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**PROFESSIONALLY ORIENTED TEACHING FOR ENGLISH
LANGUAGE FOR FUTURE TEACHERS OF PRE-SCHOOL
EDUCATIONAL INSTITUTIONS**

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Abstract. *The purpose of this study was the study and development of methods of professionally directed training English language of the future teachers of pre-school educational institutions. As a method of stimulating the internal motivation of teaching English, the use of the method of professionally oriented, research and development projects, topics of that were discussed with students was chosen.*

Observing the work of students during the implementation of projects, interviews with them, as well as the results of the final questionnaire, showed that the implementation of professional-oriented research projects contributed to increasing the motivation of learning English.

Keywords: *English language, professionally oriented education, educator of children's institutions.*

To establish educational, cultural and professional contacts, the training of specialists who have at least one foreign language, preferably English, is becoming becomes the language of international communication increasingly popular in the world and The Law of Ukraine "On Education" emphasizes the assistance of the State to study languages of international communication, primarily of English, in state educational institutions, and to create conditions for the study of foreign languages.

Today, nobody doubts that the competitiveness of a pedagogical institution of higher education, its prestige and its role directly depend on the quality of training specialists, the development of a culture of social behavior, taking into account the openness of society, from the accounting of new requirements for the professional competence of teaching staff. Despite the need for knowledge of a foreign language by specialists in various fields of education and understanding of its significance, graduates of higher educational institutions in non-language specialties don't know him well enough. There are many reasons for explaining this phenomenon, but one of the main is the lack of motivation for studying this discipline.

The purpose of this study was the formation of the motivation of teaching English for future educators of pre-school educational institutions, taking into

account the professional specificity of the direction of preparation and psychological and pedagogical qualities of students.

Proceeding from the stated goal, the following tasks were solved: the pedagogical conditions for forming the motivation of teaching a foreign language were determined and measures for their introduction into the educational process of professional training of future educators were developed.

Studies of psychologists and teachers put the effectiveness of learning in direct dependence on the motivation of learning [1, 2, 3, 6, 9]. Psychologists consider motivation as an internal determination of behavior and activity, which may be due to external stimuli, the environment surrounding the person. But the external environment affects a person physically, while motivation is a mental process that transforms external influences into internal motivations "[6, 63]. According to this definition, the psychologists distinguish external and internal motivation. External motivation is based on incentives, punishments and other forms of stimulation. In the case of external motivation, the factors regulating behavior do not depend on the inner self of the individual. Internal motivation promotes satisfaction from work, causes interest, joyful excitement, and increases self-esteem of the individual. Without motivation, those who study will not succeed. Motivation performs several functions: motivates, directs and organizes the student, provides educational activities with personal meaning. The unity of these functions provides the regulatory role of motivation in behavior.

The importance of forming the motivation for studying a foreign language was considered in the writings [1, 3, 5, 6]. The problem of forming the motivation of teaching a foreign language in a non-linguistic specialties high school the works is devoted [4, 6, 7, 11]. According to psychologists, before a person can take any action, he should want to do it. This statement also applies to foreign language training in non-language specialties. What should be done so that students of non-language specialties want to learn a foreign language? According to researchers, it is this stimulus that professionally directed foreign language learning. In accordance with the principles of the new direction of teaching English in Western pedagogy - "English for special purposes" (ESP), in Ukrainian higher education, in accordance with the State educational standard, the teaching of a foreign language in non-language specialties takes place within the discipline "Foreign language for professional orientation". The purpose of studying the discipline was the formation of the necessary communicative capacity in the spheres of professional and situational communication in oral and written forms, the skills of practical command of a foreign language in various types of speech activity in the scope of topics that are conditioned by professional needs; mastering professional information through foreign sources.

With this approach, creating a positive internal motivation for learning is ensured by a focus on professional interest, an awareness of the practical and theoretical significance of the knowledge gained for future professional activity,

professional specificity, as well as taking into account the age and psychological characteristics of students of different specialties. Regarding the conditions affecting the formation of external motivation, it becomes important to create a situation of success or awareness of failure and its causes, adversity and communicative orientation occupations.

The synthesis and analysis of our experience of pedagogical work gave an opportunity to characterize the features of the students of the faculty of preschool pedagogy and psychology, the specialty 012 Preschool education.

Modern realities are oriented towards the training of a educator as a humanistic oriented personality capable of responding promptly to the dynamics of socio-economic processes, in the conditions of their own professional activities. Today, the training of future specialists in preschool education is considered by scientists as a multi-factor structure, the main task of which is to acquire every student the personal meaning of the activity, the formation of professional skills, the ever-increasing interest in working with children and their parents, and in the development of success.

Summarizing theoretical analysis of the views on the peculiarities of the professional training of future educators highlighted in the scientific works of L. Artemov, A. Bogush, I. G. Belenk, N. Gram, L. Zdanevich, T. Tanko, V. Nesterenko, M. Mashovets, N. Lysenko and of others. it can be argued that the training of future educators foresees the creation of a complex of psychological and pedagogical conditions for increasing the competence in the scientific-methodological and organizational-content areas of vocational education, based on the system of vocational training, taking into account of the actual problems of society, family, childhood and preschool education. Among the actual conditions of professional development of the future educator of children's educational institutions, we have been allocated the following: possession of modern information and communicative technologies.

