*values, ideals and general ideas about the scientific picture of the world are formed. The content and essence of the structural components of a person's scientific worldview are determined. The scientific worldview is considered in the axiological and moral contexts and as a unique form of consciousness. There are mythological, religious, philosophical and scientific worldviews. General secondary education institutions are the center of formation of the scientific picture of the world of the younger generation. It is important to create appropriate pedagogical conditions that promote the comprehensive development of the individual and the formation of key competencies as a prerequisite for understanding and comprehending the foundations of the scientific worldview. In the course of the educational process, students acquire knowledge, experience of productive activity, form and adjust their own beliefs and principles in accordance with the goal. Therefore, it is important to identify and specify the main ways of forming students' scientific worldview. After all, the methodological basis for the formation of a scientific worldview in the educational process includes the following components: target, content, procedural, diagnostic and evaluative. Each of these aspects requires pedagogical skills, professional perseverance, systematic and effective organization of students' work in class and after school hours. The formation of a scientific worldview depends on the interaction of all participants in the educational process.*

***Key words:*** *personal worldview, scientific worldview, scientific worldview, physical worldview, structure of worldview.*

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***Banias V. V., Banias N. Yu., Lizak K. M.***

## *HOW TO TEACH STUDENTS TO LEARN: MOTIVATION, CHALLENGES AND THEIR SOLUTION*

*In the modern educational process, special attention is paid not only to the transfer of knowledge, but also to the formation of students' ability to self-study. Learning English as a foreign language requires students not only systematic work, but also an awareness of the importance of this process for personal and professional growth. That is why the issue of developing learning motivation is relevant.*

*The article analyzes effective approaches to the formation of students' learning motivation in the process of learning English and develops practical recommendations for creating conditions that contribute to the active involvement of students in learning. The article considers the psychological aspects of motivation, the classification of motives (internal and external), as well as strategies that help maintain students' interest in the subject.*

*Special attention is paid to the role of the teacher in creating a positive learning environment. Among the effective methods: differentiation of tasks, the use of authentic materials, the introduction of game elements, project activities, as well as the formation of internal motivation through success, positive thinking and the development of interest for the culture of English-speaking countries. An important aspect is also teaching students strategies for independent learning, reflection and setting personal goals.*

*Thus, motivation to learn English is formed as a result of a holistic pedagogical process that combines a person-centered approach, emotional support and the development of self-study skills. Only under such conditions it is possible to create an environment in which students not only learn, but also learn to learn.*

*The research focuses on the problems of teaching students to learn and on the ways of creating students' educational and cognitive motivation in the English learning classes. Different pedagogical technologies in learning process which provide effective acquisition of knowledge and skills by students and help in creating positive motivation are analyzed.*

***Key words:*** *acquisition, motivation, cognitive, educational, challenge, method, differentiation, emotional intelligence*

*(статтю подано мовою оригіналу)*

***Communication – the human connection – is the key***
***to personal and career success***
***Paul J. Meyer***

Communication in English is the key to many spheres of human life and people's activities as it enables people to explore the world we live in. Thus, learning English is of great importance nowadays. It needs many efforts, much time and great motivation. It has always been an ever green topic for discussion and exploring. As Charlemagne once said: "To have another language is to possess a second soul" [3].

How to teach students to learn? – According to Lucenko G.: It is "the eternal problem especially during the pandemic and war in Ukraine, where education is mostly online" [4]. The role of improving academic performance and improving students' learning and experience is important. Despite students' limited abilities and lack of knowledge, motivation for higher education can be a positive outcome. Terrel H. Bell, U.S. Secretary of Education, 1981–1985 once said: "There are three things to emphasize in teaching: The first is motivation, the second is motivation, and the third is (you guessed it) motivation" [6]. According to Skolverket [5]: "Lack of motivation makes it difficult to improve the quality of education. Conversely, those who are not qualified to teach will not be motivated." If we assume the lack of motivation and therefore the lack of mutual needs, then motivation becomes mandatory in the learning process.

