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PEDAGOGICAL SCIENCES

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USE OF CLOUD TECHNOLOGIES TO ENSURE MAXIMUM REFLECTION IN THE EDUCATIONAL PROCESS

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Abstract: Reflection is the highest key point of pedagogical activity and for the most productive learning process by students, it is necessary to combine pedagogical methods and forms in such a way as to maximize the self-awareness of the information received. To understand the processes of thinking, the authors have worked on the theory of generations and focused on some mental characteristics of modern generations, these are the conditional generations X, Y, Z. The authors have also covered the most well-known method of learning through cloud technologies.

Keywords: distance education, distance learning, higher education, cloud technologies, reflection, generation theory, generation Z, William Strauss, Neil Howe. Generations.

Every 20 years, there is a change of generations, and each generation has its own name and has its own specific reflection. Pedagogical science must take into account the contingent with which it has to work. Based on this, pedagogical methods and ways of teaching that were suitable for one generation become a hindrance to

learning for another.

William Strauss & Neil Howe in their book *Generations* very creatively approached the problem of describing the mental abilities of conditional generations from 1584 to 2069 [1, p. 8].

For a basic understanding of the mental and emotional states of the closest generations of the 20th century and the present, let's make a short excursion in time and consider the nearest generations - Generation X, Y, Z.

People born in 1960-1980 belong to Generation X. Influenced by political and economic processes, their worldview is specific. This generation grew up in the difficult years of development. They "saw" the hard work of their parents, learned to be independent and responsible. The main values of this generation are stability and comfort. "Gen Xers believe that you need to rely on yourself in your work, and that you can achieve success through hard work.

From about 1980 to 2000, the Millennials or Generation Y was born. They grew up with the advent of the global information network, the Internet. The development of new technologies had a significant impact on shaping their behavior. This generation witnessed the fall of the Berlin Wall, a symbol of the division of Europe and the end of the Cold War. This generation does not agree to work hard from morning to evening to feel financially stable. To make money, they need only to have their favorite telecommunication gadget, just a phone. It was Generation Y that first started talking about burnout, job satisfaction, and self-development.

Millions of "game changers" are more concerned about their own comfort and emotional state. They respect themselves and have high self-esteem. They are not in a hurry to start a family, because they are freedom-loving and do not want to be confined to family life. It was around this time that the LGBT movement and its state and international legal implications were being formed.

And now we will focus on those who have to be taught in higher education institutions at the present stage. These are Generation Z or millennials [1, p. 339-343].

Generation Z begins in 2000. This is the generation of the future. "Zs" cannot

imagine life without the Internet and social networks. They do not follow the stereotypes imposed by society. They have their own opinions and are not afraid to express them, give up tobacco and alcohol, and lead a healthy lifestyle. Millennials are more conservative.

Among the Zetas, you can often find bloggers who talk about proper nutrition, sports, and mental health. They care about the environment. Generation Z is a generation of eco-activists and vegetarians. They have their own social position, advocate for equality between women and men, and defend LGBT rights. The new generation is more tolerant. They also love to learn, and multitasking is the norm for them.

But this generation also has its drawbacks. "Zetas" did not have a typical childhood in the yard; they communicated with their peers mainly on social media. Therefore, it is difficult for them to interact with other people in a team. They are individualists who want to work for themselves and not depend on anyone.

The main disadvantage of millennials is that they are mostly unable to focus their attention on one problem for a long time; these people are big kids. We must agree with this.

Representatives of this generation find it difficult to decide on their future. The most difficult task for them is to understand what to do. They are not those who choose a job once and for all. Their interests can change every day. Despite the fact that Zs don't like to be imposed on by others, they often need support and advice.

The new Generation Z is all about digital detox, working online, self-development, political activism, and creativity. But on the other hand, it also has a lack of teamwork skills, uncertainty about the future, and a constant search for new adventures.

The authoritarian system of education is not suitable for teaching this generation. It is necessary to introduce new pedagogical methods, namely to introduce innovative teaching methods in a game form, hence the term "gamification of learning".

