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В СОВРЕМЕННОМ МИРЕ»
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Сборник содержит доклады участников Международной студенческой научно-практической конференции «ВЗАИМОДЕЙСТВИЕ ЯЗЫКОВ И КУЛЬТУР В СОВРЕМЕННОМ МИРЕ», в работе которой приняли участие более 150 студентов из различных вузов страны и мира.

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advantageous than in Russia: the rate of interest in the UK is 5-6 per year and in Russia is 14-15 per year.

Finally I'd like to say that both in London and in Moscow there are all conditions for comfortable life but much depends on your occupation.

ЛИТЕРАТУРА

1. <http://london-life.ru/> [1]

MOTIVATION IN FOREIGN LANGUAGE LEARNING

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All over the world people are interested in foreign languages now. They understand that it can help them in their career. However, learning a foreign language is not such an easy thing. It is usually quite a long and slow process that requires a lot of patience and motivation.

Motivation in foreign language learning is a particularly complex phenomenon due to the multifaceted nature and roles of language itself. Language represents at the same time a communication coding system, an integral part of the individual's identity involved in almost all mental activities as well as an important channel of social organisation embedded in the culture of the community where it is used. Motivation is no longer seen as a reflection of certain inner forces such as instincts, will and psychical energy, nor is it viewed in strictly behavioral terms as a function of stimuli and reinforcement [1].

Motivation can be broadly categorized into two types. The first is an integrative motivation. It is stated that cross-cultural romance is a common form of integrative motivation. Therefore, learners who study a language in order to

better understand a culture and society are integratively motivated. Linguistic studies show that integrative motivation yields fast and effective language learning results [2].

The second is instrumental motivation. Learners who study a foreign language in order to achieve another goal are instrumentally motivated. In these cases, language competence isn't the goal in itself, but rather the vehicle to achieving a separate professional or personal accomplishment.

For university students and professionals, language learning is often motivated by career. But in this case the process of language learning will be more difficult than for those with integrative motivation [2].

The other side of the coin is demotivation as well as difficulties impeding the success in learning foreign languages. Demotivation is a decrease or drop in level of motivation. People with a low sense of self-efficacy in a given domain perceive difficult tasks as personal threats, they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task success. Consequently, they easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence. [1].

It goes without saying that motivated students perform better in the classroom. Evidence suggests that these students, as well as students who receive autonomy-support from teachers to enhance their intrinsic motivation, perceive themselves to be more competent and have more interest in and enjoyment of material. Autonomy-support here refers to instructors who understand and empathize with students' perspectives and allow students to make choices and initiate activities. Students with high-perceived competence receive better grades in some subjects.

Although intrinsic motivation is generally considered superior in terms of interest-enhancement and learner outcomes, externally regulated behaviors too

can have their place in the classroom. Perceived importance of current class work to future success can contribute to motivation in the classroom [3].

The central motivational strategies are: creating basic motivational conditions, which involves setting the scene for the use of motivational strategies; generating student motivation; maintaining and protecting motivation; encouraging positive self-evaluation.

Consequently, the skill in motivating students to learn is of paramount importance. Until recently, however, teachers were forced to rely on “bag-of-tricks” approaches in their attempt to manage their classroom and motivate the learners. These approaches have been influenced by two contradictory views: a) learning should be fun and that any motivation problems that may appear should be attributed to the teacher's attempt to convert an enjoyable activity to drudgery; b) studying activities are inherently boring and unrewarding, so that we must rely on extrinsic rewards and punishment with a view to forcing students to engage in these unpleasant tasks. Rewards and punishments may be a mainstay of the teaching-learning process, but they are not the only tools in teachers' arsenal [4].

There is no doubt that a teacher can provide an environment that is conducive to learning by demonstrating expertise in the material, being supportive and reinforcing, being well organized, having interesting and exciting lesson plans, encouraging cooperation in the classroom, and being consistent in evaluating students. The learning environment is very important and can certainly aid students. Teacher skills in motivating learners should be seen as central to teaching effectiveness.

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PLACE AND ROLE OF LEGAL TECHNOLOGY IN MODERN LEGAL SCIENCE AND PRACTICE

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Legal Technology is becoming one of the most pressing issues of modern law. Despite the fact that the legal technique has been studied for a long time [8, p. 24], there is still no strict definition of this concept among scientists. In Russia the legal technique is often used in the context of the theory of state and law, considering it an integral component of this science. Analysis of a number of modern textbooks on the theory of state and law reveals several interesting facts: the absence of legal technique section, compressed general provisions (small article, or paragraph). The lack of basic legal act regulating the law-making in our country is the result of neglecting the legal technique. High quality legal acts, clear procedure of their preparation, publication and implementation are the necessary conditions for establishing jurial state, for improving the

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