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INCREASING MOTIVATION OF FUTURE TEACHERS OF TECHNICAL DISCIPLINES TO PEDAGOGICAL ACTIVITIES

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Student training requires appropriate cognitive and practical activities. An important structural element of this activity is motivation, which manifests the student's attitude to any activity. Motive is the motivating cause of actions, actions of the person. The current stage of development of theory and practice of preparation of future teachers of technical disciplines is characterized by intensive search for ways of formation and development of motives for future pedagogical activity, as one of the conditions of formation of the bases of their pedagogical skills[1, 6-8].

One of the priority directions of modern education reform is to reach a new level in training of highly qualified specialists, including teachers. Proper preparation for teaching is considered as an important factor in improving the quality of education and, as a result, accelerating the socio-economic development of society [3, 4].

Pedagogical activity has its structure, which contains the following components:

- motivation;
- pedagogical goals and objectives;
- subject of pedagogical activity;
- pedagogical methods of solving problems;
- result of pedagogical activity.

The system of external motivation has to do with instrumental activity and external control system: the motive of duty (broad social motives), the motive of personal well-being (narrow social motives), the lack of desire to study (negative motives). The system of intrinsic motivation is a system of self-activity and internal control, the search for tension and difficulties, which are accompanied by interest and inspiration.

The choice of profession should be conscious, which will mean motivation. The motives for choosing a profession may be based on interests, social needs [2]. Students can strive to realize their creative abilities through their future work. That is why teachers who prepare students for future professional activities, in particular for teaching technical disciplines, should distinguish which motives guide the future profession.

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The main factors influencing the motivation of the future teacher are external motivation and internal motivation.

External motivation:

- social guarantees;
- career prospects;
- development of scientific-technical progress;
- reward system;
- recognition for scientific-research activity;
- conditions of remuneration.

Internal motivation:

- the desire to be useful, to influence the world;
- the desire to educate;
- negative motivation (lack of choice);
- self-development and self-realization;
- striving for self-education.

The basis of the mechanism of appearance of motivation of a scientific and pedagogical employee is the internal need for acquiring and deepening professional knowledge, which is reflected in the desire to engage in scientific or research activities. It is the interest that gives rise to the motives. In turn, to stimulate motivation, a technique of stimulation is used, which directs the student to activity and in the future gives the necessary and positive result. It is important to realize that it is internal motives that should occupy the basic position in the motivational sphere of the individual, and external negative motives should be minimally expressed.

Pedagogical activities in many directions are engaged in graduates of pedagogical educational institutions, but the future teacher of technical disciplines is often a graduate of the educational institution where he received technical education, that is, a non-pedagogical profile. Such students do not often think that instead of working as an engineer, mechanic, etc., they will associate their life with teaching. This indicates low motivation and little interest in teaching. That is why teachers need to pay attention to the students' motivational sphere and begin to work on shaping their motivation, including pedagogical activity [5].

If the student is interested in scientific activity, then first of all it is necessary to stimulate his / her desire.

For a positive result, conferences should be held for students to report on, and students may also do project work that requires an active search activity and creative approach. This makes it possible for students to feel special, at the expense of displaying their own creativity, non-standard approaches, individual style of task completion. Feeling of one's own peculiarity, the approval of teachers motivates to further self-development, self-education and formation of other phenomena, which are components of pedagogical skill.

Students can be offered the role of a teacher within the scope of practical and lecture classes. Since there is no pedagogical practice of using such a role-playing game in the non-pedagogical university, it forms the necessary communicative abilities, gives confidence and increases interest in teaching.

Students can prepare one of the topics discussed at a lecture or seminar and explain the material to their groupmates. It is important to form a positive attitude to the profession of teacher, to demonstrate its attractiveness. This happens both in class and after lessons or after

university. The teacher should show that he / she is responsible for the formation of professional qualities and helps in solving various life situations.

Awareness of the social importance of any activity, including pedagogical activity, is an extremely strong motivator. Teachers should show that the work of an educator can be interesting and appropriate to the present day. For this purpose, the teacher, by his example, must demonstrate the ability to use information and communication technologies (ability to work with a computer, projector, create presentations, electronic textbooks, tests, use video materials, etc.) who wants to engage in teaching in the future.

Quite often, after the admission, the student realizes that he has no desire to work with technology. This factor also shows that a student can develop a positive attitude to teaching activities and to form a motivation for his future teaching of technical disciplines. Such students should be actively involved in group work, creating success situations.

The need to motivate students for future pedagogical activities is not sufficiently addressed to date. This issue is especially relevant for the non-pedagogical profile of higher education institutions, in particular for those preparing future teachers of technical disciplines. The further direction of research is the search for methods and techniques that would motivate pedagogical activity.

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