That is why modern pedagogy and psychology are particularly interested in the problem of its creation. In the context of the formation of motivation for learning among university students, regardless of how teaching is carried out, the question arises as to what motivation should be created. The point is not to find and select this or that motivation for creative purposes, but to determine the best model of student motivation. Motivation for learning has many motivations (needs and meaning of learning, motivation for learning, goals, thoughts and interests), which are constantly changing and entering into new relationships.

Therefore, the creation of motivation is not a simple development of good learning behavior or the promotion of bad learning behavior, but a problem with the structure and products of motivation, the result of which is the creation of new, more and sometimes contradictory relationships between them. In this regard, the analysis of motivation should not be only according to the main motivation, but also take into account the entire structure of the human motivational field which includes objectives, learning motives, emotions, needs and meaning of learning, interests and others. When we analyze this field in the context of learning activities, we can talk about its hierarchical structure. It is worth noting that linguists have different views on the importance of specific motivations for academic success. Some researchers believe that emotional intelligence (general thinking, emotional intelligence, self-motivation) is the most effective motivation in learning.

These motivations are focused on learning new behaviors. Focusing on knowledge of the learning process and knowledge of the activity is a guarantee of creating a significant amount of learning activity. However, this does not mean that knowledge of motivation has a central position in motivation studies. Psychological research on the power of educational support shows that the personal meaning and effectiveness of educational support change significantly during the formation of the individual.

For example, self-acceptance, self-development, self-education motivation at an early age play an important role in education. Although the value of thinking theory in education cannot be denied, developing social relations cannot be abandoned. The most important factors in increasing students’ motivation are competent teachers, teacher-student relations, academic support and students' cleanliness. Linguist Blomgren J. draws attention to the fact that direct and indirect interests in education are so interconnected that it is impossible to oppose them from the outside [1].

Teachers are a very important group of actors in terms of student learning support. Teachers play an important role in motivation, especially in communicating expectations to students and in organizing classroom activities. Teachers try to motivate by encouraging commitment. N. B. Bondarenko's research lists many motivations for learning science. These include various social motivations, skills resulting from their own learning, communication support, motivation to participate in the learning process, knowledge of relationships (with parents, friends, teachers), self-motivation (decision to work on one's own material development), happiness), support for pressure to achieve (self-affirmation, self-determination), motivation to avoid problems [7]. Teachers have the right to decide which motivation students should rely on first of all; whether it is communication support, intelligence, aesthetic motivation or play. Analysis of psychological research and teaching research can identify motivational patterns that enhance student learning.

We believe that motivational model is a hierarchical system of extrinsic motivation and intrinsic motivation, which determines the direction, usage and personal meaning of students' intellectual activity. Motives “determine the direction, intensity and personal meaning of students’ cognitive activity” [1]. Internal motives include cognitive motives, motives of self-determination and motives of self-improvement. “While motives of self-improvement, motives for achievement, motives of duty, communicative motives, motives of self-affirmation and pragmatic motives belong to external motives” [1]. Success in students’ learning activities to a great extent depends on the number and ratio of these motives.

The main purpose of science education is satisfaction based on the process and results of knowledge activities. These motivations are emotional motivation, automatic motivation and self-motivation.

Extrinsic motivation refers to motivations that are not related to the process or results of the student's academic work but play an important role in learning. These motivations are task motivation, achievement motivation, role motivation, communication motivation, personal motivation and pragmatic motivation which won the appreciation of teachers, parents and friends.

Pragmatic motivation refers to the focus on the value of learning, its importance for the future and the realization of material happiness. We agree that the more factors determine this activity, the more students will be motivated. However, different motivations have different effects on different students in terms of academic motivation and academic achievement. It includes not only many terms, concepts, grammar rules, etc., but also the skills and abilities to apply the knowledge learned in practice, either verbally or in communication. In addition, in order for a person to understand and use certain lexical units and grammar rules, cultural knowledge, that is, knowledge of the culture of the country where the language is learned, is essential. Communication is very important. The integration of countries into Europe and the international community is related to the necessity of communication in foreign languages in different regions.

