

linguistic needs. Perhaps in this case, there will be fewer students who study a foreign language “just for the sake of a diploma”.

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Lytvynenko O. O.
National University of Civil Defence of Ukraine
Kharkiv, Ukraine
e-mail: olytv@yahoo.com

FORMING STUDENTS' MOTIVATION TO LEARNING ENGLISH AS A FOREIGN LANGUAGE

It is clear that the first problem faced by any person learning a foreign language is the so-called "language barrier". In a nowadays world, where you can use a variety of gadgets and applications to translate individual words and phrases, this problem is more psychological than linguistic. Experts provide a lot of advice and techniques on how to overcome the language barrier in communication, mostly reduced to recommendations to use a foreign language in practice as often as possible. But quite often, when trying to speak a foreign language, especially with native speakers, students fail due to incorrect word usage or misunderstanding of certain grammatical constructions, which leads to feelings of embarrassment, frustration, and sometimes fear of making mistakes, and therefore acts as a serious demotivating factor in learning foreign languages.

Teaching English as a second language is one of the most rewarding careers you could have. It's an opportunity to exercise your teaching skills, immerse yourself in an exciting culture, meet new people from all over the world, and travel to countries you've never visited [2]. As with any teaching job, teaching English as a second language is not without its challenges. Here are a few to be expected. Lack of resources: depending on where you teach abroad, you may end up in a classroom with little to no supplies. You might have to create your own using recyclable materials. Limited Support: teaching a room full of strangers a new and foreign language can be difficult. Your family and friends might be miles away, and the majority of the staff might speak a different first language. It's important when teaching abroad not to let distance or lack of support get you down. Language Barrier: Moving abroad to teach might require you to learn a new language. In the beginning, you might find it difficult to communicate with people during your day-to-day. It's important to remember that your students feel the same frustration when trying to learn English [1].

For instance, while teaching new vocabulary can be fun for both student and teacher, grammar can be a problem even for people whose mother tongue is English, so imagine teaching

it to someone who doesn't speak English very well. Perfecting grammar in conversation and written form takes practice, and can be difficult to master. So, keeping people engaged in class is a challenge. Bearing in mind the vast differences in structure from language to language, having a personalized approach with each learner can be laborious [1].

It's probably the hardest part of learning English when students should be extra motivated and encouraged. It's also important to plan grammar lessons far in advance so you can map out the class with a structured approach. Unlike vocabulary lessons, which can be a bit more flexible, teaching grammar requires solid organization and discipline. For adult learners, use deductive teaching methods to help them learn from the bottom up using a series of exercises. Many adult learners do better this way, but it's also a good idea to experiment with inductive methods to see which ones work best with your class [1].

Teaching English in non-philological higher educational institutions of Ukraine after the adoption in 2005 of the Standard English Language Program for Professional Communication is clearly focused on the formation of students' professional language competencies, which are considered the key to their fruitful work in cultural diversity [3]. The English for Professional Communication program shifts the emphasis from language proficiency as a set of individual elements to the concept of language as an integrated system of skills and knowledge. This view reflects a change in pedagogical philosophy, where language learning is seen as the diversification of language education. Thus, language learning acts as the acquisition of knowledge and integrated speech skills in their interaction, as required by life situations.

The defining criteria of education within the Bologna process are the quality of training; building trust between education actors; compliance with the European labor market; mobility; compatibility of qualifications, strengthening the competitiveness of the European education system, and the European Credit Transfer System of Education (ECTS) is a tool to improve the quality of higher education: it affects the goals, content, methods, forms, means and subjects of the educational process.

The formation of motivation in students of technical free economic zones is one of the main tasks of the educational process, in which the student should become an active participant, not a passive object. Qualitative foreign language training of students of technical specialties is possible under the condition of application of new teaching methods: cognitively oriented technologies (dialogical teaching methods, seminars-discussions, problem-based learning, cognitive maps, instrumental-logical trainings, etc.); activity-oriented technologies (project method, contextual learning, organizational-activity games, complex tasks, simulation-game modeling of social processes, etc.); personality-oriented technologies (interactive and simulation games, development trainings, etc.) [4]. Introduction of innovative approaches to teaching English with the use of multimedia teaching aids allows students to increase motivation to learn foreign languages; gain access to new, alternative sources of information; to develop independent mental activity; to improve creative self-realization; to form communication skills, intercultural and professional competence.

Thus, forming the motivation for learning English as a foreign language enables students to master the basic grammar and vocabulary knowledge, as well as makes it possible for them to communicate with their peers abroad which improves the students' educational mobility and facilitates the international integration of studies and technology.

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*Maksimova K.V.,
Kharkiv, Ukraine
Kharkiv State Academy of Physical Culture
e-mail: Okateryna2014@gmail.com*

IMPORTANCE OF STUDYING OF ENGLISH PROFESSIONAL VOCABULARY AS THE BASIS OF QUALIFIED SPEECH OF FUTURE FITNESS COACHES

Abstract. Theses consider the topical issue of importance of studying of English professional vocabulary as the basis of qualified speech of future fitness coaches.

Formulation of the problem. It is known that the basis of professional communication in the fitness industry is not only Ukrainian but also special English terminology. Experience shows that not all future sports professionals, especially future fitness coaches, are well versed in special English terminology, which significantly reduces the effectiveness of their training and further professional development, as the labor market is now growing professional interest in professionals who speak English. Thus, there is a problem of mastering fitness terminology by future fitness coaches.

Analysis of recent research and publications. In recent years, a significant number of scholars have studied the peculiarities of the term formation of English vocabulary in various fields of professional activity. However, the question of the peculiarities of the formation of English professional vocabulary of future fitness coaches, as the basis of their professional and qualified speech, was ignored.

The main material. In accordance with the needs of the state in solving a range of socio-economic and cultural-educational tasks, there are new requirements for the education of future professionals in the fitness industry [4]. The concept of higher education is based on the principles of conformity of education to the needs of the individual, society and the state, is