why the students of technical specializations perceived the authoritarian pedagogical style quite positively in contrast to the students of social specializations.

**Conclusions**

The most appropriate teaching style is democratic, especially when combined with a style based on interest in joint activities with students. Students’ perception of democratic style is the most positive. They associate it with communication based on interest in joint activities and amiable communication, while they have the opposite view of communication-flirtation and communication-intimidation. Students’ perception of the teaching style is important for their learning motivation. In particular, the democratic teaching style and the style based on interest in joint activities are associated with such important motives of students as educational and cognitive. Undesirable teaching styles are authoritarian and ignoring ones. In particular, the first relates to the motives of avoidance, and the second has feedback from professional motives of students.

Comparison of the results of the survey of future specialists of social and technical fields allowed us to determine that both groups of students perceived a democratic style equally positively, and the laissez faire style negatively, whereas students of technical specializations consider the authoritarian style as more acceptable and positive than the students of social specializations. For students of social specializations, a style based on interest in joint activities and the democratic style are effective for learning motivation, while authoritarian and laissez faire styles are ineffective, whereas for students of technical specializations, the authoritarian style is the only style which is connected with positive motivations in the students. The results we obtained can be used by teachers in pedagogical interaction with students and could be a subject for further discussion regarding the perception of teachers by students and effective ways of motivation.

**References**


