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REALITIES OF THE EDUCATIONAL SPACE OF UKRAINE THROUGH THE PRISM OF THE THEORY OF GENERATIONS

In this, article the possibility of using the achievements of generations of research theory in the context of optimizing education in Ukraine. This approach will minimize the value conflict of generations optimize prediction in educational systems.

Changes are taking place at the global and national levels led to the transformation of requirements to graduate as an educational institution, and to the teacher. Features of the individual, depending on the period of its formation very significantly affect the realization of its potential and response to the surrounding reality.

At the moment of prediction and determination of policy prospects and projects, using intersectional research achievements Theory generations is important. However, note that this is only one of the points of educational projects

and cannot be viewed as a self-contained means of overcoming all the problems in education.

Keywords: Theory of generations; generation of Baby Boomers, "X", "Y" and "Z"; value generation, education system, education prospects.

РЕАЛІЇ ОСВІТНЬОГО ПРОСТОРУ УКРАЇНИ КРІЗЬ ПРИЗМУ ТЕОРІЇ ПОКОЛІНЬ

В статті розкриваються можливості використання надбань досліджень Теорії поколінь в контексті оптимізації сфери освіти України. Такий підхід дозволить мінімізувати ціннісні протиріччя різних поколінь, оптимізувати процеси прогнозування в освітніх системах.

Ключові слова: Теорія поколінь; покоління Бебі-бумерів, "X", "Y" та "Z"; цінності покоління, освітні системи, перспективи освіти.

The evolution of national consciousness, and hence the development of Ukrainian statehood, is accompanied by permanent transformations in all spheres of domestic society and politics. Passing through the complex path of choice and self-identification, our society tries to identify the priorities and benchmarks of their prospects. An important place in this process is the development of domestic education as a policy, as a process of personality development and other facets.

Trends in global development require education to become a leading factor in progress. Today's vision of Ukraine's education model is still confusing. The problem of the moment is seen in the approaches to determining the paradigm of domestic education. With a remarkable wisdom and history of Ukrainian education, the possibility of using the positive experience of foreign countries and the creative views of contemporary contemporaries, our politician was confused in the choice. In our vision, modernity requires not the choice but the flexible integration of these approaches. The prerogative of the effectiveness of which sees the answer to future requests. Education should be oriented not so much on the learning already open, as in the search for a new one that already occurs.

Now only the reaction of educational policy to the challenges of the current moment is observed. In essence, the "irritation-reaction" approach, in the era of fast-moving change, can not be effective. The application of prognostic approaches to the modeling of educational processes is a necessity.

Modern emphases of most studies point to the need to work out forward-looking strategies in education, to create modular systems that are capable of responding adequately to changing environments. According to the author, one of the tools for implementing this may be the use of the achievements of the interbranch research "Theories of Generations".

In particular, the solution of these tasks largely depends on the staffing capacity of educational institutions and the level of its competence. Today it is important to predict a portrait of a future student / student. Build creative relationships that will build on the collaboration of educators and students. Educational institution is called not to adjust the potential of the individual to a traditional framework, but to promote its development in the context of the current moment with the possibility of a prospect. In this case, the above-mentioned Theory of Generations has serious work to complement the portrait of the teacher and the student with his perspective vision. Some studies allow us to determine the positive moments of their interaction based on generations.

The effectiveness of modern education depends on the implementation of its democratic foundations, the values of partnership and cooperation between the teacher and students. Their association around the implementation of joint activities involves creative interaction, which in a real educational process faces a number of difficulties. In particular, the interaction of educators with students is fragmentary and does not cover the completely educational process. They include only some of its elements into work. Common forms of interaction in the educational process do not always provide the necessary cohesion between the participants in the educational process and only partly meet the requirements of a personal approach to learning.

In the national scientific literature, the question of planning a perspective model of educational space in the context of Generational Theory was not considered sufficiently.

