

CHANGES IN TEACHING CONTENT AND TEST DESIGN FOR GENERATION Z IN UZBEKISTAN

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ABSTRACT

The article focuses on today's younger generation, known colloquially as Generation Z. The Strauss-Howe generational theory serves as the theoretical foundation. The paper covers the reasons for a lack of motivation to study hard and effectively, as well as the causes of misunderstanding that frequently develop among students and teachers born a few generations earlier. The article recommends a number of initiatives that might be taken to improve the process of teaching foreign languages, designing tests, alters in teaching content and other courses to the next generation of students.

KEYWORDS: *Hypertext, Generation, Content, Teaching, Computer Games, Messaging.*

INTRODUCTION

Nowadays, the importance of acquiring a second language is almost universally acknowledged. For example, regardless of job, age, or background, it is extremely difficult to achieve success if you do not know English. For the vast majority of the world's population, the need to learn languages is a vital matter. Nonetheless, only a small number of students can claim to have learned a second language simply, fluidly, and fluently. By the conclusion of secondary school, most students have achieved the elementary or pre-intermediate level of English. Many students, however, return to the basic level after graduating from university if they do not pay enough attention to the language. The research highlights the importance of generational variances in values and worldviews, which are influenced by a variety of settings, situations, and environments that are specific to each generation. The present generation is defined by the computerization of society, the predominance of online gaming, text-messaging communication, and the inability to read context. The generation Z members' personal and social life are impacted by continual "information noise" and a different hypertextual perception of reality, which explains the difference in attitude toward work and education. [1]

What causes this to happen? The reason, in our opinion, is a lack of sufficient motivation for language acquisition, as well as a conservative approach to the teaching process. Moreover, changes in teaching content and some alters in designating tests. When you consider the apparent

decline in interest in education, the situation appears to be much more difficult. What's the deal with this? Is it because teachers have started to educate differently, or because students are less capable of learning? Is there anything we don't notice or tend to ignore? Is it feasible to make a difference? These are some of the questions that this study seeks to solve. [2]

According to some, the age difference between professors and pupils can lead to misunderstanding and poor comprehension of the discipline throughout training, and this issue has to be addressed further. We used the "Generation Theory" devised by Neil Howe and William Strauss in 1991 (Howe & Strauss, 2000) and adapted for Russia in 2003-2004 by a team of scientists led by Eugenia Shamis, coordinator of the Rugenerations project, to make this claim (Shamis & Antipov, 2005). [3]

According to this theory, everyone can relate themselves to one of the following generations:

- Generation GI (1900-1923)
- Silent generation (1923-1943).
- Baby Boomer generation (1943-1963)
- Generation X (1963-1984)
- Generation Millennium or Y (1984-2000).
- Generation Z (since 2000).

This concept is founded on the ideals of large groups of ordinary individuals who were born during a given historical time and witnessed certain political, economic, technological, and social advancements. A variety of factors have influenced their personality, perception of reality, and attitude to what is going on around them.

Because social events, educational methodologies, and the level of intelligence in society are identical across historical times, the values of the majority of persons who compose a certain generation are likewise comparable. Some values created during childhood and adolescence are spontaneously acquired through conversation and parenting. [4]

As a result, they define the model of human behavior in a variety of contexts and manifest themselves naturally and spontaneously. Members of one generation's behavioral characteristics may appear insufficient and inexplicable to representatives of another generation, resulting in misunderstandings and disagreements between the two sides. Today's children are born in an era of computer technology, mobile communications, and the Internet. They are members of Generation Z, which encompasses people born between 2000 and the present, according to the Theory of Generations. They create their own set of social characteristics based on the political, economic, and cultural events that occur throughout this time period. [5]

Teaching content with text

The language of text messages, first introduced in SMS and ICQ, is one of the phenomena of modern youth communication. Slang for short text messages began rapidly developing approximately fifteen years ago. The most dynamic was witnessed in the SMS sphere. After a while, it was feasible to refer to "the language of sms." [3, c. 261] - abbreviated language based on the Standard English language For instance, statements "How are things going for you today?"

Do you want to go out for coffee later?" (How are you today? Would you want to have coffee later?) Can be transformed into "hi HRU 2day? Wnt2go 4 a cofy l8r?" This style of writing allows for the transmission of a large amount of information in a little amount of phrase while saving money on mobile communication services. Furthermore, it served as a type of encryption code for the younger generation, as it was easily comprehended by teenagers but sometimes proved difficult to understand for their parents. Furthermore, it worked as a form of encryption code for the younger generation, as it was easily understood by teens but often difficult for their parents to grasp. [6]

Computerization of society. Online games

Text communication was evolving in tandem with computer technology. The Internet emerged in the second part of the twentieth century, and for a time it was only of interest to professionals, as it enabled the interchange of technical documents and email messages. The Web's rapid development began after 1993, when the number of network nodes and users began to increase in a geometric trend. Soon after, the Internet emerged as a viable alternative to traditional modes of communication, as well as a handy means of exchanging and storing data. Today, a large number of individuals use Internet resources, therefore this phenomena has undoubtedly become an intrinsic element of modern life. [7]

Computer games have grown in popularity in tandem with the growth of the Internet. This is a hobby adopted by millions of individuals worldwide, regardless of gender, age, or career. This is become one of the most popular pastimes among today's kids. With the move of games to online mode, the tradition of in-game text chatting has grown.

During the game, all messages between team members should be as useful and quick as possible, because time for making a general choice and establishing an action strategy is limited, and the game's success is also dependent on this. As a result, gamer terminology has swiftly evolved. Surprisingly, it is totally understandable only to experienced players. [8]

We came upon the notion of hypertext while studying the Internet's environment and the rules that govern its operation. In the widest sense, this phenomena is defined as an electronic text with markup words (commands) added into it that provide connections to other portions of the same text, documents, images, pictures, and so on. Today, hypertext is a multi-level notion that is employed not just in programming but also in other fields of knowledge (particularly in linguistics and literary criticism). In the realm of computer technologies, the concept of a hyper textual information system is that a user can examine documents (pages of text) in the order that he prefers or that is more convenient to him, rather than consistently, as is common while reading books. In this context, hypertext is frequently referred to as a non-linear text. This is accomplished by developing a particular method for linking various pages of the text using hyper textual links; for example, ordinary text has connections like "next-previous," but hypertext may create as many other linkages as you wish. [9]

Reading changed content

Even though Generation Z students are enthusiastic about computers, freely surf the internet, and have no trouble expressing and supporting their points of view and creating their own hypertextual reality, they frequently fail to use the context clues of a simple text when dealing with an ordinary gap-filling task. It appears that "jumping" from one page to the next, following

their own logic of thought, should aid in the development of the talent of spotting connections between papers, pages, concepts, and so on. However, it is essentially useless. Instead of putting ideas in order, it distorts the logical relationships and stymies the process of creating associative links between various bits of information. As a result, we notice a decline in performance in humanitarian courses in schools and colleges, particularly in reading. [10]

CONCLUSION

For the time being, the goal is for the whole educational system, each educational institution, and each teacher in particular to follow the model outlined above. They must learn what students expect from them, assess their potential abilities to comprehend a topic, and adapt the content and approach to the next generation of 'education consumers.' It must, however, be done in a wise and foresighted manner.

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