Therefore, we attach great importance to the development of foreign language teaching at all levels, from primary school to high school and to the mature one. It is very important to increase the motivation of students in the classroom. There are problems caused by some factors in foreign language teaching. Many students have only extrinsic motivation when learning a foreign language. They study foreign languages not because they like the subject, but to do better in exams. Their ability to differentiate in context also affects their motivation. It is

difficult for teachers to choose the best materials for each subject in each class, so that all students enjoy the subject. Enjoyment is not just about getting a prize or doing well in an exam. In this case, other factors are secondary. If students do not enjoy learning, they will not acquire the necessary knowledge. Career development is offered with a foreign language diploma. Among the main ways of increasing internal motivation at the foreign language classes the following ones should be mentioned:

– explaining to students the importance of mastering a foreign language at the appropriate level for future careers;

– constant encouragement of students' active work in foreign language classes. It is especially relevant when teaching weak students or those for whom learning a foreign language is difficult;

– the use of means of activating student's speech activity, the purpose of which is not only to teach students foreign language grammar, vocabulary, speaking skills, but also to interest them.

This is especially important for students who cannot learn a foreign language or have difficulty learning it. The main requirement for teaching tools is that their complexity is compatible with the level and size of students' foreign language skills.

There are many reasons for this. First, they motivate students to study more, help them remember the information they have learned and learn to speak a foreign language. Obviously, everyone will agree that guessing the meaning of a word or taking action is more fun than reading, translating or listening to a monotonous text or exercise. Secondly, it is easier and faster for teachers to prepare the game than to find the necessary pictures or videos and the necessary equipment. The most commonly used games in foreign language classes are:

1. Language games – games aimed at learning vocabulary and grammar, as well as activity games aimed at practicing speaking
2. Communication games – Listening and speaking games based on other games are divided into:

– games using knowledge gaps;
– games exchanging information;
– games combining content into a whole (text);
– work and responsibility games;
– role – playing games.

The curriculum of all schools prepares young people for independence and growth in life, teaching them to think and make decisions in a different way of life. Therefore, we want to emphasize the importance and significance of teaching planning as the organization of students' science knowledge. Using the project approach, students learn all aspects of problem solving, from problem statements to presentation of results. Projects can be associated with various human activities, through these projects, students can learn about "adult problems", acquire the ability to solve problems immediately, try it and relate them to ecology, business, responsibility and human care.

Thanks to this experience, knowledge can be gained about the world of production, marketing, business and many other industries. It is crucial to make connection between theoretical knowledge and practical skills.

The essence of interactive teaching is that learning occurs through the interaction of all students and teachers. It is co-learning (dialogue and cooperative learning), in which both teachers and students are subjects. Learning takes place through the interaction of all those who learn and teach. It is co-learning (learning in interaction and cooperation), in which both a teacher and students are subjects of study. The main principle of interaction means constant communication of students with each other and their teacher, their collaboration in contrast to active and passive methods of teaching.

Interactive methods fundamentally change the scheme of interaction of participants in the learning process as they give the greatest opportunities for students' self-realization and are most consistent with a person-centered approach.

The basic principle of interaction is not active and passive teaching, but constant communication, cooperation between students and their teachers. In this educational model, the teacher is only the creator and coordinator. The active method is based on one-on-one interaction, group and constant support of the instructor. Interactive methods change the interaction between participants in the learning process, as they focus on meeting the thoughts and needs of students. Therefore, special attention should be paid to the organization of various exchanges in which there is no polarization and the opinions of teachers are given the least importance.

