

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

with a shaped pro-active mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is usually placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens.

THE PROBLEMS OF MOTIVATION IN EDUCATIONAL PROCESS AND WAYS OF THEIR SOLUTION

**Iryna Nekoz
Ph.D in Pedagogics,
Foreign Languages Chair, Associate Professor,
Bohdan Khmelnytsky National University of Cherkasy,
Ukraine**

The problem of motivation of educational activities is one of the most theoretically investigated in pedagogics but at the same time is one of the most difficult questions in practice of educational process.

Human activity is directed by a lot of different motives. It is possible to distinguish intrinsic motives and extrinsic motives.

Human needs, emotions, and interests are at the top of intrinsic motives.

Extrinsic motivation is not directly related to the content of studies, it depends on external circumstances. Extrinsic motives include goals that arise in a particular situation (environmental factors).

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

Intrinsic motivation is not related to external circumstances, but directly to the subject of studies itself. Students like foreign language, enjoy their intellectual activity. The effects of extrinsic motives (prestige, self-affirmation, etc.) may enhance intrinsic motivation, but they are not directly relevant to the content and process of the educational activity.

Motivation based on positive incentives is called positive. Motivation based on negative incentives is called negative.

It is well known that the formation of a motivational sphere is a necessary premise for successful educational activity. There are many different techniques and ways to increase students' motivation in learning foreign languages. It should be noted that, although extrinsic (both positive and negative) motivation is much more powerful, the teacher should make a lot of efforts to create intrinsic motivation; to create an atmosphere in which the learning of a foreign language will become an internal individual necessity for the student.

The purpose of our investigation was to research and analyse extrinsic and intrinsic motivation of students of 1-2 courses of the Institute of Physical Culture, Sports and Health of the Bohdan Khmelnytsky Cherkasy National University in the process of studying foreign languages; to identify the ways to influence the motivational component of the educational process on the basis of this research; to offer ways to increase the intrinsic motivation of students of the Institute of Physical Culture, Sports and Health in learning English for professional purposes. We took into consideration all the peculiarities of the educational process, as well as organization of extra-curricular activities.

Summarizing the responses of students of the Institute of Physical Culture, Sports and Health with regard to their attitude to the discipline "Foreign language for professional purposes", we can conclude that the majority of students like this discipline. More than half of students are satisfied with the organization of the educational process, and one third of students would like to participate in extra-curricular activities that are connected with learning foreign language. At the same time, the research revealed some problems in the process of teaching students of non-

linguistic specialties. These problems give rise to improvement of curricula, development of teaching methods and further study of students' interests and needs regarding individual and differentiated approaches to teaching foreign language for professional purposes of students of non-linguistic specialties.

UNTRANSLATABLE IN TRANSLATION

**Valeriy Kykot,
Ph.D, Associate Professor,
Translation Department,
Bohdan Khmelnytsky National
University of Cherkasy,
member of Ukrainian National Writers Union,
Ukraine**

As translation practice shows in literary translation and in poetic translation in particular it is often impossible to reconstruct all the properties of the original text and therefore it has to be decided which of them are more important and which ones could be ignored. Specifying poem components principles aesthetical and image hierarchy enables to assess translation sufficiency.

A separate word in a poem quite often concurrently functions in several semantic contexts. Each translator may perceive it in his own way and it may sound entirely different for the reader. In the course of translation one should preserve major sense component of the words bearing several semantic functions that is to render their most important functions in semantic complex of higher order (context of phrase, stanza, entire poem etc.) and only after that – their denotative meaning. The highest semantic complex that is sometime reflected as “literary work idea”, its philosophical concept, dominates in the course of resolving lower entities, for example, while choosing stylistic row, and those in their turn dictate solutions on the level of paragraphs and phrases. Translator’s unawareness of the mechanism and