мотивация профессиональной деятельности, в большей имеют высокий уровень удовлетворенности трудом – 90 % опрошенных. У 10 % сотрудников с внешней положительной мотивацией выявлен низкий уровень удовлетворенности трудом. 10 % респондентов с внешней отрицательной мотивацией удовлетворены трудом в организации. У специалистов с внутренней положительной мотивацией средним показателем является средний уровень удовлетворенности трудом – 20 % испытуемых, а у специалистов с внешней отрицательной мотивацией – низкий уровень удовлетворенности трудом, он зафиксирован у 20 % респондентов. У опрошенных с внутренней мотивацией средним показателем является средний уровень удовлетворенности трудом – 10 % испытуемых.

Таблица 2

**Количественные показатели распределения испытуемых
по уровню мотивации профессиональной деятельности в зависимости
от удовлетворенности работой в организации (%)**

Уровень мотивации профессиональной деятельности	Уровень удовлетворенности трудом		
	Низкий уровень	Средний уровень	Высокий уровень
ВМ	0	10	90
ВПМ	10	20	80
ВОМ	20	70	10

Таким образом, чем выше уровень удовлетворенности трудом, тем выше показатели мотивации к профессиональной деятельности, что может быть обусловлено тем, что удовлетворенность трудом считается результатом восприятия самими работниками того, насколько их работа обеспечивает удовлетворение важных, с их точки зрения, потребностей.

Целесообразно в большей мере применять нематериальное стимулирование, нацеленное на изменение положения ведущих специалистов в организации, общественное признание их заслуг, рост профессионального и морального авторитета наиболее активных в трудовом отношении работников.

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INTERGENERATIONAL DISCOURSE IN MODERN CLASSROOM

The article deals with the importance of the proper use of intergenerational discourse in the modern classroom. The process of teaching young generations is an ever transforming phenomenon and nowadays it differs greatly from previous centuries. The use of the most suitable linguistic means when addressing

younger generations and when establishing rapport, the choice of most suitable technological platforms and instruments along with the respect and consideration as transmitted through the language used in the classroom can definitely make the education process more effective and can facilitate knowledge, experience and value transfer within the walls of academic establishments of all levels.

Keywords: *intergenerational discourse, communication, interaction, generation Z, linguistic barriers*

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МЕЖПОКОЛЕНЧЕСКИЙ ДИСКУРС В СОВРЕМЕННОЙ АУДИТОРИИ

Акцентируется внимание на важности правильного использования межпоколенческого дискурса в современной учебной аудитории. Процесс обучения молодого поколения является постоянно трансформирующимся феноменом и в настоящее время значительно отличается от предыдущих столетий. Использование наиболее адекватных лингвистических инструментов при обращении к молодому поколению, при установлении понимания, выборе наиболее подходящих платформ и способов наряду с уважением и пониманием, выражаемых посредством языка в процессе обучения, может определенно сделать процесс обучения более продуктивным и способствовать передаче знания, опыта и ценностей в стенах учебных учреждений на всех уровнях.

Ключевые слова: *межпоколенческий дискурс, коммуникация, взаимодействие, поколение Z, лингвистические барьеры*

Current social and cultural reality has transformed dramatically in the past few decades. Changes in the economic stage of society development, freedom of political choice, access to an improved healthcare system along with technological advances have radically affected the longevity and quality of life of people around the world. Such changes have become more obvious through the use of modern communication technologies and social media.

While it is well-known that the use of appropriate effective communication instruments is the key to success in the widest variety of spheres of life some of communication issues still do not get enough attention and recognition or may simply go unnoticed. One of such areas is the linguistic aspects of the communicative interaction between different generations that takes place everywhere all the time.

Sociologists, psychologists, anthropologists and philosophers believe that differences found among representatives of different generations are due to the evolution process and, accordingly, due to the acute need to transfer the experience and knowledge acquired by the older members of society to ensure the survival of the human race. Sharing values and beliefs (depending on the type of society) is another key element required for the preservation of the country (-ies) and nation (-s). Societal hierarchal systems also have a strong impact on the communication process between different generations. Nowadays the differences in how younger generations behave and communicate in comparison with older generations are even more striking than before and that's why it is important to pay more attention to how generations express themselves and get their messages across. One of the solutions is the analysis of texts and messages, communication strategies and tactics. It can greatly assist in identifying differences and finding solutions necessary to make this type of communication more effective. For instance, analysis of Facebook posts and messages already allows to determine one's political views and degree of independence in decision making, to approximate the race that the user belongs to. The analysis also helps to identify health problems that the individual has got (for instance, diabetes) along with the ability to see that the user has got

depression or anxiety and or other serious issues (according to the study conducted by Penn Medicine and Stony Brook University). The analysis of communication of representatives of different generations is just as important. Taking into account the fact that there are six living generations at the present moment it is clear that the analysis of a multi-level communication process carried among the representatives of dramatically different social cohorts has become a vital necessity. Moreover, the interaction of the four generations out of six predominantly takes place either in the workplace or in the classroom on a regular basis.

