FOMO syndrome – Fear Of Missing Out: the fear of missing something important. For this reason, the time spent online is growing, the presence is no longer in a few, but in many social networks [2]. That is why most of the time representatives of generation Z spend online, where 60 % of them feel more comfortable than in real life. No wonder according to statistics, the online image for the younger generation is much more important than the real one. This means that the education system should move to the web, that is, to be where potential customers are.

It is almost impossible to meet the needs of this generation, including the needs in the field of education, with the old methods-due to multitasking and multi-screen consumption. It should be noted that generation Z is significantly better adapted to the multiscreen world and to multitasking. Research in this area shows that over 10 years, the average time of attention to one unit of information has decreased by almost a quarter: 8 seconds for generation Z against 12 seconds for the previous generation (research by Microsoft).

Generation Z speaks a different language: they use stickers, videos, GIF animations and emojis to express feelings and emotions. Generation Z has a different perception of information - accordingly, they need to package the content that is offered to them in a different way. It should be brief, interactive and gamification full.

Generation Z should have a completely different set of tasks in the educational process:

1.   Talk short, write on deployed and on counts. As noted above, an eight-second filter is built into generation Z heads. Therefore, the oral task must be laid down in 25 words. And then deployed and on counts explain in writing. Each paragraph should also consist of no more than 25 words. Generation Z is bad at remembering because they grew up in an environment where everything can be clarified online. The written task helps to remember the nuances when performing the task. These tasks can be published in social networks, Google-class or any other Internet service (created as a hyperlink or QR-code), can be sent to e-mail, etc.

2.   Draw comics. « Digital natives » understand images better than words. Instructions in pictures or in video form act on them much more effectively. They grew up in the era of torrents, demotivators and infographics. In the educational process, it is recommended to use mental maps, flowcharts, both man-made and made on a computer, including the use of special online services. For example, a service for mental maps creating Popplet.

3.   Put likes. The virtual image for generation Z is much more important and they are used to collect likes and reposts, so they are waiting for praise and recognition, but theay are not considering it all something special. Praise and rewards are not needed to motivate them, but their

absence is unsettling, so this type of encouragement, which can be expressed in any form, should become an integral part of the system. In our opinion, the constant updating of information in the system of point-rating assessment of students will solve this issue: the accrual of points for each work and each correctly performed task becomes a kind of transparent system of encouragement for the younger generation.

4.   Do not take their gadgets away. According to a study by the British company ChildWise, the representative of generation Z uses a computer, tablet, smartphone and game console every day. Setting tasks in programs, services and communicators affects new students much more effectively. Moreover, the use of a smartphone for educational purposes will distract the student from its misuse in the classroom for other purposes. No need to deprive students of social networks, you need to come to them in social networks and create, for example, a closed group on Facebook as a learning tool (virtual classroom).

5.   Entertain them. Generation Z is used to entertainment. Accordingly, if they are provided with entertainment and development in education, they will be actively involved in the work. That is why gamification in education, edutainment and similar innovative technologies have become so popular in recent years.

6.   Find them friends. Virtual friends and virtual communication, to which the representatives of the digital generation are so accustomed, can not replace friends. Open and sociable outwardly, they do not know how to build relationships. Therefore, one of the main tasks of education today is the task of forming skills of teamwork, skills of working in a team for the implementation of projects. Students of the new type not only need to be given the opportunity to feel part of the team, but also to learn how to effectively interact in a pair, a mini-group and a classroom. Group forms of work in the foreign languages teaching have long been proven to be effective, but for generation Z they are becoming an urgent necessity.

7.   Clearly stipulate the deadline. Generation Z understands deadlines, but because of constant procrastination, young people often break them. When formulating a task, it is necessary to specify deadlines and possible penalties for non-compliance. Strict but fair control for the new generation is one of the necessary conditions for learning.

Thus, it is obvious that generation Z has its own specific features, which must necessarily be taken into account in the educational process. New challenges of society undoubtedly have an impact on the education system, transform it from the inside and outside, as many things change, including the customer of educational services – completely different young generation.

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