

Practical experience proves that the use of individual, pair, group and team forms of work is quite effective for the development of communication skills of students of different ethnic groups.

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PACULARITIES OF RAISING SRUDENT’S MOTIVATION WHILE TEACHING ENGLISH ONLINE

Many factors influence the student's motivation to learn, in particular: interest, perception, desire, self-confidence, self-esteem, patience and complacency. Research shows that motivated students are more likely to engage in challenging activities, actively engage in the learning process, and demonstrate increased efficiency, perseverance, and creativity.

Before deciding on the main ways to increase motivation for learning English, we will define the concept of «motivation». R. A. Hotlib believes that motivation is the driving force that encourages a person to successfully learn a foreign language [2].

Motivation plays an extremely important role in learning. It helps to intensify the behavior of the individual, to acquire knowledge, to direct the activities of students to specific goals, to develop socially important abilities and qualities, to improve efficiency and to form a sense of discipline. Motivation is widely recognized by researchers as one of the main factors influencing the pace and success of the process of learning foreign languages. Another important factor is the formation of a stable motivation for educational and cognitive activities, which should be maintained throughout the educational process. The teacher should stimulate self-control, also encourage and develop various means of productive cooperation.

Researchers from the United States have determined that the teacher also needs to make an effort to develop and increase the motivation to use distance learning technologies. Among the main steps that a teacher of a higher educational institution should take to increase motivation to use distance learning technologies are: giving vivid examples, introducing interesting forms of work, developing materials that are visually attractive to motivate students (using illustrations, interesting questions, etc.), applying skills development mechanisms, establishing collaborative work, etc.

Ukrainian researchers confirm that it is possible to increase the internal motivation to learn foreign languages by selecting interesting educational material, using unusual teaching methods, attracting students to active activities in the classroom, inviting native speakers to participate, making the educational process emotional (using emotionally-colored educational material, humor in class, etc.); rely on the life experience of students, give examples from life, use authentic materials (creating a situation close to a real foreign language atmosphere, as a condition for the development of internal motivation); to include materials in various formats (text, video, audio) in order to meet the needs of students, they are inclined to perceive new information from different channels; use incentives, for example, additional points for all completed tasks on time; carefully plan and organize classes, minimize the risk of technical malfunctions.

L. Skuratovsky has a similar opinion about motivational elements, he considers motivations through the prism of emotions. He believes that the power of need is manifested through a certain emotional experience. Since the motive has an emotional component, and emotion can be the same motive. This is the manifestation of their relationship [4].

Human behavior is based on emotions, they activate and organize the perception, thinking and aspiration of a person. Emotions directly affect perceptual processes, filter the information that a person receives with the help of the senses, actively intervene in the process of its subsequent processing, and have a close relationship with the motivation for learning.

Warm-up activity meets all these requirements, namely, it affects the emotional-volitional sphere, attracts before the lesson and increases motivation for learning.

As K. Hiria notes, warm-ups are a skillfully organized beginning of a lesson (usually no more than 5 minutes), which is able to introduce students to a foreign language atmosphere and give students a positive attitude for the entire further lesson [3].

For the warm-up to be successful, it should have the following conditions:

1) Be interesting. An interesting warm-up can interest students, arouse positive emotions that will affect motivation.

2) Based on the topic. The warm-up should be based on the goals of the lesson.

3) Focus on students. The warm-up should be for their age group, level of language.

4) Be short. Teacher should always set a time limit, warm-up tasks should take no more than 5 minutes.

5) Be «authentic». The warm-up should not be detached from reality. It will be better if the warm-up will simulate life situations and what we do every day.

According to Z. Jun, motivation for learning is influenced by the learners' interest in the class activities and they help to learn more and be engaged in learning. So, the warm up activity used to motivate students should be interesting and aimed at involving students to participate actively in learning process. In the preparation stage, a warm up exercise can act as an important factor to arouse students' interest to motivate them.

Unlike distance learning, full-time education provides an interesting educational process that includes the needs of students for active communication, work in groups and separately in a team. Therefore, teachers are faced with the challenge of how to adapt warm-ups in an online environment.

Online teaching opens the door for using as many multimedia tools as possible in the educational process. As A. Bespartochna notes [1], the use of multimedia in the educational process contributes to: increasing the motivation of students to learn; intensification of the learning process; student personality development; development of skills of independent work with educational material; increasing the effectiveness of training due to its individualization.

Therefore, combining speech exercises with the introduction of multimedia tools help to achieve maximum success in increasing the motivation for learning.

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ТЕОРЕТИЧНА, ПРАКТИЧНА ТА МЕТОДИЧНА ЦІННІСТЬ «ПРОЄКТУ СЛОВНИКА БУДІВЕЛЬНОЇ ТЕРМІНОЛОГІЇ» С. БУЛДИ

1. 20-30 роки минулого сторіччя – особливий період в історії вітчизняної лексикографії. Однією з визначних подій того періоду стало створення в 1930 році С. Булдою «Проекту словника будівельної термінології». Зусиллями Інституту енциклопедичних досліджень НАН України словник було перевидано в серії «Із словникової спадщини», і він став доступним для дослідників та усіх зацікавлених осіб. Словник став першою, значною за обсягом, спробою створення словника термінів будівництва.

2. У «Проекті» є авторське «Передне слово», у якому автор відзначає, що українська будівельна термінологія має вже довгу історію – від часів будівництва Софійського собору та Золотих Воріт у Києві та Борисоглібського собору – у Чернігові. Через відсутність відповідної літератури («У справі будівельній не було ні одного ґрунтового твору») ця термінологія, дещо примітивна, як відзначає автор, зберігалася в усній народній практиці. Її примітивність С.Булда пов'язує з тим, що вона мала обслуговувати «сільське та панське цивільне й сільськогосподарське будівництво».

Автор цілком слушно вважає, що саме ці народні номінації мають стати основою сучасної літературної технічної термінології, яка буде відповідати рівню розвитку сучасного авторові «багатогранного будівництва, такого, як, наприклад, Дніпрельстан».

У післяреволюційні часи, часи бурхливого розвитку термінологій та термінографічної справи, «в кожного автора чи лектора була своя термінологія, своя улюблена технічна «мова», яку не завжди розуміли інші. Тому автор ставить питання про необхідність унормування сучасної будівельної термінології, розуміючи важкість цієї