

З огляду на вищевикладене можна відзначити, що учень на уроці повинен бути настроєний на ефективний процес пізнання, мати в ньому особисту зацікавленість, розуміти, що й навіщо він виконуватиме. Без створення таких умов, тобто без мотивації навчальної діяльності навчання полілогічного мовлення не може принести позитивний результат.

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### **MOTIVATION OF FUTURE TEACHERS OF THE ELEMENTARY SCHOOL TO THE FORMATION OF PEDAGOGICAL MASTERY**

The professional activity of the future teacher of elementary school envisages his mastering the basics of pedagogical mastery even during the period of studying at a high school. Thus, foreign scholars have been paying attention to the problems of improving teachers training that is aimed at the formation of their pedagogical mastery. The results of the European studies on the acceptance of educational technologies in national and professional cultures have been analyzed; the requirements for the modernization of the program of the basic professional education of teachers in accordance with the professional standard of the teacher have been specified; the need for the development of pedagogical culture has been argued; the expediency of using video and dialogue for the creation of pedagogical knowledge has been discussed; the state of studies on the appreciation of teachers' subject knowledge in different countries has been reviewed; the offer to use testing to assess the overall pedagogical / psychological knowledge of future teachers has been disputed [4].

The results of the theoretical analysis of the psychological aspects of motivation has suggested that the researchers understand the professional motivation of pedagogical activity as a qualitative characteristic of the teacher's personality, which originates from the motivation of choosing a profession as a necessary component of a professional orientation formation, in particular, at future teachers of elementary school. Professional motivation has been considered by the researchers in the sense of clarification of theoretical backgrounds of the formation and development of his professional and pedagogical mastery and creativity, which predetermines the development of his skills for self-actualization and formation of professional-humanistic motives of contemporary pedagogical activity. Scientists have analyzed the process of acquiring teacher's pedagogical mastery as a result of

realization of his desire for professional development, using means of professional self-education of a teacher. The researchers have proved the necessity of the formation of valuable orientations, professional and pedagogical values, in particular, for the future elementary school teachers, that make up the value-consciousness sphere of the future teacher's personality [5].

The use of game methods in the formation of the pedagogical mastery of future elementary school teachers has been based on the fact that the important feature of games in the learning process is their ability to motivate students to learn, to promote their socialization and professional development, that is accompanied by the process of "knowledge appropriation". Hence, the educational influence of the game environment has allowed the students to "self-define the standards by which they measure the degree of satisfaction with their own behavior".

The methods of creation of axio-acmeologic motivational environment, game techniques have been used to motivate the student's interest in the process of pedagogical mastery formation. Each lesson (lecture or practical) has begun with the use of such exercises to create motivational environment and to identify the main motives for learning the basics of pedagogical mastery. It has been taken into account that an important role in motivating certain actions has been played by feelings, interests and inclinations, and, most importantly, - by world outlook, beliefs and convictions, ideals and values that a person submits to his behavior.

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#### ФОРМУВАННЯ КУЛЬТУРНО-КРАЇНОЗНАВЧОЇ КОМПЕТЕНЦІЇ ШКОЛЯРІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

При визначення сутності та структури міжкультурної компетенції необхідно спиратися на культурологічний підхід. Його характерною особливістю є орієнтація на навчання нормам та правилам спілкування в умовах міжкультурної комунікації.



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