Among the domestic authors who are investigating the human potential, one should call K.V. Astakhova, Y.R. Chernyshova, S.M. Boyka, O.A. Grishov, O.I. Lytvynyuk, B.I.Koralov, N.I.Machinsk, S.O.Sisoyev, T.M.Moiceev, N.G. Batechko and other Among the Russian scholars deserve attention of the works of A.E. Volkova, Ya.I.Kuzminova, I.M.Remorenko, V.V.Korolkova, V.F.Vzyatisheva, L.I.Romanckova, A.P. Balakina, E.G.Gevorkyan and others.

Modern psychological and pedagogical approaches to the understanding of a personal student and a student are set forth in the works of E.M. Davydenko, Y.V.Rodina, L.G.Podoliak, V.I.Yurchenko, G.O.Gorban, Y.A.Markova, Ye.B.Mareeva, L.Yu.Sevidova, I.Yu.Kulagina, V.N.Kolyutsky, M.Karpenko, M.Kibakina, V.Lapshova.

Problems of socio-psychological foundations of pedagogical interaction were considered in works by L.K.Velitchenko, I.D.Beh, V.A. Tereshchenko, N.P.Volkova, S.M.Dmitrieva, O.O.Bodalova, V.A.Kan-Kalika, A.O. Leontieva, L.O.Savenkova, T.S.Yatsenko, N.Yu. Chugaiaeva, O.V.Kyrychuk, G.S.Kostiuk, O.G.Moroz, D.F. Nikolenko, V.O.Slastonina, I.S. Bulaha, L.V.Dolinskaya and others.

Proceeding from the insufficient scientific development of the problem, we set the goal: to predict some possible features of the specificity of the formation of the individual of different categories of the national society and the interaction of the teacher-student in the context of the philosophy of the development of the national paradigm of education, based on the results of inter-branch studies of the Generation Theory.

The source of research, primarily, served as research materials of foreign scientists. Among them are N. Howe, W. Strauss, E. Al'bats, E. Shamis, E. Nikonov, D. Shevchenko, N. Sokolov, T. Gromadkova, I. Lytvynyuk, L. Shusterova and others.

Philosophical approach to the definition of the current state of education indicates the existence of some contradictions. Consider the current realities of the domestic educational space. Briefly: the evolution of humanity has led our society to the information age. The older generation, having some difficulties in adapting to modern challenges, is trying to make the education of the new generation to the challenges of the future through the means of the education system of the past. At the same time, contradictions between the representatives of the pedagogical corps and their students / students in the socio-psychological context are becoming of special significance.

In detail. What we observe at all levels of the education system today. This is an increase in the amount of knowledge and updating their content. The approach, which was justified in the past epoch, regarding the assimilation of the maximum amount of diverse knowledge by the personality, today is not effective. In the presence of modern access to information and the possibility of using various databases, taking into account the rapid growth of its volumes and details, the acquisition of in-depth knowledge in all areas of the student is unjustified for the general public. More relevant is the emphasis on various aspects of graduate education. From the assimilation of classical knowledge, basic truths, universal values with the transition to orienting the student / student on the ability to determine the current moments of the present and navigate in perspective.

At this moment, the issue of interaction between those who are studying and those who teach is of particular importance. According to the author, the rejection of previous achievements in pedagogy and andragogy, as well as ignoring predictive predictions, is false. Only the harmonization of these approaches has a future.

Consider the category of "those who teach." The study of this category is complicated by the lack of clear statistics of official sources of the Ukrainian education system. At this point, K.V.Astakhova's statement is appropriate, that today there are practically no analytical publications that would give an idea of the real state of affairs, and even more difficult to find materials detached from

projects with a short implementation cycle. Accordingly, it will have to use the experience of domestic researchers, colleagues and some indirect data. It is proposed to study this issue through the prism of Theory of Generations, which was developed by American scientists Neil Howe and William Strauss in 1991.

Summarizing the available statistics and practical experience, we can determine the main age characteristics of the teacher are in the range of 30 to 60 years. That is, today these representatives of our society were born in the period from 1954 to 1984. According to TP data, these categories correspond to the generations of Baby Boomer and Xiv. These are people who were born and brought up in Soviet times and are products of the socialist system of education and education. This system met the requirements of the industrial age and fully responded to it. Typically, representatives of these generations graduated from universities in the USSR.