Based on the above-mentioned, pedagogical conditions were determined that contributed to the formation of the motivation of teaching a foreign language among future educators of educational institutions. First, as a pedagogical condition, the requirements for classroom classes from the English language at the present stage are determined. Classes were being built, as already mentioned, in the presence of a professional orientation and taking into account the psychological and pedagogical qualities of students of the corresponding specialty, which should ensure the emergence of needs and positive motives of educational and cognitive activity in the teaching of a foreign language. It was taken into account that modern social factors changed the psychology of young people. They are accustomed to figurative and emotional information on television and on the Internet, therefore academic style in some cases is perceived by them as an anachronism. Students, as a rule, very easily combine mental and emotional. Therefore, there was a need to vary the academic style of teaching with its traditional approaches (teacher -

subject, student - the object of educational process) with modern approaches (subject - subjective, interactive interaction of the teacher and students). As the second educational condition for the formation of stable positive interests and motives for teaching a foreign language, the necessity of introducing innovative pedagogical technologies and teaching methods was determined.

Among the large number of innovative teaching technologies, the following are highlighted: the use of interactive learning methods and the introduction of computer technologies, the feature of which was that the learning process was carried out in a context of constant active interaction and cooperation of all its participants, the student and the teacher became equal subjects of study, which provided intensification of the learning process and the feedback of all participants in the learning process (interactivity).

Among the interactive methods of teaching, the method of projects was chosen, the introduction of which in the process of learning English was already used by us for students of other specialties and gave positive results [4, 12]. The features of the project method consisted in the fact that it united elements of interactivity and application of information and communication technologies, that is, both defined pedagogical conditions for forming the motivation of teaching a foreign language in non-language specialties. As our experience showed, it was the work of a study project on topical issues of future professional activity that was conducted in English within the framework of the relevant topic of the curriculum of the discipline "Foreign (English) language for professional orientation", created the internal motivation for students to learn a foreign language, the opportunity to demonstrate mental independence, initiative, to conduct active search activity. After all, the more active the teaching methods, the easier it is to interest students.

The experiment involved 32 students. In order to determine the level of internal motivation for teaching English in a professional manner, a questionnaire with eight variants was compiled of answers to the question "What motives of foreign language learning are most important for you?", Which was the subject of an anonymous survey, . It was necessary to put the answers to the questions in the rank: most importantly - 1, important - 2, important to some extent - 3. The purpose of the questionnaire, in addition to identifying the most important motive of language learning, was to present students the opportunities and benefits knowledge of English language .Here is a list of answers to the questions asked to students:

1. Self-esteem.
2. Self-improvement.
3. Expanding the horizons.
4. Ability to obtain additional professional knowledge.
5. Ability to teach physics in English in further professional activities.
6. Get a high grade for a scholarship.
7. Ability to use English during a trip abroad.
8. The desire to continue studying in the magistracy.

The following match of the answer number to her rank was expected (table 1).

Table 1

Compliance with the number of the answer to the questionnaire of her rank

The answer number	1	2	3	4	5	6	7	8
Answer rank	3	1	2	1	2	3	3	2

For every coincidence of the answer with its rank there was one point. The levels of internal motivation were distributed as follows: a high level of 8-6 points; the average level is 5-3 points; low level - 2-0 points.

The questionnaire was conducted anonymously, the students frankly answered, and therefore most of them admitted that it is important for them: to get a high grade from the English language to receive a scholarship (12 people); Ability to communicate during a trip abroad (9 people); self-esteem (11 people). This result of the questionnaire led to the following distribution of levels of motivation at the initial stage of the experiment: high level - 11%, average level - 42%; low level - 47%. Of course, all of the above motives are an incentive to study English, but in the light of our study, they do not determine the internal motivation of learning English and are external, utilitarian, meaningfully unrelated to professional training activities. More important motivations that are meaningfully close to the formation of internal motivation for learning activities are determined by the acquisition of additional professional knowledge and self-improvement. However, the students did not identify them in high rank.

Implementation of the project methodology was carried out in accordance with the current issues of modern preschool education, which were planned in the content modules: Preschool education in Ukraine, Great Britain and the USA. The rights of children. Being a parent. Profession a teacher at the kindergarten. Tolerant attitude of teachers to children. Computer in the life of little children.

At the end of the experiment, a second questionnaire was conducted for students, which revealed the following distribution of levels of motivation for teaching English: high level – 24 %, average level – 63 %; low level – 11 %. The increase in the level of motivation was due to an increase in the number of students who identified the more important motives for learning English: the acquisition of additional professional knowledge (14 people), self-improvement (12 people). However, there were no students, for whom an important factor was receiving a high grade for a scholarship.

As shown by the observation of the students' work during the project, interviews with them, as well as the results of the final questionnaire, the implementation of educational research projects aimed at professional interest, based on certain pedagogical conditions, motivated the teaching of English.

It is planned to further stimulate the teaching of the English language by the professional orientation of students of non-language specialties through the search

and implementation of modern methods of educational activity.

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