A prominent Ukrainian educator Vasyl Sukhomlynsky uttered a catchphrase

that served as the basis for future learning: "Teach by playing, and teach by playing." Although this expression was used in the context of educating and teaching schoolchildren, the idea has captured the imagination of many innovators in pedagogical excellence.

Considering the current situation with Covid-19 and martial law, when almost all higher and secondary education institutions have been transferred to distance education in full or in part, it is especially important to develop and implement not only the method of distance education itself, but also to take into account the characteristics of the contingent we teach.

Therefore, we will further focus on various innovative teaching methods that can be used in distance education (one of the methods of both general and individual education) using cloud technologies.

The distance learning method has been used for quite some time (Order of the Ministry of Education and Science of Ukraine No. 40 "On Approval of the Regulation on Distance Learning" dated January 21, 2004). However, it should be noted that at the time the order was published, this innovation was not of great importance given the technical difficulties in organizing this type of education. Weak information networks, lack of special software, lack of specialized teachers, lack of technical facilities for students. In fact, there is a "birth" of this method of education, if I may say so. In Western Europe and America, these processes began in the 70s and 80s of the last century. Western civilization made full use of information technology, most educational and research campuses had powerful internal digital networks, and the level of computerization was very high. In Ukraine, only in the 20s of this century, the proliferation of high-capacity networks, low cost of computers and storage devices, as well as the widespread introduction of virtualization and service-oriented architecture led to the explosive growth and implementation of cloud technologies.

The main advantages that cloud technologies can provide to higher education institutions are obvious: saving money on software purchases (using Office Web Apps (Office online) technology); reducing the need for specialized premises;

performing many types of educational and practical work, transparent control and evaluation online; saving disk space; anti-virus, ad-free security and openness of the educational environment for teaching staff and students.

Examples of the use of cloud technologies in distance education include: Office Web Apps (Office 365); e-journals; online services for the educational process for communication and testing; various distance learning systems, digital libraries and media libraries; file storage for shared access (Dropbox, SkyDrive); video conferencing; e-mail with the domain of the educational institution; Google Apps services.

Currently, the Google digital network provides many applications and services that help in teaching and self-development. These include: Google ArtProject - interactively presented popular museums of the world; Google Docs - online office; Google Maps - a set of maps where you can find and get information about every object in the world; Google Sites - free hosting that uses wiki technology; Google Translate - various online translators; YouTube - video hosting; Google Drive - a single space for storing and working with files.

In fact, we are witnessing the birth and rapid development of a new world, an information space, a world of incredible opportunities, a world of collective mental consciousness. Cloud computing is one big concept that includes many different concepts. It is software, infrastructure, platform, data, workplace that anyone can get after purchasing specific digital devices. Previously, it was only computer systems, but now it can be a phone with specific features and other digital gadgets designed for education, entertainment, business, tourism, etc.

The main advantage of using cloud technologies in the educational process is the ability to save money on expensive software. There is no need to install expensive office suites and data computing programs on every computer. Cloud technologies can enable university faculty and students to use only one operating system, while accessing their workstations using much cheaper terminals.

Today, well-known digital giants such as Microsoft, Apple, and Google, with different ideologies, have almost simultaneously begun to implement cloud

technologies in their developments in order to conquer the future digital space. According to Gartner Group analysts, cloud computing is considered the most promising strategic technology of the future, and the migration of most information technologies to the clouds is expected in the near future [2, p. 3].

With the proper use of cloud computing, it is possible to develop not only theoretical but also practical aspects of competencies. In the context of martial law, the use of cloud technologies has become especially important for Ukraine and has led to the following results: simplification of the processes of creating, accumulating and exchanging information between all participants in the educational process; the possibility of learning in different settings, not just in an educational institution.

The experience of foreign countries confirms that the introduction of cloud technologies increases the motivation, cognitive abilities and responsibility of students for learning processes, leads to an increase in the time for practicing skills, which generally increases the overall efficiency of the educational process.

To summarize, the use of cloud technologies in Ukrainian higher education institutions is an effective tool in education that opens up new opportunities and prospects for development for both individuals and society.

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