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ЄВРОІНТЕГРАЦІЇ: ПРОБЛЕМИ ТА
ПЕРСПЕКТИВИ»**

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Risk - a conscious possibility of the risk of unforeseen losses of expected profits, property, money due to accidental changes in economic conditions, adverse circumstances. It arose during the emergence of commodity and money relations. There are three variants of economic result: positive (profit), negative (loss), zero (no result). The main criteria of risk are: the possibility of risk; contingency; the consequences of the risk must be objective; the fact of realization of the risk of being unknown in time and space. Threats are processes and phenomena that negatively affect and may cause potential or actual losses to the enterprise.

In the field of economic security, enterprises often equate the concepts of "risk" and "threat". These concepts are related but not identical. The difference between economic danger and threat is determined by the change in the possibility of losses, the transformation of potential opportunities into reality.

The system of economic security of the enterprise should be based on such principles as: legality; centralized management; competencies; confidentiality; integrated use of forces and means; independence and responsibility for security; use of modern material and technical equipment; corporate ethics; coordination and interaction with authorities and management.

In order to reconcile adverse events that may affect financial and economic security, all threats are studied and classified, the weak forces of the enterprise are analyzed.

Therefore, it is necessary to distinguish between the concepts of risk and threat in order to properly manage the enterprise properly.

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MOTIVATION WAYS OF EDUCATIONAL ACTIVITY

At all times, the success of learning foreign languages was influenced by such factors as motives, interests, valuable attitudes and needs, information processing skills, previously acquired knowledge, skills and abilities, general educational level.

Motives and interests are the most important of the factors. Motivation is an internal energy that includes a person's activity in life and at work. It is based on motives, which mean specific motives, incentives that make a person act and perform actions. If we talk about the motivation of students, then it is the processes, methods and means of inducing them to cognitive activity, active development of the content of education. Emotions and aspirations, interests and needs, ideals and attitudes can act as motives in a bunch. Therefore, motives are complex dynamic systems in which choices and decision-making, analysis and evaluation of choices are carried out. Motivation for students is the most effective way to improve the learning process. Motivation is the main driving force in human behavior and activity, including in the process of forming a future professional. Therefore, the issue of incentives and motives for the educational and professional activities of students becomes especially important.

The effectiveness of the educational process is directly related to how high the motivation and incentive for mastering foreign languages and the future profession are. The educational process is classified as a complex activity, there are many motives for learning, and they can not only manifest themselves separately in each person, but also merge into a single one, forming complex motivational systems.

The changes taking place in various spheres of human activity put forward more and more new requirements for the organization and quality of vocational education. A modern graduate of a higher educational institution should not only possess special knowledge, skills and abilities, but also feel the need for achievements and success; know that he will be in demand in the labor market. Knowledge of foreign languages expands opportunities for career development, promising employment. Therefore, students need to instill an interest in the accumulation of knowledge, independent activity and continuous self-education. To achieve these goals, they must be motivated to learn.

There is the following classification of students' learning motivation:

- cognitive motives (acquiring new knowledge and becoming more erudite);

- broad social motives (expressed in the desire of the individual to assert himself in society, to assert his social status through teaching);
- pragmatic motives (to receive worthy remuneration for one's work);
- professional value motives (expansion of opportunities to get a promising and interesting job);
- aesthetic motives (enjoying learning, revealing one's hidden abilities and talents);
- status-positional motives (the desire to establish itself in society through teaching or social activities, to gain recognition from others, to occupy a certain position);
- communicative motives; (expanding the circle of contacts by increasing their intellectual level and making new acquaintances);
- traditional-historical motives (stereotypes that arose in society and strengthened over time);
- utilitarian and practical motives (the desire for self-education);
- educational and cognitive motives (orientation to methods of obtaining knowledge, assimilation of specific educational subjects)
- motives of social and personal prestige (orientation to a certain position in society);
- unconscious motives (obtaining education not by one's own will, but by the influence of someone, based on a complete misunderstanding of the meaning of the information received and a complete lack of interest in the cognitive process).

In the system of educational motives, external and internal motives are intertwined. Internal motives include such as one's own development in the process of learning; it is necessary that the trainee himself wants to do something and does it, because the true source of a person is in himself. External motives come from parents, teachers, the group in which the student is studying, the environment or society, i.e., this is learning as a forced behavior and often encounters internal resistance from students. And therefore, decisive importance should be given not to external pressure, but to internal motive forces.

In order for a student to really get involved in the work, it is necessary that the tasks that are set for him in the course of educational activities are not only understandable, but also internally accepted by him, i.e. to make them meaningful to the student. Since the true source of a person's motivation is in himself, it is necessary that he himself wants to do something and does it. Therefore, the main motive of the teaching is the inner motive force.

The student will want and will study on his own only when this activity is interesting and attractive to him. He needs motives for cognitive activity. Students of higher educational institutions learn much more about their chosen profession during the internship, laboratory and practical work. They see an incentive, motivation for further theoretical training, realizing that they can apply the knowledge gained in practice. The impetus for this can be, for example, project teams formed to implement a project.

One of the ways to stimulate learning: if the dean's office organizes solemn assembly or meetings where it names the best of the best, or maybe even starts its own honor board, then this will surely help increase motivation, because the ambition of young people is very high. Yes, and letters of thanks to students and their parents can also be a pleasant surprise, which will also cause a wave of gratitude and a desire to confirm their position.

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