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FORMING OF THE MOTIVATIONAL SPHERE OF STUDENTS OF NON-LINGUISTIC (AGRARIAN) HIGHER EDUCATIONAL INSTITUTIONS

The article deals with the motivation of students of higher educational nonlinguistic (agrarian) institution for studying a foreign language as a necessary component of educational process. The main ways, methodology and the newest approaches of motivation of students to master a foreign language at nonlinguistic (agrarian) institutions are analyzed. The use of new information technologies for the foreign languages teaching contributes to the educational process intensification; it increases both the learning effectiveness and the students' interest, activates the students' educational activities, opens up opportunities for individual learning, gives the opportunity to control the results of performing various tasks, creates conditions for the practical use of knowledge and skills, enhances the motivation of language learning providing an effective visualization of the learning process.

Thus, the formation of motives for studying a foreign language is a compulsory component of foreign language teacher at nonlinguistic higher educational institution, in particular an agrarian one, who must persuade students of the importance and necessity of studying a foreign language in modern conditions; the content of the classes should correspond to the professional, age, individual and group needs of students, developing their cognitive interest, creating a situation of success, which will stimulate students to further achievements while studying a foreign language.

Keywords: professional foreign language; motivation; an educational process; higher educational institution; cognitive approach; an interest.

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ФОРМУВАННЯ МОТИВАЦІЙНОЇ СФЕРИ СТУДЕНТІВ НЕМОВНИХ (АГРАРНИХ) ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

У статті розглянуто особливості формування мотивації студентів вищого навчального немовного (аграрного) закладу під час вивчення іноземної мови професійного спрямування як необхідну складову навчального процесу. Проаналізовано основні шляхи, особливості методики та новітні підходи у мотивації вивчення іноземної мови студентами немовних закладів вищої освіти.

Ключові слова: іноземна мова професійного спрямування; мотивація; навчальний процес; вищий навчальний заклад; когнітивний підхід; зацікавленість.

Statement of the problem. Nowadays much attention is paid to professional training of future specialists. However, the upbringing of personality able to adapt to modern conditions of Ukrainian society is also urgent. It should be noted that modern community is now beginning to

realize the dominant role of language education. The English-speaking specialist has the best prospects for employment, training abroad, participation in international projects and conferences, obtaining international professional experience. The above mentioned aspects cause the structure, objectives, content and features of the educational process. That's why we should also find necessary motivational mechanisms and pedagogical conditions for future specialists' quality training.

We think search effective motivation to study a foreign language by higher education institutions students should be researched because the efficient use of motivation of reveals internal personal resources for its development, training and education. So, motivation can affect both the activities performance and the personality development [7, 448].

Analysis of recent researches and publications. Problems of educational activities motivation have been the subject of both Ukrainian and foreign studies. The works of many scholars, i.e. O. Grinchyshyn, N. Derunova, L. Dovhan, L. Katkova, N. Kuzovleva, H. Kytaihorodska, O. Malynka, I. Moskovska, N. Symonova, O. Yatsyshyn are devoted to the questions of enhancing the students educational activity motivation. Researchers study the motives for entering the university, changing motives during training, and increasing the motivation to study. However, in spite of the increased interest to various aspects of this phenomenon, there educational motivation of students has decreased recently.

The purpose of the article is to analyze the main ways, methodological aspects and new approaches for motivating students of non-linguistic (agrarian) higher education institutions to study foreign languages.

The main part of the research. Modern pedagogy considers motivation as the most indisputable factor in the success of both general education and the foreign language in particular. It is the trigger for any activity, i.e. labor, communication, or cognition. The Ukrainian pedagogical dictionary contains the following definition of the researched term: motivation is a system of motives or incentives that motivates a person to specific forms of activity or behavior [1, 217]. According to T. Ridel, the motivation to foreign language is the organization of educational activity aimed at a more profound study of the language, its improvement and the desire to develop the needs for foreign language learning [7, 449]. The motivation is a driving force causing a person to learn a foreign language successfully. However, too high a level of motivation causes unwanted (negative) emotions and promotes poor student achievement in this subject. It is necessary

to find that golden mean, i.e. foreign language studying caused students greater desire to master language, joy and pleasure from learning, and satisfaction with the results of his work [2, 122].

There are many modern approaches to the problem of motivation. Each of them has its own principles, but all their authors are unanimous in the fact that the motive must be present both at the beginning of the lesson and at the end of it. It is a compulsory element of every lessons moment. O.M. Yatsyshyn allocates three motivational blocks of classes: 1) at the beginning of the lesson the main motive or motivational composition is used, the whole lesson is logically based on it; 2) at the end, it is the motivational bridge to the next lesson, is operational and perspective motivation; 3) during the whole class there is a block of motivational support [10, 310]. Thus, the motive should become a key element on which all the content of the lesson will be based.

