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## **MOTIVATION-TARGETIVE COMPONENT IN THE STRUCTURE OF THE INFORMATION COMPETENCE OF INTERNATIONAL MEDICAL STUDENTS**

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Many scientists in the structure of information competence of a specialist determine the components related to his motivational sphere. So M. Golova, separating the motivational component of this component, notes that it reflects the need of students in creation of information models using computer technology, manifestation of interest in information activities, etc.

The scientific ideas of K. Hordu were useful for our research, in which it is noted that the motivation of students, in particular medical universities, are a problem that teachers of these universities often face, therefore. It is necessary to purposefully form the motivation (in particular of information activity) of students, which makes it possible to greatly facilitate the learning process and to form in them the desire to constructively interact with other participants in the educational process [2, p. 53–54]

In the dissertation work of A. Tkachev, the motivation-targetive component of information competence is singled out. According to the scientist's views, this component is demonstrated in interest in information competence and motives for its mastery, the ability to formulate a number of diagnostic goals to ensure a sufficient level of its formation [3, p. 341].

O. Gryban clarifies that the motivation-targetive aspect of this competence reflects the realization by the subjects of training of the need to possess information technologies both in educational and future professional activities. That is why rather an important task, according to the scientist's view, is formation of a motivation for effective usage of information technologies [1, p. 84 133, 134].

As noted in the scientific literature, the formation of appropriate motivation is a necessary aspect of information competence and the process

of its formation in the individual. After all, the positively colored motivation of students for the implementation of educational and professional activities contributes to the development of the personality of each student, develops his emotional and volitional sphere, and also contributes to increasing the effectiveness of this activity. Consequently, the presence of motivation of mastering information competence in future specialists implies their internal motivation to assimilate knowledge, skills, qualities necessary for effective work with information.

On the basis of studying and analyzing the scientific conclusions of scientists and their own teaching experience, it is determined that the first component of the information competence of future specialists is *motivational-targetive*. It reflects the formation of students' interest and need to work with information, motives for mastering information competence.

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