Let us turn to the generalized characteristics of these generations.

Baby Boomers (years of birth - 1943-1963). Their values were formed until 1973. Events that formed values: the Soviet "thaw", the conquest of space, the USSR - the world's superpower, the Cold War, the first plastic operations and the creation of birth control pills, the common standards of education in schools and the guarantee of medical care. As a result, a generation with the psychology of winners appeared.

Values: optimism, interest in personal growth and rewards, at the same time collectivism and team spirit, the cult of youth.

Baby boomers are looking at events not in the short term, they are focused on long-term strategies, because they want to live a long and active life. They are able to plan and see the situation strategically.

They work a lot, stay at work and actually have a generation that "lives to work." Particular value for them is the success of a career. Baby boomers and those with whom they work can create good teams to achieve a common goal and work. They can sacrifice weekends and holidays to carry out the planned. If, to achieve

the goal, it is necessary to solve the problem outside their area of responsibility, they will do so.

Baby boomers appreciate personal development. They can love and at the same time hate authorities. Boomers are striving for visible characters such as certificates, awards, honor badges, trophies.

Generation X (years of birth 1963-1983). Their values were formed until 1993, under the influence of the continuation of the Cold War, restructuring, the emergence of AIDS, drugs, the war in Afghanistan, etc. Values: readiness for change, the possibility of choice, global awareness, technical literacy, individualism, the desire to learn throughout life, the informal views, the search for emotions, pragmatism, hope for yourself, equality of rights articles. It was such a football team, where there is a captain.

They believe that a brilliant career can only be built with hard work. Accustomed to gradually climb a career ladder. Purposeful and responsible employees on whom you can rely. For X, social guarantees and confidence in tomorrow are very important. That is why they are characterized by the commitment to work in one institution. A career commitment outweighs family priorities. X distinguishes between attempts to lead. It is enough to note that most of the financial and political elite of Ukraine and Russia are from this generation. Nevertheless, do not like showing signs.

Representatives of present and future students and students are other people at many points. That is, the youth of 1990-2008 years of birth, according to the grade of TA - is a generation of "Y" and "Z".

Generation "Y" (years of birth - 1983-2003). Their values continue to emerge now. Events that have shaped values: the collapse of the USSR, terrorist attacks and military conflicts, atypical pneumonia, the development of digital technologies. Mobile phones and the internet are their usual reality. Age of brands.

Values: in the system of values of this group already included such concepts as civic duty and morality, responsibility, but psychologists also note their naiveté and ability to obey. At the forefront of the "Y" generation is an immediate reward.

They, more than others, stand up for their point of view and respect for themselves. Public people. Favorite phrase of this generation: "We were born - collapsed the USSR, went to school - default, entered the university - a crisis began, found a good job -" the end of the world. "

"Y" grew up in the era of the virtual world, computers, digital technologies - their technography is of a completely different nature than in previous generations. Gamers are a typical tribe of generation "Y". In general, they are focused on fast results and are not ready to wait long for rewards, are easy to adapt. At the same time they are less important for them world-famous companies, brands; they are interested in places, things that more reflect their values, individuality, peculiarities.

For "Y", individuality is a norm, especially in the broadest possible choice. She does not have to prove it, she does not have to take risks. "Y" is talented, but besides the talent for them important questions of responsibility for the company, region, country - moral and ethical values.

Higher education is perceived as an essential condition for success. Without him, you will not find a prestigious job, you will not be able to achieve a good position and so on. Nevertheless, the prospect of not getting a good job makes "Y", while still students, to work and gain professional experience.

Generation "Z" (years of birth - 2003-2023). Our future is not so distant. Traditionally, this generation is seen as children of the parents of the generation "X", who were the first generation, advanced in the information plan. "Z" are born with the internet in their hands. The fact that previous generations called "new technologies" or "technologies of the future" for the generation "Z" is real. This, first of all, distinguishes them from the generation "Y", as the childhood of the latter was before the technological boom.

