

водством). Можно быть великолепным ИТ специалистом и не представлять, какие «демоны» живут в собственном сознании (Гете и Достоевский, Гоголь и Джойс могли бы помочь в их обнаружении). Можно владеть знаниями об окружающем мире, но не понимать глубин той связи с природой, которая держит нас на земле (Купала и Колас, Гарди и Толстой прониклись этой связью и всегда готовы поделиться своим бесценным опытом с нами).

Литература требовательна: роман потребует несопоставимо больше времени, нежели статья в интернете. Но и вознаграждение несравнимо ценнее: читающий студент – это студент, выражающий свои мысли небанально и грамотно. Литература требует внимания и мысли, но и вознаграждает умением анализировать, критически оценивать, развивать собственные интеллектуальные способности. Литература учит сопереживать, входить во «вселенную» других людей, предугадывать поступки и понимать мотивы, видеть миры, в которых никогда не побываешь.

Все вышесказанное в полной мере относится к литературоведению, которое помогает освоить и применить на практике все полезные и ничем не заменимые качества художественной литературы. Вяч. Вс. Иванов, приводя также слова Л. Я. Гинзбург, справедливо отмечает: «Литература объемлет самые разные области жизненного опыта. Тем самым наука о литературе пересекается с многообразными системами достижения этого опыта – с философией, историей, социологией, психологией, этикой, лингвистикой» [3, с. 112].

Можно заключить, что в современном мире роль художественной литературы в процессе преподавания гуманитарных дисциплин состоит в воздействии на сознание через высокохудожественные произведения, авторы которых владеют современными знаниями, стремятся к выражению правды и мастерски владеют словом, что способствует выражению чувств, постижению своего внутреннего мира и сознания других.

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## К ПРОБЛЕМЕ ВЫБОРА МЕТОДОВ ПРЕПОДАВАНИЯ ДЛЯ СТУДЕНТОВ ПОКОЛЕНИЯ Z

*С. В. Соловьева*

*Белорусский государственный университет  
пр. Независимости, 4, 220030, г. Минск, Беларусь, svetlana\_sol@tut.by*

В данной статье рассматривается проблема поиска оптимальных методов и приемов в обучении иностранному языку представителей поколения Z в соответствии с существующей «теорией поколений» В. Штрауса и Н. Хоува в ее адаптации для стран постсоветского пространства. Приведены ключевые характеристики данного поколения, результаты анкетирования студентов факультета международных отношений на предмет преобладающих когнитивных стилей в обучении на основе англоязычной адаптации опросника стилей деятельности П. Хони и А. Мамфорда под редакцией А. Д. Ишкова и Н. Г. Милорадовой, а также рекомендации по организации учебно-методического процесса на английском языке.

**Ключевые слова:** «теория поколений», поколение Z, когнитивные стили обучения, когнитивно-коммуникативный подход в преподавании иностранного языка.

## TO THE PROBLEM OF TEACHING TECHNIQUES SELECTION FOR GENERATION Z STUDENTS

*S. V. Solovjeva*

*Belarusian State University,  
Niezaliežnasci Avenue, 4, 220030, Minsk, Republic of Belarus, svetlana\_sol@tut.by*

This article is centered on the problem of pursuit of optimum teaching methods and techniques in respect of Generation Z students in a foreign language class in accordance with the existing theory of generations elaborated by W. Strauss and N. Howe in its adaptation for the post-soviet countries. It contains key characteristics of Generation Z representatives, results of the survey conducted among the students of the faculty of international relations regarding their prevalent cognitive learning styles based on the questionnaire elaborated by P. Honey and A. Mumford in its adaptation by A. D. Ishkov and N. G. Miloradova, and recommendations on organizing the educational process in a foreign language class in this connection.

**Keywords:** the theory of generations, Generation Z, cognitive learning styles, the cognitive and communicative approach in teaching foreign languages.

For the time being, an important body of scientists and researches stress the necessity of taking into account key psychological characteristics of Generation Z students for a more efficient organization of the educational process [1–4]. This generation is believed to be a transitional one as its representatives were born at the turn of the century, and covers the time frame from the year 2000 onwards. It is also known as the digital generation as these young people were born when the Internet technologies had already existed. What are the specifics of this particular generation in comparison with the previous ones?

First and foremost, the major source of information of Generation Z representatives is the World Wide Web – not television, newspapers or books in their traditional form. Their early childhood coincided with the boom of sophisticated multimedia technologies; hence, they are characterized by a larger dependence on gadgets. Since they are accustomed to reading short hypertext messages, Generation Z representatives are ascribed to have a clip way of thinking. It means they are quickly losing concentration or interest when it comes to reading longer texts without clickable links. Secondly, they are active users of social networks and prefer on-line communication with their peers to all other forms. This means they are more individualistic and introverted in comparison with the previous generations. Thirdly, they are highly pragmatic and increasingly prefer Internet commerce. Generation Z representatives are often labelled as smart consumerists who are keen on efficiency. Among their weak points, however, authors mention an infantile attitude to life and uncooperative behaviour [1, pp. 25–26; 2, p. 294].

These key characteristics of information processing by the representatives of Generation Z allow to draw the following major conclusions in terms of organizing the educational process. First and foremost, it is crucial to structure the material in a clear and concise way avoiding informational overload at all possible costs. Secondly, information should be visual and eye-catching so as to increase the span of concentration of Generation Z students. That is why watching authentic video content is an asset for

a language class. Thirdly, a good psychological climate is of utmost importance. It presupposes a constant feedback on the part of the teacher, and the role of oral communication cannot be underestimated as it stimulates the brain. Finally, all information should be relevant in terms of its applicability.

