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**STUDENTS' SELF-GUIDED WORK AS A KEYSTONE TO THEIR
ACADEMIC SUCCESS**

Key words: *self-guided work, independent work, higher education, skills.*

Nowadays, person's independence and individual style prove to be a keystone to his / her successful performance of professional duties. Modern educated people are to be able to independently define and achieve goals, make decisions, obtain further education in accordance with their professional needs, interests and skills.

The leading condition for the development of future professionals' autonomy is created by a higher education institution through the promotion of academic freedom of higher education seekers, that is, "self-dependence and independence of educational process participants during implementation of pedagogical, academic, scientific and/or innovative activities which is performed based on the principles of the freedom of speech, thought and creativity, dissemination of knowledge and information, free disclosure and use of scientific research results taking into consideration restrictions established by laws of Ukraine"[4]. Therefore, while training students, special attention in higher school is to be given to the organization of students' independent work and its content.

The above mentioned stipulates the **purpose** of the study – to analyse the essence of students' self-guided work. The **object** of the study is the educational process at an establishment of higher education. We can single out these **research methods**: theoretical analysis of scholars' studies devoted to the designated topic, results of lectures' / instructors' practical experience; the method of observations.

Ukrainian scholars (Z. Bakum, O. Horoshkina, O. Karaman, S. Karaman, O. Kopus et al.) summarize the essence of the concept under study and affirm that "independent work is aimed at assimilation of new knowledge, implies readiness for research; they correlate it with creative abilities... students' self-guided / independent work is formed in the process of their active intellectual activity" [1]. Hence, *independent work* (self-guided work) is considered from the position of the agent of activity (a student); it is a higher form of a purposeful externally motivated reactive educational and cognitive activity which is structured and adjusted by a student according to his / her individual characteristics; *independent work* stimulates the actualization of student's knowledge and skills

acquired during classroom activities, it promotes the manifestation of his / her self-discipline, self-awareness and responsibility. It should be noted that we use the words “*students’ self-guided work*” and “*students’ independent work*” as synonyms.

Within the profession-oriented training targeted to the future translators / interpreters of English and Chinese, students’ independent work on mastering the disciplines they are majoring in is performed in a university library, study rooms, computer classrooms, specially-equipped language laboratories, lecturers and instructors assisting them, as well as at home. The results of independent work are subject to evaluation – final control. Independent work as a form of learning material covers all types of training; in a greater degree, it is manifested when students fulfil individual research tasks like preparing abstracts, graphics, course works, diploma projects, reports, *etc.* So, we can define *students’ independent work* as students’ productive and analytical activities the content and forms of which are planned by university staff, whereas students perform it under the methodical guidance and control of the university teacher. The acquisition of knowledge in a particular field, the acquired skills and systematic skills to work and study, to think constructively and individually are the results of such activities.

It seems to be expedient to specify the types of students’ self-guided work within their study of translating / interpreting-related disciplines:

- listening to lectures and note-taking;
- reviewing lectures;
- fulfilling practical tasks and laboratory works on problems of translation- and interpretation-centred theory and practice (interpreting, translating, complex), participating in seminars;
- studying diverse referential sources, both printed and electronic (search and analytical work with files, databases; work with bibliographic, lexicographic, encyclopedic, periodical sources on various issues, *etc.*);
- mastering modern systems of automatic / machine translation (MT) and computerized translation (Computer Assisted Translation (CAT)): individual work with electronic monolingual and multilingual dictionaries (Context 3.51, ABBYY Lingvo, *etc.*); the use of automated translation programs (PROMT, Pragma, Language Master, Trados, WordFast, Google Translate, *etc.*);
- performing tasks autonomously using modern word processors (typing programs, word processing, text editing, spell checker, grammar, terminology management - FileMaker, LogiTerm, MultiTerm, Termex, TermStar, *etc.*); electronic programs;
- preparing papers, oral reports and scientific articles; writing course, diploma and master (qualification) projects;
- reviewing for current, modular and final control (exams, tests).

Thus, the importance of independent work in the process of professional training aimed at the future translators / interpreters is important, since it (independent work) facilitates the development of independent translating and interpreting skills (practicing); promotes self-education, search- and analysis-oriented activities (using modern information technology resources). Students’

self-guided work also provides simultaneous improvement of their linguistic and communicative skills and knowledge within their native and foreign languages. Thus, the prospect of efficient translator training at tertiary schools is seen in elaborating extralinguistic content which is to be included into the spectrum of students' independent work.

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О ПРОБЛЕМАХ ФОНЕТИЧЕСКОГО ОБУЧЕНИЯ И ВОЗМОЖНЫХ РЕШЕНИЯХ В ПРЕПОДАВАНИИ КИТАЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Ключевые слова: фонетика, произношение, интонация.

Абстракт: в настоящее время в преподавании китайского языка, как иностранного существует серьезный пробел. Он касается фонетического аспекта: при обучении студентов китайскому языку фонетике не уделяется достаточно внимания. Мы надеемся через эту статью привлечь внимание специалистов к данной проблеме и хотим привести примеры из собственной практики. Необходимо скорректировать работу по фонетике и планировать большее количество академических часов по данному аспекту как на занятиях, так и во время внеаудиторной работы учащихся. Такой подход может улучшить сегодняшнюю печальную ситуацию.

Проблема китайской фонетики и орфографического произношения является очень сложной проблемой для иностранных студентов, изучающих китайский язык, и эта проблема заслуживает достаточного внимания, будь то для этих студентов или для китайских учителей, занимающихся