One may argue that age might seem to be a more essential factor determining the line of communication rather than belonging to a specific generation. However, while age helps to determine the commonness based only on the same year of birth belonging to a specific generation allows to divide people into groups not only according to the birthdate but also according to a wider number of parameters such as their position in the family, social cohort and strata and commonly shared social and historical experience. It is also quite obvious that some communication issues are due to the behavioural patterns adopted and used in cultures for centuries. For instance, domineering and obedience have forever been used as the tools needed to manage and control and to keep the order in society. Older generations transfer acquired experience and give advice while younger generations are expected to demonstrate respect towards older people and follow the guidelines established by grandparents, parents, teachers, instructors, etc. In addition, there are culture peculiar features that determine how different generations should interact. Free exchange of opinions is encouraged in the USA but is not allowed in a number of Asian countries. Moving away from home upon leaving school is more common in Western Europe but is less spread in the former USSR countries.

However, nowadays due to the rapid modern societal transformations and spread of ideas a lot of norms, traditions and customs relying on compliance and simple copying of previously socially accepted patterns are becoming overridden. Older generations were and still are more oriented towards survival and building a better future for their offsprings while the modern youth has started to concentrate on self-expression and achieving maximum enjoyment of life possible. Instead of following the long accepted ideas of how and what young people are supposed to do to achieve success in life by getting a university degree, finding a job and staying in the same job all their lives Millennials would rather try out a number of different things. Generation Z would switch jobs quickly and easily upon the slightest sign of dissatisfaction and move on or move away instead of sticking to one and only job for life like their ancestors did.

Another older generations' expectation of the younger generations is that of gratitude that should come from the young for what the elders do and have done. Nowadays younger generations are less likely to do that so it may lead to a conflict communicative interaction and a feeling of pain, despair and depreciation. Thus, one can observe the asymmetry of expectations and life beliefs that results in major communication problems during the process of interaction of different generations. Older generations transmit values, knowledge and experience while younger generations fail to process, accept and adopt it choosing their own path instead.

One of the institutional pillars where processes of tradition, knowledge and experience are continuous is educational institutions of all levels. It should be kept in mind that for the most part academic establishments (universities, colleges, schools) still follow the traditional long-existing approaches to education and teaching and rely on the use of pedagogical discourse in the classroom expecting students to 'inhale' the presented information. Modern youth seems to be averse to this approach as it does not take into account their transformed needs, peculiarities of perception and current communication tools. While some of higher educational institutions and schools are technologically up-to-date and apply findings of psychologists, sociologists and linguistics when communicating with students using the students' preferred means of communication the majority

still do not pay much attention to the importance of such issues including the intergenerational aspect of communicative interaction.

Intergenerational discourse is a multi-complex phenomenon that involves a number of issues including linguistic, technological, and cultural ones such as the manner of addressing communicating sides, the usage of a specific vocabulary demonstrating the position of superiority/inferiority and hierarchal relationships, status of participants along with the appropriate technologies matching the skills and preferences of not only staff but also students.

When dealing with youngsters stuff quite frequently address students specifically pointing out that they are 'younger' or 'your generation' implying (without necessarily stating directly) the students' lack of knowledge and experience and, consequently, that students ought to accept the presented material without further thinking and/or discussion. The juxtaposition often used in the same kind of interaction is the glorification of 'my generation' or 'our generation' or 'when we were your age' notions as stated by stuff to demonstrate the value of professors and teachers' knowledge and, thus, the importance of it for younger generations. Stuff's opinions and believes (especially because staff are usually composed of representatives of older generations) are a-priori more valuable and can't be argued. Insufficient respect or presentation of it as demonstrated through the speech of staff leads to a lower degree of perception and even alienation.

