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FORMATION OF MOTIVATION OF STUDENTS IN THE CONTEXT OF DEVELOPMENT OF IT-EDUCATION IN UKRAINE

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Introduction. It is well known that the priority direction of training highly qualified scientific and engineering personnel is taken over by highly developed technological states. Today, during the large-scale existential war of Ukraine against the Russian Federation, Ukraine is particularly interested in the formation and development of technological, especially IT education, as a component of STEM - education in Ukraine [1-3]. Therefore, the creation of effective conditions for the development of a young person through the formation of mathematical, engineering, technological competencies, mastering the scientific apparatus for describing the scientific picture of the world, expanding broad worldview positions is an extremely urgent task of the national educational community [4,5].

The topic raised in the article is devoted to the results of research conducted by the authors, aimed at the formation, development and expansion of the motivation of

high school students and college students of the IT STEP Academy (further we use the abbreviation - students) to participate in creative research work (CRW).

The purpose of the work was to identify the necessary pedagogical conditions aimed at improving the teacher's training in terms of forming the motivation of students to participate in CRW in a specific educational environment in the context of the development and formation of technological, IT-education in Ukraine.

To achieve this goal, the following tasks were set: 1) to identify pedagogical conditions for ensuring positive motivation of students to participate in TDR; 2) to propose a projective model aimed at increasing the readiness of teachers to improve their professional skills in a given context; 3) to test the projective model in the conditions of a specific IT-educational institution.

The object of the study is the readiness of teachers to implement IT-education approaches in a specific educational environment of Ukraine.

The subject of the study is the process of training teachers to form and develop students' motivation for CRW in the context of implementing IT-education in Ukraine.

The hypothesis of the study is that the teacher's readiness to form students' motivation for participation in CRW will be better if reasonable pedagogical conditions are implemented. Ensuring positive motivation of students to participate in solving creative and scientific problems of the appropriate level, increasing interest in implementing technological and engineering startups is possible through their participation in the creative environment provided at the IT STEP Academy.

Components of a teacher's readiness to increase the motivation of students for CRW. A teacher's readiness to increase the motivation of students for CRW is not a static characteristic. It changes. It is a dynamic indicator. This is due to the changes that occur due to the actions and influences of today's realities, the dynamics of the content component of the educational process, changes that occur in the educational environment of the IT STEP Academy in the conditions of a large-scale war. The result of such a dynamic influence is the teacher's readiness to fulfill the tasks set in accordance with the requirements of the time.

From our point of view, the teacher is the conductor of the ideas of STEM education, in particular IT-education, in an IT-oriented educational environment.

In the process of developing and implementing such education, an important aspect is cooperation with employees of academic institutions, technology parks, experimental and theoretical centers, research laboratories of universities, academic institutions, etc. Interaction with enterprises (potential employers) where the latest information technologies are implemented is one of the components of synergy between a student in the IT. Such cooperation forms a motivational component based on increasing the emotional state of the IT [6]. Direct acquaintance, the opportunity to communicate, exchange ideas with current successful IT specialists, scientists who have already proven their status with success is an extremely important motive for the younger generation.

Increasing the effectiveness of the implementation of technological education is seen by providing scientific, methodological materials, modern teaching aids (the latest

computers, multimedia boards, 3D printers, robotic complexes, etc.), which is successfully implemented at the IT STEP Academy (Odesa, Ukraine).

Having joined the European system of values, in particular, education, it is necessary to emphasize the need to implement the training of our pedagogical and scientific-pedagogical workers of educational institutions in such a way as to provide a certain balance between the universal human traits (character, temperament, ability to empathy, etc.) of a specialist and the general level of his competence and qualification. These components are mutually dependent. They determine the professional component of the pedagogical and educational activity of a teacher. The first component is a deep awareness of one's own role (self-knowledge) in the process of carrying out the professional work of a teacher. The second component highlights the possibility of acquiring psychological and pedagogical competencies that determine the practical role of a teacher.

By the readiness of teachers to form and increase the motivation of students for CRW, we understand the integrated professional quality of the specialist's personality, which contains motives, knowledge, skills, abilities, guidelines and moral and value orientations that allow us to work effectively with adolescents of this age norm and this category.