Project method is relevant as well. Project training shapes a pedagogical style of every educational institution, prepares young people for independent mature life, teaches to think critically and to make decisions in unusual life situations. Using the project method students understand all the technology of problem solving, from problem statement to presentation of the result. Projects can be related to different areas of human activity, thanks to which students get acquainted with "adult problems", acquire skill of solving current issues, connected with ecology, economy, social responsibility and people care.

Through this acquired experience there is acquaintance with production, marketing, the enterprise and the world of various trades. The connection of theoretical knowledge with practical skills is achieved.

Thus, games and project methods are now widely used in order to increase the efficiency of the educational process and motivation of students.

In the past, students received information from textbooks, reference books, study guides or guide books. However, due to today's realities, teachers need to teach new methods of presenting knowledge in the educational

process. The human brain sees and remembers information more easily with the help of media. Schools can provide information tailored to the needs of each student using computers and online tools. Modern technology (such as computer technology) can help teachers solve learning problems. Using computers in the classroom can make the learning process mobile, meticulous, and personal.

To sum up we should mention that no single recipe exists for increasing motivation for all students of all levels and professions. All of the existing strategies can be used, as often as possible. Each of the linguists or teachers has a different valuable aspect that contributes to the understanding of student’s motivation. However, no theory seems to be complete. The best way to gain is to hold all of these theories simultaneously in mind and apply them depending on the educational environment and gaps identified.

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***Баняс В. В., Баняс Н. Ю., Лізак К. М. Як навчити студентів вчитися: мотивація, виклики та їх вирішення.***

*У сучасному освітньому процесі особливу увагу приділяють не лише передачі знань, а й формуванню здатності студентів до самостійного навчання. Вивчення англійської мови як іноземної потребує від студентів не лише систематичної праці, а й усвідомлення важливості цього процесу для особистісного і професійного зростання. Саме тому актуальним є питання розвитку навчальної мотивації.*

*Стаття аналізує ефективні підходи до формування навчальної мотивації студентів у процесі вивчення англійської мови та вироблення практичних рекомендацій щодо створення умов, які сприяють активному залученню студентів до навчання. У статті розглянуто психологічні аспекти мотивації, класифікацію мотивів (внутрішні й зовнішні), а також стратегії, які допомагають підтримувати інтерес студентів до предмета.*

*Особливу увагу приділено ролі викладача у створенні позитивного навчального середовища. Серед ефективних методів: диференціація завдань, використання автентичних матеріалів, впровадження ігрових елементів, проєктної діяльності, а також формування внутрішньої мотивації через успіх, позитивну оцінку та розвиток інтересу до культури англомовних країн. Важливим аспектом є також навчання студентів стратегіям самостійного навчання, рефлексії та постановці особистих цілей.*

*Отже, мотивація до навчання англійської мови формується у результаті цілісного педагогічного процесу, що поєднує особистісно орієнтований підхід, емоційну підтримку та розвиток навичок самонавчання. Лише за таких умов можливе створення середовища, у якому учні не лише навчаються, а й навчаються вчитися.*

*Дослідження зосереджено на проблемах навчання студентів та на шляхах формування навчальної та пізнавальної мотивації на заняттях англійської мови. Аналізуються різні педагогічні технології в навчальному процесі, які забезпечують ефективне засвоєння студентами знань та навичок і допомагають у формуванні позитивної мотивації.*