While students respect the transfer of accumulated experience and knowledge they may dislike being addressed as specifically young or implicitly inexperienced. In such cases instead of listening they may 'switch off' pretending that they are listening. Sociologists note that generation Z representatives prefer not to argue openly and actively, they'd rather keep quite, find the necessary information themselves by googling or asking their peers. In case of doubt it works the same way as the young will just verify online. This 'silent' communication method allows them to avoid being potentially rude or look obnoxious in the eyes of their teachers and professors. Thus, it becomes clear that in order to establish and keep rapport older generations should select the most appropriate respectful manner of addressing centennials.

The second most widely made misconception is the imposing of a point of view without giving the ground for discussion and expecting obedience without explaining the importance of this or that piece of knowledge or exercise to the students in addition to being purely theoretical in the classroom. Nowadays young people try to obtain practical and useful knowledge that can be applied immediately. The value of the presented information or given assignments should be demonstrated clearly and distinctly through the use of adequate linguistic means including possibly such expressions as 'the goal of … is …' or 'the value of this … is ..', etc. Thus, the communication process requires more efforts on the side of the staff who often skip this step subconsciously believing that 'the word of the teacher' is to be taken for granted. Undoubtedly, that should go hand-in-hand with such methods of teaching as the flipped classroom, the discussion of real life cases and carrying out of hands-on projects. The key is to explain the importance and validity of the provided tasks/assignments and classes to students.

Though being a well-studied subject communication can be effective only when a number of other barriers are overcome. One of such barriers is that older and younger generations apply differing cultural codes due to living through different historical and political events and social experiences, hence, they frequently refer to the cultural phenomena that they are unaware of and often lack common interests and topics. So another major element of successful intergenerational communication is a meticulous choice (and upon necessity) of realia and events.

Finally, even if interests are different but messages are delivered using the modes and channels of communication that younger generations prefer then the message is much more likely to get

through as it turns out to be another linguistic barrier. That means that it may be crucial to move to the platforms and media where young people operate when communicating with their peers and role-models. Instagram, Facebook, Vchat, VKontakte, Twitter have been around long enough now so that no longer creates difficulties. However, classroom purposes may require staff to use more study process oriented tools that are online, visually appealing (non-verbal communication) so Google Classroom, Zoom, and self-study portals such as Memrise. Duolingo, etc. can be of a lot of help. Being efficient in the use of online instruments, visuals and content will ensure the communication between different generations in the classroom will be.

In conclusion, one can say that new cultural patterns, changing mentality and technology challenges require participants of different generations be attentive, use appropriate modern tools and apply suitable linguistic means to communicate successfully.

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ВЗАИМОДЕЙСТВИЕ РАДИОЭКОЛОГИИ С ИСТОРИЕЙ В РАМКАХ СИСТЕМЫ БЕЗОПАСНОЙ ЖИЗНЕДЕЯТЕЛЬНОСТИ

В настоящее время сформировались три категории населения: те, кто помнит о катастрофе на Чернобыльской АЭС, те кто «вырос на Чернобыле» и преодолел его последствия, и новое поколение, для которого Чернобыль – лишь часть истории. Классические формы и методы обучения, применяемые при изложении тем по дисциплине «Радиационная и экологическая безопасность» в вузах, при системном методе наблюдения сегодня должны дополняться новыми методами – круглыми столами, беседами в онлайн-режиме, социальными рекламами, короткометражными информационно-просветительскими и научно-популярными фильмами, межвузовскими интернет-семинарами и т. д. При этом преподавателям необходимо при изложении лекционного материала отталкиваться от трех знаковых событий: прошедшего после чернобыльской катастрофы 30-летнего периода, аварии на АЭС «Фукусима-1» и строительства АЭС в Республике Беларусь. Это позволит сформировать новое подрастающее поколение с адекватным восприятием мира, где есть атом, и который должен служить на благо общества, но не во вред.

Ключевые слова: *радиоэкология, обучающиеся, хронологическая последовательность, исторические даты, чернобыльская катастрофа*

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INTERPLAY OF RADIOECOLOGY AND HISTORY AS A PART OF LIFE SAFETY SYSTEM

At the moment there are 3 categories of population: firstly, those who can remember the Chernobyl disaster, secondly, those who grew up in the conditions of the implications of the Chernobyl disaster and endured them and thirdly the new generation, for which the Chernobyl disaster is but a part of history. Classical forms and methods of learning, applied now at universities while teaching different topics of the