ності у навчанні, відповідальне ставлення до самоосвіти, ефективне використання часу, відведеного на самостійну підготовку. Завдяки їй підвищилась успішність студентів та поліпшився психологічно-емоційний клімат на заняттях, збільшилась кількість студентів, охочих брати участь у позааудиторній та науковій роботі, складати міжнародні іспити з японської мови, самостійно створювати освітні проекти тощо. Вважаємо, що інноваційні комп'ютерні технології освіти зарекомендували себе як ефективні та надійні, вони сприяють і надають широкі можливості для самоосвіти не тільки серед студентів, але й серед інших соціальних груп.

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THE IMPACT OF IN AND OUT-OF-CLASS APPROACHES TO PRONUNCIATION ON STUDENTS' PHONETICS AWARENESS

The issue of "correct" English pronunciation has always stroke researchers' minds. Taking into consideration the number of native English speakers today to outnumber the non-native English speakers by as many as three to one, the nature of the English-speaking world, and the goals students need to achieve in improving their pronunciation, has to be changed. Brown B. argues that "the idea of the English language student seeking to achieve a form of pronunciation that simply replicates that of a native speaker is no longer desirable nor useful to the student themselves" [1, c. 18].

We state that the approaches to acquire "good" English pronunciation need improving, as the English language has become both a means for non-native speakers to communicate with native speakers and a tool as a shared language in international communication. Fur-

thermore, lecturers at higher education institutions should bear in mind the necessity of following the second language phonetics acquisition stages. Those stages can be quickly understood and applied in the classroom. Here are the key acquisition stages:

➢ The receptive or preproduction stage;
➢ The early production stage;
➢ The speech emergence stage;
➢ The intermediate language proficiency stage;
➢ The advanced language proficiency stage [2, c. 61-62].

We think the goal for student's phonetics learning is to reach a level of maximum intelligibility for them to be able to communicate effectively and correctly in English.

Therefore, new trends in teaching pronunciation need to be taken in the classroom. In this context, students have an opportunity to provide a feedback to each other and find out acceptable improvement ways for intelligible pronunciation. As to Brown B., "combined with this idea of student feedback is the necessary development of a "critical ear" to their own pronunciation weaknesses. Analyzing their own pronunciation challenges allows them to take the initiative in working on those aspects of their accent that they feel require development" [1, c. 18].

The main focus in solving the problem of correct pronunciation acquisition is on several approaches, which can be the following:

➢ determination of students' perception of their accents, and their awareness of any particular problems they have (in-class);
➢ exploration of students' previous experiences and current awareness of their pronunciation (in and –out-of-class);
➢ providing a set of questionnaires appropriate to check certain phonetic problems comprehension and improve students' pronunciation (in and –out-of-class);
➢ providing listening to a series of recordings made by (non)native speakers and evaluation of different accents (in-class);
➢ providing listening and evaluation of students' own accents (in and –out-of-class).

Thus, an informed students' independent activity and a self-directed pronunciation folder which is available both to teachers and students are effective ways of improving pronunciation. It has a great impact on students' motivation and self-reflection in pronunciation

improvement.

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COMMUNICATING RESEARCH IN ENGLISH

Writing with clarity and conciseness, understanding the purpose of writing, knowing your audience, presenting with impact – this is only a small part of the skills vital for a researcher aspiring to publish abroad. Thanks to practically unlimited opportunities provided by the World Wide Web, Ukrainian young researchers have a chance to share their research to be acknowledged internationally. However, publishing abroad requires strong writing skills, mainly writing abstract for articles, conference presentations and thesis.

It is universally acknowledged that writing a good abstract, which implies much more than simply using functional exponents and passive voice, is extremely difficult by its nature. Etymologically, the word "abstract" has the general sense of "a smaller quantity containing the virtue or power of a greater" (www.etimonline.com), which means that this is a model of an article, bearing the main features of the original, and at the same time being an original work of its own, being fully self-contained, highlighting key points, the aim of the research, its relevance and main findings.

Technically, every journal can have its own requirements to the structure of an abstract, which leads to inconveniences in creating teaching material to cater for the need of writing a successful abstract. Abstracts differ in length (from 50 up to 300 word), in structure (some requirements specify information to be included, and sometimes rubrics), as well as in the use of grammar structures (there