

Conclusions

Thus, the analysis presented showed that domestic and foreign scholars focus on problems in how to improve foreign language education, and how to increase the language learning potential of professional communication skills of future teachers, in particular, through the work with foreign scientific information. This requires the introduction of effective changes in professional training of future teachers at the level of organization which is fundamental for the development of productivity of foreign educational institution, as well as further formation of essential personal resources.

The success of achieving positive changes in improvement foreign language professional communicative competence depends on increased motivation of future teachers for research (research in a foreign language) a foreign language.

Formation of future teachers' motivation to work with foreign language scientific information as a fundamental component of foreign language professional communicative competence requires cooperative work of all lecturers to teach students to analyze scientific foreign language publications in their specializations. Such work of students during the study of various professional disciplines will provide a positive dynamic in the state of valuable and motivational orientation and readiness of future teachers to work with scientific foreign language information as a source of personal and professional development, sociocultural communication, and mobility in professional and academic environments.

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