

## **Summary of the article**

The beginning of the third millennium puts forward new requirements for the preparation of a teacher-vocabulary, which is not a panacea, but the only way to enter Ukraine into the European and civilized space. The teacher today must have the proper academic training, be able to work innovatively, be able to form students spiritual and moral and ethical values, foster a culture of communication, respectful attitude primarily to the native Ukrainian word and to the language of another people.

The importance of shaping the value orientations of modern Ukrainian society is emphasized by valid state documents (the Constitution of Ukraine, the Law of Ukraine "About Education", the National Doctrine of Educational Development of Ukraine in the 21st Century, the Concept of National Patriotic Education of Youth and the Concept of Humanitarian Education of Higher Education) formation of national and universal values as a priority direction of the state policy on education development.

The orientation of state documents to the modernization of modern higher education implies qualitative changes in the system of formation of clear guidelines on material and spiritual values, which have a direct impact on the level of vocational training.

Scientists emphasize that it is the student years that are important in the formation of value orientations, they, on the basis of values, form the axis of human consciousness, which determines the level of sustainability and consistency of its actions and actions, the orientation of needs and interests. The value orientations of the individual make it possible to distinguish the positive from the negative in both its internal and external worlds, that is the basis for solving the problem of choice.

The main task in improving the professional training of the future foreign language teacher by means of the disciplines of the social and humanitarian cycle, which are the core in the process of mastering knowledge, the formation of

professional-value orientations and the development of necessary competences and personal qualities.

Systematic positive motivation of students towards the formation of professional-value orientations - determines the focus on humanization and humanization, the priority of universal values. In pedagogical science, the problem of forming the motivational sphere of the personality of a modern student is relevant and is the subject of close attention of philosophers, beginning with the times of ancient Greek philosophy and ending with modernity (Aristotle, M. Berdyaev, R. Decartes, I. Kant, M. Montaigne, Platon and others) , psychologists and educators (Z. Freid, K. Levin, P. Anokhin, L. Bozhovich, L. Vygotsky, K. Kornilov, K. Madlen, A. Maslow, V. Merlin, M. Pirogov, P. Jacobson, etc.).

The most important component of a person's motivational sphere is motive. Based on the analysis of scientific sources, it is revealed that the concept of Emotiv is interpreted ambiguously.

Different types of motives are distinguished in the scientific literature. In part, they can be reduced to two large groups: extrinsic (external) and intrinsic (internal, procedural).

The current position is A. Markova, which distinguishes cognitive and social motives. The scientist divides cognitive motives into three groups: 1) broad cognitive motives, which are oriented to the acquisition of new knowledge; 2) educational and cognitive motives, which are oriented to the acquisition of new knowledge; 3) motives of self-education, which are expressed in the focus on self-improvement of ways of acquiring knowledge.

Motivation is a set of complex, multi-level heterogeneous motives that determine one or another act, decision, position, action. The study of personal motivation includes needs, motives, interests, ideals, aspirations, guidance, emotions, norms, values. Motivation in the educational and pedagogical process is a system of natural, social and personal factors that encourage the fulfillment of the

teacher's requirements and recommendations, active involvement in the learning process, the efforts needed to overcome difficulties, the realization of one's abilities, personal self-determination, and the choice of life-social values and citizenship, defining ways of self-improvement and self-development.

Creating pedagogical conditions for the development of needs, motives and goals of educational activity is a sign of psychologically well-grounded of students' cognitive activity. In practice, various methods of diagnosing learning motives are used - questionnaires, student observations, interviews, etc. Both science and practice show that students are prone to self-discovery, introspection and self-improvement, so it is advisable for them to develop intellectual self-regulation, conscious management of their actions, system of social values, functional states. Without the professional intervention of the teacher, these phenomena develop spontaneously, which contradicts the managerial functions of the didactic process. In this regard, students' educational activities are organized in such a way that they perform motivated actions with educational material to solve vocationally oriented communication tasks, correlated with the hierarchy of personal values, aimed at achieving the life goals and intentions of their requirements and intentions.