The process of forming such readiness was considered by us in dynamics, and, in fact, the readiness itself is the result of training. The following components of the educational process were identified: constructive, organizational, communicative, gnostic. The structure and essence of the readiness of teachers to form the specified motivation of students was also determined.

According to the results of the analysis of pedagogical literature, in the structure of the general readiness of the teacher to increase the motivation of students to participate in CRW, the following components were identified: cognitive, communicative, organizational, emotional, motivational, volitional, prognostic, control, evaluative. Pedagogical conditions that allow developing the readiness of the teacher to form the motivation of students to participate in CRW are: ensuring positive motivation for learning; the formation of the teacher's professional culture; the use of active teaching methods.

The projective model of the implementation of pedagogical conditions proposed by us was introduced into the educational process of the general education school and college IT STEP (Odessa), in the form of the developed program "Assistance to the teacher to increase the motivation of students to participate in CRW", which included a number of original methodological developments, a series of tests, independent tasks, etc.

Organization of the study. The pedagogical study took place over a period of 6 months and lasted from March 2025 to September 2025. 28 students at the level of 10-11 grades participated in the experiment. The participants of the experiment were selected randomly (at random). According to the same principle (the principle of randomness), the participants were divided into two groups: the control group (CG) (9 teachers and 14 students) and the experimental group (EG) (9 teachers and 14 students).

The study was divided into an ascertaining and formative phase. After the end of each stage, mathematical processing of the results was carried out. A diagnostic section was carried out after the end of the formative stage.

Observations were made of the behavior and communication of students during the implementation of our methodological developments. For this, the methodology of surveys, questionnaires, and generalization of teachers' self-analysis reports were used. To conduct a quantitative assessment, we identified the components of the readiness of the students to participate in the CRW described above.

The results of the ascertaining experiment according to the specified criteria allowed us to conclude that the formation of teachers' readiness is mainly at sufficient and average levels. Based on these results, a projective model of teachers' preparation for the implementation of the tasks of our study was developed and proposed. This model had a certain structure.

According to the results of the formative experiment, we came to the conclusion that teachers are clearly aware of the significance of the specific issues. They have knowledge, possess skills and abilities, recognize the need to study special and psychological and pedagogical disciplines. At the same time, they did not see a special need for conducting focused work on the need to form the motivation of the students to form the CRW.

Therefore, it was necessary to conduct targeted, specially organized work in this direction. Our introduction into the educational process of the specified projective model and verification of its effectiveness were the essence of the formative experiment.

At the final stage of the experimental and research work, we conducted control sections in the experimental and control groups (EG, CG). Summing up the results of the data obtained after conducting the pedagogical experiment, we concluded that the implementation of the program we initiated and the targeted tasks significantly affects the improvement of their readiness for the requirements of the state.

To determine the reliability of the data obtained after the formative experiment, we used λ - the Kolmogorov-Smirnov criterion, which is designed to compare two (EG and CG) distributions of one empirical distribution with other empirical distributions.

Conclusions and prospects. Summarizing the results we obtained, we can draw conclusions that correspond to the tasks that were set in the work. Namely: pedagogical conditions for ensuring positive motivation of teachers to participate in CRW were identified; a projective model was proposed, aimed at increasing the readiness of teachers to improve their professional skills in a given context; the projective model was tested in the conditions of a specific IT-educational institution.

The results of the work consisted in identifying the necessary pedagogical conditions aimed at improving the teacher's training in forming the motivation of teachers to participate in CRW in a specific educational environment in the context of the development and formation of technological, IT education in Ukraine. The solved research tasks prove that the implementation of an integrated approach to the organization of the educational process, combining science, technology, engineering, contributes to increasing the motivation of teachers to conduct CRW.

The goal of the proposed approach is not simply to transfer knowledge, but to teach students to creatively apply it in practice, to develop critical thinking, creativity, and problem-solving skills.

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TRANSLATABILITY IN SPECIALISED TRANSLATION

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The concept of translatability is widely debated in translation studies as the degree to which a piece of text or speech can be accurately translated from the source to the target language.

Translatability is the principal possibility of translating from one language into another. The adequate translation is achieved by removing linguistic, semantic, syntactic, pragmatic and additional linguistic “barriers”. Untranslatability is defined as “the absence in the target language of the equivalent for certain concepts and expressions in the source language” or “a null translatability of the certain parts and