

4. The design of architectural environment;
5. Interior Design;
6. The Decoration of Home Interior.

And due to this information I came to a very important conclusion that the quality of higher education was the main purpose of student's training which varies according to the last dissertation. I expect these units of student's training to be able to take our higher education to a more advanced level and to meet the needs of a modern society.

С. И. Смирнова

PROMOTION STUDENT MOTIVATION IN THE LEARNING OF ENGLISH LANGUAGE

In preparing this work the author has tried to take into consideration the latest achievements in educational research made in the United States. The factual material collected in some papers compiled under the author's guidance has also been made of use.

The program under discussion is entitled IGM (Individually Guided Motivation program). The program which is designed to be implemented in school settings uses a number of specific procedures to enhance student motivation, including teacher – student individual conferences to set specific goals, tutoring by pairs and small – group conferences that are aimed at developing positive motivational behaviour.

The structure of the program boils down to the following parts:

1. One part of the program is a weekly 10 – to – 15 minutes conference between teacher and student. The teacher uses a number of techniques during the conference to encourage the student to do more work than that which was assigned. For example, if the target behaviour were increased motivation to read, the teacher would exhibit positive behaviours and attitudes toward reading, the

teacher can help the child to set reasonable goals by helping to choose books at the proper level of difficulty. Also, the teacher should provide verbal reinforcement for display of desired behaviours relating to reading.

2. On the basis of work on the IGM system scientists have suggested the following general principles for teacher behaviour that lead to higher student motivation:

- Develop specific objectives for students, and focus attention. By providing appropriate materials, student's curiosity is aroused.
- The physical environment can be altered, or new material can be brought into the classroom.
- Use the student's inherent need for achievement.
- Help students to set realistic goals and to attain them.
- Provide models for student behaviour. Teachers who show that they enjoy a particular subject can serve as a model for students to emulate.
- Provide students with the opportunity to discuss desired behaviours.
- Stress should be avoided. Arousal of anxiety can be detrimental to motivation.

These principles are a useful set of guidelines for appropriate teacher behaviour, and they have been shown to be effective. They are effective not just on an individual, but in teaching groups of students or classes as a whole.

Moreover, the program describes different steps that teachers in the traditional classroom can take. The following are devoted to the most useful things a teacher can do:

- Respect and encourage individual strengths in students.
- Emphasize that learning is a lifelong undertaking and not something that should take place only during school time.
- Reward displays of intrinsic motivation.
- Encourage participation and involvement. Students should feel that they affect what goes on in the classroom and have a voice in its affairs.
- Make students aware of how much progress they have made over the course.

Even minor progress can be motivating if it is made apparent to the student. While the above techniques are not exhaustive they do provide at least the essentials for enhancing student motivation.

This program has been created in the belief that theory and practice are equally indispensable for the successful treatment of so highly complex a subject as foreign language teaching, in which motivation plays an unusually vital part.

Although the registers on the subject of foreign language teaching is reach and extensive, there is still a dearth of literature of suggestions for the guidance of teachers of English. It is hoped that the teachers who are not acquainted with this program will consult these standard points.

Н. Н. Ульяшина

THE CREATIVE ABILITIES OF STUDENTS

The topic of my thesis is «Development of student's creative abilities in vocational pedagogical education by means of organizational and methodical resources in teaching process». The aim of it is to prove the necessity in creative abilities of students getting vocational and pedagogical education.

While reading for my candidate examination, I have analyzed psychological, pedagogical, methodical, philosophical, and didactic literature on developing creative abilities of students getting vocational and pedagogical education.

This year work helps me in studying all necessary problems of my research. For example, I have read and examined the book of an American author Margaret Matlin "Cognition". This book is about cognition and mental activities. Cognition involves how we acquire, store, retrieve, and use knowledge. If we use cognition every time when we acquire a bit of information, place it in storage, bring it out of storage, or use that information in some way, then cognition must include a wide range of mental processes such as perception, memory, imagery, language, concept formation, problem solving, reasoning, and decision making.