Family values and friendship are in the forefront, up to five still fall in love, career and money. These are future family careerists.

Generations Z are interconnected, with things like the Internet, You Tube, SMS, mobile phones and MP3 players. This generation is synonymous with the

English-language term "Digital Native" (it's about to be translated as Digital Man). Their parents, "Digital Immigrant" (digital immigrant), because in their childhood most of it was not. Now the Internet is not limited to a home computer and can be accessed at any time thanks to new mobile phones or PDAs. This has a great similarity to previous generations.

Along with this, "Z" - the first generation, fully born in the days of globalization and postmodernism. Despite this, a significant part opposes the boom of technology and want to live a "real" life. It is also significant - many parents "Z" are not working full time or even take home work to give more time to nursing children.

As a result of the research, Hove and Strauss came to the conclusion that the conflicts of generations are caused not by the difference in age, but by the difference in values. If it were different, people, reaching a certain age, would acquire values that are characteristic of, say, their parents. Nevertheless, this does not happen, children do not become exactly the same as their parents and mother.

Accordingly, one can make assumptions about the conflict not so much "parents and children" as "the contradiction between the values of generations." The study of this moment is seen as relevant in the context of the development of universal, civilized and national values, and within the limits of the specific time, profile, political and professional spheres.

In our case, it is more appropriate to consider the situation in the context of the formation and development of the philosophical paradigm of national education in terms of its adequacy of the evolution of domestic society. In addition, it is even possible to focus on the potential of this phenomenon as a catalyst spheres and driving forces of social development and interaction of generations.

Proceeding from the research of the theory of generations, it is possible to admit that the rational use of such results enables us to predict the features of a new generation of students / students. This, in turn, will allow us to design,

optimize and align the system of national education as a general, profile, professional and higher, in spite of education throughout life.

Somewhat problematic is the lack of research and materials of domestic origin in this area. However, the available materials are sufficient grounds for general conclusions or recommendations. This creates a precedent for research on this issue. Let's consider only some of the features of the interaction of students and teachers.

For example, the permanent issue of school uniforms or uniforms in educational institutions. In this case, in our opinion, the question should be moved from the plane of representation of the society about the head of "old quenching", which today was able to dress students in a uniform form, in the plane of effectiveness in terms of educational priorities in accordance with the identification of the student in the learning process.

Specifically. An older generation in the form of Boomer and "X" is usually effective, strict discipline and subordination of a student or student. One of the manifestations of what they see is the uniform form of clothing. Let's turn to analytical research TP. Generations "Z", contemporary and future schoolchildren, dress up by mothers, born in an era of shortages. They get enormous pleasure from shopping, thus putting the children in need of elegant clothes. They emphasize gender differences, as if "playing with dolls." For many of them the main motivation for buying clothes is the desire to draw attention, to surprise, to show their awareness of fashion trends. Therefore, for representatives of "Z" these distinctive features in clothes are very important. At the same time, the general requirements of the parents "X" which was raised by the Soviet school on the principle "Do not stand! All equal rows" conflict with their actions.

Children "Y" were mostly born after perestroika, when there was no pioneering organization and there was a choice of forms of leisure: scout troops, target circles, etc. Each community emphasized its distinction from other different symbols. As a result, they are calmly perceiving various corporate forms, and signs of belonging to this or that club. Even more, they tend to wear a uniform - they like

it. Along with the above, the influence of previous generations, which grew on the principles of equality of articles, partnerships between men and women, is significant. Therefore, "Y" often prefer uniforms, accessories and flavors in the unisex style. Therefore, for "Y", the only form of clothing within their organization is acceptable, most importantly - whatever that would have embodied the idea of this organization. At the same time, girls can even wear trousers.

