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CONSTRUCTIVE COMMUNICATION IN TEACHING FOREIGN LANGUAGES TO THE GENERATION Z

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ABSTRACT

The traditional authoritarian communication styles inherent in the education system are toxic to the psyche. As modern studies, given in the report, show that brain formation ends only by the age of 25-30, and before this age it is extremely sensitive to stress, including due to non-constructive communication.

The effectiveness of authoritarian communication strategies (threats, blackmail, screaming, humiliation), still used in education, is sharply decreasing with the advent of generation Z, which highly values constructive communication styles, and tends to consider them as a priority factor when choosing a place of work or study.

The report deals with the issue of the means of constructive communication and their application in the teaching of foreign languages. Non-violent communication (including an objective description of the situation, emotions and needs of the teacher and the requirement), and I-Message, which is in the fact that the statement is formulated in the first person, are considered as tools to give clear feedback in the most acceptable for students uniform. As well as those that help teachers and students to save resilience due to empathy, auto-empathy, awareness of their own needs, and reduction of stress level.

Setting goals for SMART is proposed as a tool for effectively setting clear, measurable, achievable, relevant, and time-limited learning objectives. Positive framing and accurate praise, containing clear recommendations for providing feedback and correcting student behaviour, are

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tools that allow the teacher to remain in a strong position, but to interact effectively with students, helping them learn the necessary life and learning skills.

The combination of tools allows you to establish high-quality relationships with students, reduce stress on all participants in the educational process, create a positive climate and work atmosphere in the classroom.

The purpose of the article is to demonstrate the tools of constructive communication to teachers of pedagogical universities that they can actively use in teaching and pass on to students for their further professional activities.

Keywords: non-violent communication, I-Message, teaching foreign languages, constructive communication