The questionnaire conducted in groups of second-year students of Vinnytsia National Agrarian University (about 100 people were polled) allowed to reveal the main motives for studying the foreign language by students of agrarian specialties, i.e. the obligatory study of the subject at the university; special interest in the study of languages; the desire to understand films and lyrics in the original foreign language; the ability to read the original artistic and/or professional literature; communicate with native speakers; the prospect of studying abroad; better job prospects in Ukraine; the prospects of abroad employment; the prospect of immigration.

Analyzing the obtained results we should mention that the majority of students study a foreign language in order to communicate with native speakers (32%). Thus, the overcoming of the communicative barrier is their main task for students of Vinnytsia national agrarian university. In other words, the communicative motive is a dominant one. Both a job search and career growth is considered as an important motive for significant number of students. They are convinced that recruitment depends on the knowledge of one or more foreign languages. 22% of respondents study a foreign language for better job prospects on in the Motherland; 16% are interested in finding a job abroad. The motive for understanding original foreign films and songs plays an important role for our students; more than 9% of students have identified this motive as one of the most important. Approximately 7% of students study a foreign language to continue studying abroad, and 6% of students have the goal to go abroad for permanent residence, about 5% of students put forward a motive for understanding scientific and artistic texts. Some students (1%) study a foreign language because it is

a compulsory subject at the university; 1% of students study it because they have a special interest in studying foreign languages, they like the learning process.

We would like to propose several practical ways to increase students' motivation for studying a foreign language from our own experience. First, give your students the right to choose. For example, let them choose the type of task, its form (oral or written), retelling the text or composing dialogs. Second, identify the goals and criteria. Students feel uncomfortable in the group, performing tasks, if there are no clearly defined goals, and they are not familiar with the criteria of your assessment of their work. At the beginning of the year, identify the goals and rules for your students so that there is no confusion during the classes and the session period. Third, create a comfortable, comfortable environment (atmosphere). Certainly, students must understand that there are certain effects of their actions or inaction. However, students are much more motivated by positive settings. Fourth, suggest different types of work. Some students prefer practical experience, others may like to read books or work in groups. In order to motivate your students, organize your lessons focusing on the activities that attract them the most. This will help students continue to collaborate and remain focused. Fifth, use healthy competition. We think competition in the class is not a negative phenomenon, sometimes it can motivate students to try and work to succeed. A friendly spirit of rivalry in your group can be woken up through group role-playing games related to the use of the research material by means of microconferences. Next, you're your students responsibility. For instance, while translating the text, select the best students and assign them to be responsible for evaluating the rest. This responsibility is a great way to coordinate co-operation and enhance students' motivation. Seventh, allow students to work together. Social interaction can make them motivate each other to achieve their goals. Next, set high but achievable goals. Students must strive for a certain level of mastering a foreign language, and be sure that they will reach this level with your help. Finally, track progress. Students may find it hard to see their own successes, especially if the subject is not easy, so you need to tell each student about his/her progress showing him /her his /her achievements.

Modern scholars have emphasized the need for necessity of different teaching methods in order to increase both the efficiency of teaching foreign languages at higher education institutions and student motivation [3; 5; 6; 8]. All methods of training should be selected considering personal-oriented and activity-oriented approaches, that is, to focus on the active interaction of students and teachers, taking into account their personal capabilities.

Observations and practical experience demonstrated that the use of the Internet resources significantly increases motivation, positively affects the interest in learning a foreign language. The use of new information technologies for the foreign languages teaching contributes to the intensification of the educational process, the improvement of the effectiveness of learning in general, the interest of students, undoubtedly activates the student's educational activities, opens up opportunities for individual learning, allows them to control the results of performing different types of tasks, creates conditions for the practical use of knowledge and skills, enhances the motivation of learning the language, providing an effective visualization of the educational process [4, 40].

In our opinion, in order to study grammar effectively the theoretical material should be presented in most convenient form, i.e. forms of tables or schemes. Practical material is represented by multi-level grammatical tasks: erroneous exercises (this exercise creates a positive atmosphere because the correction of already existing alien errors is less emotionally loaded), exercises to explain the use of grammatical constructions in certain sentences, filling the gaps exercises, and other contributing the development of skills and competences for correct writing and spoken language necessary for the study of a foreign language [9, 93].