As for direct subordination. A representative of the "Y" generation can boldly defend its opinion before teachers or leaders. This can often lead to contradictions and conflicts, since Boomer, accustomed to work in a team and to adhere to strict subordination, this position is young without kind, without a tribe is indignant. On the other hand, "Y" are ready to learn, consciously go to subordinate positions, and often they are not only looking for teachers, but a teacher with a capital letter, a mentor with whom they will be individually communicating. Taking into account Boomer's attempts at mentoring and their need to transfer their life experiences to the next generations, this problem can be solved by reformatting mentoring relationships rather than subordination.

Baby Boomers can be mentors - they not only know the technology and scenarios of how to act as a mentor, but also appreciate this opportunity. It is an honor for them to act as a mentor, even more globally - to be a mentor for life. Also, it should be borne in mind that the generations of Boomeres consider their lovers not successors of the "X", and the generation "Y", who are more trusted. It is in the "Y" generation that they see themselves continuing as "new Komsomol", who are really concerned about the case, and who are ready for ambitious projects that can be trusted with big plans and construction, to pass the areas of responsibility.

This is one of the reasons why now, at the level of a generation, the Bebo-Boers are ready to be mentors, to participate in working with youth. They can specially allocate time for mentoring and be the initiators of such interaction.

In the context of upbringing the younger generation, it is appropriate to use some of the approaches and features specified in the Theory of generations. Very

interesting is the phenomenon of the individual-collectivist essence of the generation "Y", and these features do not come into conflict with each other, and are combined with modern Internet technologies.

Global phenomenon "Y". Its general feature - they grew up in a cynical environment of complete distrust, in a period when states and public institutions were split. Therefore, the lesson they are guided by life - take care of yourself, be free from obligations, do not pay attention to the Crusades for ideas and principles. This generation is not particularly interested in a policy that is highly market oriented, very pragmatic. With age, they, of course, change: they begin to think more about family values, about self-realization.

Generation "Y" lives in a virtual environment, communicating face to face and using a computer through virtual networks such as Facebook. The above does not promote collectivist mood. However, it is these virtual communities that represent a combination of technology with team work. Historically, personal computers have gained popularity not because of the emergence of a new technology: this new technology arose from the fact that a new generation, which was needed in personals. Their parents saw in the computer an institute of wisdom and brain for calculations, capable of making better decisions. Individualists-boomers have created machines and technologies that have penetrated their own personality: webcams, avatars, etc. In other words, they fully realized the idea that the Network allows you as an individual to go as far as you want.

Generation "Y" completely overturned the social task of information technology in order to find community, group. This is the exact opposite of the individualism of the boomers: The network is used just as a community creation tool. They are subjected to a serious test, because all the time are under the watchful eye of each other, another's eyes. But the need for the community makes them resort to these harassment. It works faster at the level of instincts that tell them: to make changes must be evolutionary, based on mutual support and mutual concern. It was this generation in America that unleashed and led Barack Obama to the Oval Office: he attracted them among all the other candidates with his own

idea of a society in which everyone cares for everyone. Note that Facebook did not create Baby Boomers - they did not need them, Mark Zuckerberg of the "Y" generation.

"Y" they are not fighters. They want to build, not destroy. Baby boomers challenged their parents, the system they wanted to destroy. Generation "Y" - the exact opposite, they want the system to work better. This generation wants the system to work. This does not mean that they like everything - they are often very critical, but their objections are not aimed at overthrowing the order, they will support a leader who will set everything up and make the system work better. They are ready to accept the established order of things, and not to challenge them. They seek consensus, solidarity.

Another question is the correlation between the national and globalization peculiarities of the domestic education system. As one of the factors of the attitude of generations of students and students to cultural spaces.

So the domestic generation "X" has grown in a country where there were queues for bananas, and Pepsi-cola was a real holiday. Books, movies, plays, clothes, etc. not everything was like children in France, Spain, Italy or the United States. People of the "X" generation in the USSR and in developed countries grew up in radically different informational, conceptual and cultural spheres. Current moment: "Y" and "Z" all over the world read the same books. Harry Potter has become an international character. Shrek speaks Ukrainian, Russian, English, French, German, and even Swahili. It contributes to the process of forming a new generation, and already on a planetary scale. Well, the Internet, international tourism and increasingly widespread study abroad complement the picture. "Y" and "Z" in different countries are similar to each other more than "X".

