

**THE RESULTS OF AN EXPERIMENTAL STUDY OF THE FORMATION OF THE AXIO-
AKMEOLOGIC AND MOTIVATIONAL COMPONENT OF PEDAGOGICAL SKILL OF
FUTURE TEACHERS OF ELEMENTARY SCHOOL**

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 [1, p. 45].

The main task of the article has been the synthesis of the results of experimental research of the formation of the axio-acmeologic and motivational component of pedagogical mastery of the future elementary school teachers.

Due to the purpose of acme-axiological professional motivation in the process of training the future teachers of elementary school, a motivational and axiological environment has been created to make students become aware of the importance and needs of professional growth [3, p. 81].

Through the use of questionnaires, surveys, participation of students of Mukachevo State University in the implementation of situational pedagogical tasks, the students' solution to the simulated professional and pedagogical situations in the developed "Training on the formation of pedagogical skill foundations ", the levels of this phenomenon formation in students of control and experimental groups at the stages of the input and final control have been established.

The determination of the final level of the formation of the axio-akmeologic and motivational component of pedagogical mastery of future teachers of elementary school has been established in the final classes on disciplines "Fundamentals of pedagogical skill". Using the methods of questioning and testing determined the level of knowledge and motives of mastering the basics of pedagogical skill, which had a value-critical importance for the professional growth of each student [2, p. 81].

In order to analyze the results of the experimental investigation, a comparison method of the input and final levels of the formation of the axio-acmeologic and motivational component of the pedagogical mastery of future teachers of the elementary school who have been trained in the control and experimental groups has been carried out have been applied.

The probability of the obtained results and the reliability of the experimental study have been proved with the use of statistical methods of pedagogical experiment data procession. For this purpose, the scientific approaches of researchers, which have determined the admissible least number of persons in the experimental group, have been taken into account. Thus, according to E. Stuullman it has been expedient to use the concept of a small sample in methodical experiments, according to which it has been sufficient for the comparison, having 24 people in experimental and control groups. If the quantity has been larger, the comparative data begin to repeat [4, p. 64].

The comparative analysis of the empirical index of the F-criterion of control and experimental groups with defined limits F_{krit} has shown that F_{emp-CG} with a value of 1.02 is close to the quantity of infinite number of those who has been investigated, and F_{emp-EG} with an index of 1.36 confirms the reliability of the results.

The motivation of students to form a pedagogical mastery has determined the orientation of future elementary school teachers to the realization of values and goals in professional growth. On the basis of theoretical and methodological analysis of scientific literature, the essence of axio-acmeological professional motivation has been determined and substantiated [5, p. 64]. It is aimed at forming an axio-acmeologic and motivational component of pedagogical mastery of future elementary school teachers. Probability of the obtained results and reliability of experimental research with the use of statistical methods for processing pedagogical experiment data have been proved.

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ДОЦІЛЬНІСТЬ І ОСОБЛИВОСТІ ВИКОРИСТАННЯ АУДІО ТА ВІДЕО МАТЕРІАЛІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Сучасність пред'являє усе більш високі вимоги до навчання практичному володінню іноземною мовою в повсякденному спілкуванні і професійній сфері. Обсяги інформації ростуть і часто рутинні способи її передачі, збереження й обробки є неефективними. Використання інформаційних технологій розкриває величезні можливості комп'ютера як засобу навчання іноземної мови. Цим обумовлена актуальність даної роботи. Проблемою використання аудіо та відео технологій у навчальному процесі займалися у своїх наукових дослідженнях Зубченко О.Б. , Ніколаєва С.Ю. та інші. В нашій країні використовуються спеціальні курси, а саме: "Get ready", "WOW", "Headway", "Streamline". Елементи цих навчальних програм



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