The main form of teaching a foreign professional language at the university is a lesson. We tried to find out what students of the faculty of management and law of the Vinnytsia National Agrarian University prefer to do at the foreign language classes. It was found that 36% of respondents have chosen classes on the new professional terms memorizing; 24% of students have given priority communicative skills; spoken language is prevalent for 22% of respondents; writing various statements and documents is the main thing for 8% of future managers, 10% attend classes to assess their level. So, the vast majority of students of the faculty of management and law of Vinnytsia National Agrarian University want to study new professional vocabulary at their English lessons.

The research of potential of lexical games as one of the interactive methods of teaching and the means to enhance the motivation of students to study economic vocabulary in foreign language classes has proved that students can quickly and effectively master new vocabulary. It is a key component in the study of a professional foreign language, because vocabulary enables to increase the efficiency of the educational process, contributes to the formation of a competent specialist, competitive in modern conditions.

We agree that the evaluation system is an integral part of the game technique, because it aims to ensure the control of the quality of the acquired knowledge. Of course, such a system performs both control and self-monitoring function. The content of the game form is determined, undoubtedly, by its educational objectives. However, games significantly increased the vocabulary of students; they also led to an increase of their motivation to study a foreign professional language.

We think that vocabulary memorizing depends on the rationally, conscious perception of terminology by the recipients (students). We note that the cognitive approach is actively developing both in Ukrainian and world psychology, cognition, psychometrics, psycholinguistics and linguistics, is intended to solve a difficult task. It consists both in memorizing foreign words and expressions and mastering the concepts, phenomena, processes, mechanisms. The more informed decisions student take in choosing the word, the higher the level of his cognitive awareness, the better the word is memorized. The use of game techniques increases the ability of students to remember new words, because they activate their cognitive activity. So, the use of games for the study of economic vocabulary increases both students' ability to memorize new terms and their motivation for learning activities.

Conclusions. Thus, the formation of motives for studying a foreign language is a compulsory component of foreign language teacher at nonlinguistic higher educational institution, in particular an agrarian one, who must persuade students of the importance and necessity of studying a foreign language in modern conditions; the content of the classes should correspond to the professional, age, individual and group needs of students, developing their cognitive interest, creating a situation of success, which will stimulate students to further achievements while studying a foreign language.

This publication has not researched all the aspects of the multifaceted nature of the problem under study, therefore, further research is considered promising.

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**СОЦІАЛЬНО-ПЕДАГОГІЧНА РОБОТА З ОБДАРОВАНИМИ ДІТЬМИ
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**СОЦІАЛЬНО-ПЕДАГОГІЧНА РОБОТА З ОБДАРОВАНИМИ ДІТЬМИ
В ЗАКЛАДАХ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ**

У статті визначено актуальність проблеми обдарованості. Проаналізовано сутність, особливості та категорії обдарованості. Висвітлено основні ознаки прояву обдарованості дітей. Розглянуто особливості роботи соціального педагога з обдарованими учнями. Встановлено, що у роботі соціального педагога з обдарованими дітьми значне місце займає діяльність з батьками, вчителями, однолітками, тобто найближчим соціальним оточенням, задля створення єдиного соціального розвиваючого середовища, сприятливого для їх розвитку.

Ключові слова: соціальний педагог; обдарованість; обдаровані діти; консультативна робота; соціальне оточення; мікросередовище.

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**SOCIAL-PEDAGOGICAL WORK WITH GIFTED CHILDREN IN GENERAL
SECONDARY EDUCATIONAL INSTITUTIONS**

The actuality of the problem of giftedness is determined in the article. The essence, features and categories of giftedness are analyzed. The main signs of displaying giftedness of children are highlighted. The peculiarities of the work of social pedagogue with gifted students are considered. It is established that, activity with parents, teachers, classmates, that is, the nearest social environment, in the work of a social pedagogue with gifted children plays the main role in creating a unified social development environment favorable to their development.

It is worth emphasizing the following main categories of the gifted children: students with early mental realization; students with accelerated mental development; students with separate attributes of non-standard abilities.

It was confirmed that giftedness acts as a multi-factor model. It is stated that the highest achievements are the product of giftedness, personality characteristics and the closest social environment. It is determined that opportune display of gifted children, creation of the necessary conditions for the development of talent will promote its self-realization, achievement of success and emotional and positive attitude towards itself and personal activity.

It is established that a social pedagogue helps to develop the individual abilities of the child, organizes consultations with specialists, makes constant contact between teachers and parents. The advisory work of the social educator should be aimed at developing of the style of effective communication with a gifted child by teachers and parents, an adequate assessment of his or her actions, an understanding of her behavioral manifestations.