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## **УСЛОВИЯ СТАНОВЛЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА**

### **THE TERMS OF FORMATION OF MOTIVATION TO STUDYING A FOREIGN LANGUAGE**

**Аннотация.** В данной статье обоснованно, что преподаватель обязан находить такие материалы для обучения, которые подходят для создания хорошей мотивации и представляют собой достаточную познавательную, коммуникативную и профессиональную значимость. Предложены условия становления надежной и высокой мотивации к изучению иностранного языка.

**Abstract.** It is reasonable in this article that the teacher must find such materials for training that are suitable for creating good motivation and represent sufficient cognitive, communicative and professional significance. The conditions for the formation of a reliable and high motivation to learn a foreign language are proposed.

**Ключевые слова:** профессиональное образование, студент, преподаватель, мотивация, учебный материал, образовательная деятельность.

**Keywords:** vocational education, student, teacher, motivation, educational material, educational activity.

There are many ways and conditions for becoming a reliable, sustainable learning motivation. All techniques should be used in combination, because only one of them will not be effective in the process of motivation, will not bring any result [5, 6, 7]. The relationship of the content of training, methods of introducing new information with the interests of students contributes to the formation of positive motivation.

When learning a foreign language, there are the main important conditions for the formation of reliable and high motivation:

1. The content of the educational material. The teacher is obliged to constantly take into account the nature of the needs of students, to know at what level these needs are and what their development prospects are. All this is important to consider when creating thematic plans, developing training sessions and choosing visual materials. The training material should be acceptable to students, it should be based on knowledge already available to students. It is necessary that the material can be associated with personal life experience. But at the same time, the training material should be sufficiently complicated.

2. Organization of educational activities. The program of educational material is worked out and memorized by students in the course of educational activities. An important role in achieving success in the learning process is played by the focus of this activity, as well as the goals and objectives of the teacher and students. It is also important that these goals and tasks are focused. The learning process can be an independent goal, and can also act only as a way to achieve some goals that are not related to the content of the educational process [2; P. 21].

Gerasimova A.S. believes that the process of mastering each stage or topic of the educational program should consist of three leading stages: motivational, operational-cognitive and reflective-evaluative stages [2; P. 225].

The motivational stage contributes to the awareness of the goals and objectives of the development of a certain section of the curriculum and its content. This stage usually consists of the following training activities:

1. The construction of a specific problem situation that will help students to smoothly understand the intended topic of the program. This situation can be created in various ways:

a) the establishment before the students of such a task that can be solved only by familiarizing and mastering this topic; b) a teacher's speech about how important this topic is from a theoretical and practical point of view.

2. Formulation of the main educational task. This task tells students what they should focus on in the process of mastering the educational topic, where to direct their efforts. Thus, the basis is formed for the organization of any specific goals that are focused on mastering the training material.

3. Self-control and assessment of the potentiality of further activities in the field of studying the topic. Following the formulation of the main educational task, its awareness and acceptance, they plan and analyze the order of further actions. Students are told about how much time they will study this topic, what knowledge and skills they will need to study it. You can analyze the knowledge that is already available, the acquired knowledge, as well as what omissions, shortcomings and shortcomings remained, which must be paid attention to at the next stage.

During the operational-cognitive stage, the content of the program topic is studied. Students master those educational actions and operations that are included in the content of the topic. From this stage of motivation formation depends on whether the content and individual parts of the program will become clear to students, whether they will be able to cope with all the educational activities and operations and solve all the main educational tasks that were identified at the previous stage [3; P. 177].

The final stage in the development of the topic is the reflective-evaluative stage. At this stage, students master the skills of analyzing their educational activity, give it an assessment and correlate achievements with what was set by the main educational goals and objectives. It is important to conduct this stage in a benign manner, because it plays a very important role in the process of formation of motivation in the course of educational activity. An important role is played by a good analysis of the student's work in assessing it.

Thus, it should be noted that successfully selected material develops and consolidates everything that makes up motivation: desires, interests, moods, motives. The teacher is obliged to find such materials for teaching that are suitable for creating good motivation and are of sufficient cognitive, communicative and professional significance.

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**ПЕДАГОГИЧЕСКИЕ ОСНОВАНИЯ ФОРМИРОВАНИЯ ЦЕННОСТНОЙ ОРИЕНТАЦИИ  
НА ЗДОРОВЬЕ И ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ СТУДЕНТОВ УНИВЕРСИТЕТА  
PEDAGOGICAL BASIS FOR THE FORMATION OF A VALUE ORIENTATION  
ON THE HEALTH AND HEALTHY LIFESTYLE OF UNIVERSITY STUDENTS**

**Аннотация.** На основе анализа современных исследований, в структуре здоровьесберегающей компетенции будущего профессионала выделяется значимость его ценностного компонента. Приводится обоснование потенциала педагогических средств университетского образования для решения данной проблемы.

**Abstract.** Based on the analysis of modern research, the importance of its value component is highlighted in the structure of the health-saving competence of a future professional. The substantiation of the potential of pedagogical means of university education to solve this problem is given.

**Ключевые слова:** здоровье, здоровый образ жизни, ценностная ориентация, педагогические технологии, образовательный процесс в университете.

**Keywords:** health, healthy lifestyle, value orientation, pedagogical technologies, educational process at the university.

По мнению исследователей, период обучения в университете совпадает с этапом формирования культурных навыков, в том числе в области здоровьесбережения. Эти навыки являются своеобразным фундаментом, обеспечивающим укрепление и сохранение здоровья в будущем [1, 2, 5, 7, 8].

Как отмечает Н.Г. Аникеева, здоровьесберегающий компонент физической культуры, наряду со знаниями и умениями включает систему ценностей и установок, положительное отношение к физическим упражнениям, закаливающим процедурам, правилам личной гигиены, соблюдение режима дня. Эти установки необходимы для: освоения гигиенических навыков и умений, необходимых для нормального функционирования организма; умений по уходу за самим собой, местом проживания, окружающей средой; предупреждения образования вредных привычек, функциональных нарушений, заболеваний [1].

Данная работа является одной из целей формирования специалиста, способного выполнять профессиональные задачи. В частности, в профессиональных стандартах подготовки бакалавров и магистров выделяется компетенция, связанная с поддержанием физического здоровья для обеспечения профессиональной деятельности, умением применить приемы оказания первой помощи, навыком соблюдения методов безопасности труда.