***Ключові слова:*** *засвоєння, мотивація, когнітивний, освітній, виклик, метод, диференціація, емоційний інтелект.*

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***Бондаренко О. І.***

## ЗМІСТ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ ДОШКІЛЬНОЇ ГАЛУЗІ ТА РАННЬОГО РОЗВИТКУ В НОРВЕГІЇ

*У статті висвітлено зміст професійної підготовки майбутніх фахівців дошкільної галузі та раннього розвитку в Норвегії. Наголошено, що Норвегія є однією з провідних країн світу у сфері освітньої політики, а її високий рівень підготовки фахівців різних сфер є вагомим чинником інтелектуального, економічного, соціального, науково-технічного, інноваційно-технологічного і соціокультурного розвитку, що загалом актуалізує питання розгляду та запозичення прогресивного педагогічного досвіду цієї країни. У ході свого розвитку система підготовки майбутніх фахівців у сфері дошкілля та раннього розвитку в Норвегії набула характерних для неї особливостей щодо взаємодії педагога та студента, базуючись на принципі залучення майбутніх фахівців до значущої діяльності та орієнтації на їх потреби й інтереси. Окреслено, що сучасна Норвегія вирізняється високоякісними освітніми програмами підготовки майбутніх фахівців дошкільної галузі, які вдало поєднують академічну освіту з практикою, де когнітивний і соціальний розвиток розглядаються як взаємодоповнюючі та однаково важливі. Поєднання змісту та заходів, ініційованих дитиною та персоналом, максимізує когнітивне навчання та соціальні результати. Зазначено, що всі освітньо-професійні програми з підготовки фахівців дошкільної галузі та раннього розвитку в Норвегії побудовано за матричною схемою, де освітні компоненти обираються з різних підрозділів закладу вищої освіти. Розглянуто зміст бакалаврської освітньо-професійної програми, який охоплює шість професійно орієнтованих та адаптованих до різних навчально-виховних площин норвезьких дитячих садків галузей знань. Вказано, що педагогіка є центральною та сполучною дисципліною, включеною до кожної галузі знань освітньо-професійної програми підготовки майбутніх фахівців дошкільної галузі та раннього розвитку.*

***Ключові слова:*** *професійна підготовки на бакалавраті, виробнича практика, галузь знань, демократичне мислення, заклад вищої освіти Норвегії, лідерство, майбутні фахівці дошкільної галузі та раннього розвитку Норвегії, освітньо-професійна програма, педагогіка.*

Сучасне українське суспільство, переживаючи демократичні перетворення, все частіше звертається до пошуку раціональних шляхів формування особистості у єдності із європейськими традиціями та цінностями. Педагогічні теорії, методи та прийоми, накопичені розвиненими країнами Європи, зокрема скандинавськими країнами, можуть бути використані для вирішення найважливіших проблем освіти в Україні – багатогранного розвитку особистості майбутнього фахівця та модернізації процесу у вищій школі. Особливого значення такий підхід набуває для підготовки фахівців дошкільної галузі в нашій країні.

Дослідження особливостей професійної підготовки майбутніх спеціалістів дошкільної сфери в Норвегії може допомогти визначити найоптимальніші шляхи вдосконалення не лише української дошкільної освіти, а й уточнити пошук ефективної стратегії підготовки педагогічних кадрів у галузі раннього розвитку та дошкільної освіти. Адже Норвегія, «відома передовим станом своєї системи освіти, яка, своєю чергою, значною мірою сприяє високим стандартам соціального забезпечення», є однією з провідних країн світу у сфері освітньої політики, а її високий рівень підготовки фахівців різних сфер є вагомим чинником інтелектуального, економічного, соціального, науково-технічного, інноваційно-технологічного і соціокультурного розвитку [1, с. 20]. Це актуалізує питання розгляду та запозичення прогресивного педагогічного досвіду цієї країни.

Аналіз останніх наукових джерел дозволив констатувати, що різні аспекти функціонування системи освіти скандинавських країн, Норвегії в тому числі, викликали науковий інтерес у цілої низки українських (Н. Андрійчук, Л. Ващенко, О. Василенко, Н. Вишневська, М. Граб, К. Котун, Т. Логвіненко, О. Локшина, О. Максименко, О. Огієнко, Г. Трухан, С. Федоренко, О. Цюк та ін.) і зарубіжних (Р. Багналл, Б. Елле, А. Корреа, Т. Пломп, Л. Скоу, П. Шукл та ін.) науковців.

**Мета статті** полягає у висвітленні змісту професійної підготовки майбутніх фахівців дошкільної галузі та раннього розвитку в Норвегії.