All these requirements point out to the advantages of using the cognitive-communicative approach in teaching a foreign language. This may be explained by its rationality and maximum consideration of the laws of processing and assimilation of linguistic information. This approach arose in the mainstream of cognitive psychology and the communicative direction in teaching a foreign language. It is based on a synthesis of the principle of conscientiousness, which involves the knowledge of individual cognitive learning styles and educational strategies of a particular educational group, as well as the communicative method [2, p. 40]. In fact, it meets the needs of modern youth, which, according to the German psychologist Rainer Funk, seeks self-determination, spontaneity and autonomy [3, p. 4]. Of course, taking these features into account is intended to contribute to a more effective organization of the educational process by the teacher on the one hand, and a more conscientious approach to building individual educational trajectories by the student audience on the other.

In view of the above, we conducted a survey of 50 students of the faculty of international relations so as to identify their prevailing cognitive styles of learning. The students who were born between 1998 and 2002 (which coincides with the generally accepted time frames of Generation Z), were offered an English-language adaptation of the questionnaire dealing with the cognitive learning styles outlined by P. Honey and A. Mumford in the version by A. D. Ishkov and N. G. Miloradova. In accordance with the experiential theory of learning by D. Kolb which was consequently reflected in the questionnaire by P. Honey and A. Mumford, the following main styles are distinguished: activist (accommodator), reflective or thinker (divergent), theorist (assimilator) and pragmatist (convergent) [3, pp. 37–38].

The style of «activist» implies a tendency to extroversion, the presence of developed communication skills, the desire to work in a group, and an ambition for leadership. Among the shortcomings, however, it is noted that students of this type quickly lose concentration when completing the tasks that require patience and perseverance, since they are aimed at finding new impressions and avoid performing monotonous, routine work [3, pp. 38 – 39; p. 57].

Followers of the «thinker» style are attentive to details, prone to introversion and have good expert assessment skills based on objective criteria. Before answering any question, they need to think and thoroughly study all the sources of information available to them, which may require extra time and, regrettably, lead to procrastination [3, pp. 38 – 39; pp. 57 – 58].

The style of «theorist» is characterized by rational thinking, a preference for learning through abstract conceptualization, and the desire to understand a holistic picture of the phenomenon. Just like the «thinker» type, theorists possess expert assessment skills.

However, it should be noted that representatives of this style may experience difficulties when working in a team, as they are primarily aimed at finding the truth, and not at maintaining interpersonal relationships [3, pp. 38 – 39; p. 58].

«Pragmatists» are characterized as practical and realists. First of all, representatives of this type are interested in finding an optimum solution to problems and strive to put the acquired knowledge into practice. They do not tolerate lengthy discussions and consider new problems as new opportunities for moving forward. Among the

shortcomings, however, it is noted that representatives of this style may not be completely objective in assessing the results of their own activities [2, pp. 38 – 39; p. 58].

According to the results of the survey conducted among 50 students of the faculty of international relations in respect of their prevailing cognitive styles of learning, the activist type unites 16% of respondents (8 persons), the thinker type – 12% (6 persons), the theorist type – 28% (14 persons), the pragmatist type – 16% (8 persons). Students with a mixed learning style can be distinguished as a special group: when 2 or more styles are equally expressed – 28% (14 persons). The sufficient number generated by the combination of the types of «theorist» and «thinker» is a good feature, because it is associated with a higher academic performance of students [3, p. 47]. On the other hand, only 12% of the «thinker» type reinforces the idea that Generation Z representatives prefer to live here and now.

Based on the results of the reflection carried out immediately after the questionnaire, one can add the following: in general, students like to complete tasks aimed at self-cognition, especially in combination with the work on lexical material. 85% of respondents said that they were interested in answering the questionnaire. 15% of respondents expressed scepticism about the objectivity of the results, but their reviews generally do not carry a negative assessment of the proposed task, as they would prefer a more detailed version of the questionnaire. This, in turn, proves the advantage of the communicative-cognitive approach in teaching a foreign language.

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### КОММУНИКАТИВНО-КОГНИТИВНЫЕ МОДЕЛИ КАК ОСНОВАНИЯ ДЛЯ МОДЕЛИРОВАНИЯ ДИСКУРСА КОНФРОНТАЦИИ-СОПЕРНИЧЕСТВА

*О. А. Туркина*

*Белорусский государственный университет,  
пр. Независимости, 4, 220030, г. Минск, Беларусь, turkinaoks@mail.ru.*

Статья посвящена проблеме моделирования дискурса конфронтации-соперничества как социального значимого, лингвистически реализованного и культурно обусловленного коммуникативного феномена. Целью статьи является обзор существующих моделей коммуникации, реконструированных учеными в таких науках, как теория коммуникации (Р. О. Якобсон), социология, политология, социальная психология (Д. Лассуэлл), математика (К. Шеннон), кибернетика (Н. Уинер), лингвистика, философская методология (Р. О. Якобсон), философия диалогизма (М. М. Бахтин), семиотика (Р. Барт, Ю. Кристева), психология и культурология (Мацумото Д.) с тем, чтобы сопоставить их с прототипической моделью конфликта, реконструированной из исследовательского гуманитарного (философского, психологического, социологического и лингвистического) дискурса. Научная