According to Jana Leikin (HR company ANCOR), the very generation Y is distinguished by its ability to gain experience very quickly. The people of the "X" generation first graduated from the school, then the institute, then divided into jobs and began slow career growth. More or less noticeable unit young specialist became (if becoming) to 30-40 years.

In generation "Y" everything is different. The representative of this group may be something that seemed unthinkable "X". For example - to finish educational institutions externally; to complete several courses or faculties; for a year or two on the basis of a diploma write a thesis - and at the same time work almost from the school desk. Those who are now twenty often have several degrees, have foreign languages and have experience.

The question of the credibility of the teacher largely depends on his professionalism. The practical achievements of their teachers are a very important moment for modern generations of young people. The presence of a sufficient number of pedagogical titles and academic degrees in modern educational institutions is unmistakable. On the other hand, evidence of theoretical achievements does not affect students. Proceeding from the direction of "Y" on the result and high requirements to life and life, the question arises of the teacher's competence in the practical aspects of the use of knowledge professionally.

Take for example the relationship between teacher and student computer-competence, the practical experience of Boomers and "X", on the one hand, "Y" and "Z" on the other. Practical experience suggests that most of the older generation have a computer at the "user" level. To confirm, we can use the statistics of the age categories in the profession programmer.

Statistical studies show that the peak age of a programmer is 27 years. A significant category of this profession is the age range of 25 to 40 years. That is, the very effective age of an employee of this category to 40 years, as practice shows, this age is younger. The age of so-called hackers, which are able to "break" servers of serious organizations, in general, ranges from 14 to 25 years. Most leading companies in the field of programming invite such specialists to their work. This indicates the orientation of professionals to updating knowledge in their field. If we impose the age range of professionalism in programming in the age range of university teachers, then the section will be less than 50%.

The current moment requires teachers of the high pace of updating knowledge, information resources and technologies. On the other hand, there is a

low mobility of scientific and pedagogical staff. A typical teacher is predominantly a university student, where he studied in a magistracy, a postgraduate or doctoral program. His professional career and career development often depend on the attitude of the school leadership and colleagues, many of whom in the past were his teachers or academic executives, and now they are members of the academic council of the university or the faculty and choose candidates for academic positions. This tradition contributes to the existence of organized conservatism in the high school of Ukraine.

The foreign experience of rotation of teaching staff with participation in production is quite effective. In this way, the teacher enriches not only his theoretical experience, but also practical skills in the profile industry. As well as scientists who conduct research, have laboratories willingly taught at universities, thereby sharing information with students and giving them experience.

These are just a few moments of the application of the achievements of the Generation Theory to fulfill the requirements of modernity to the domestic educational space. Possibilities of using one or another interdisciplinary knowledge of this research make it possible to more effectively forecast and optimize the perspective model of the education system of Ukraine.

Thus, changes taking place at the global and national levels have led to the transformation of requirements both for the graduate of the educational institution and the teacher. The peculiarities of personality development, depending on the period of its formation, very significantly influence the realization of its potential and the reaction to the surrounding reality.

Education - a sphere specific, first of all, the diversity of its participants. At this point, it is important to harmonize their relationship in order to achieve the most effective result. Each generation has its own individual features, and they are not always directly comfortable for the perception of the other generations. It is knowledge of these features that will avoid conflicts and contradictions.

Attempts to reorient future generations to educational systems in the past will not lead to a positive outcome. The world is changing - children are born and grow

up in innovative for older generations. These conditions for them are a normal environment and lay the prospects for children in the future. Educational institution created in the twentieth century, without integration into modern realities and prospects of development of society, is not able to prepare the younger generation for life.

Now of forecasting and determining the prospects of educational policy and projects, the use of interdisciplinary theories of Generational Theories is relevant. However, it should be noted that this point is only one of the areas of educational projects and cannot be considered as a self-sufficient means to overcome all problems in education.

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