

The last stage is after-demonstrative (or After Watching). It includes the tasks which should examine how the students understand the content of a viewed fragment. These tasks are subdivided into three types: reproductive, partially-reproductive and productive (or creative) tasks.

Authentic audio-/video materials have great opportunities for solving educational tasks if the lesson is organized properly by the teacher. They have great informational content, create the atmosphere of real language communication and can ensure successful listening comprehension by students, enhance students' motivation to learn foreign language.

**Самойлова Ю. І. До питання про підвищення мотивації студентів у вивченні іноземної мови**

Іноземна мова є важливим засобом національного та міжнаціонального спілкування. Сприйняття іншомовного мовлення на слух є одним із найскладніших видів мовленнєвої діяльності. Саме з аудіювання починається оволодіння усною комунікацією. Використання автентичних аудіо- та відеоматеріалів дає можливість студентам удосконалювати навички сприйняття мовлення носіїв мови, в якому відображаються особливості національної культури, що робить вивчення іноземної мови цікавим, інформативним, спонукає до дискусій. Існує велика кількість доступних Інтернет ресурсів, які мають велику інформативно-змістовну базу безкоштовних англійських онлайн підкастів, що створюють сприятливі умови для удосконалення навичок аудіювання іншомовного мовлення.

UDC 808.2.070.4

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**ARTICLE STRUCTURE PECULIARITIES IN THE CONTEXT OF  
ACADEMIC WRITING**

Most scientists face the difficulties while structuring an academic research. They analyze facts and proofs interpret them under the field of the studying but can't successfully embody into the single written work. As a result the material is deep but the written article becomes non-competitive among other "better-structured" ones. Than, what should we know if we want to find faithful reader?

First of all one should understand what the Academic writing term means. After the studying of J. Hartley: Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice. Like specialist languages adopted in other professions, such as, law or medicine, academic writing is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts. (Hartley, James. *Academic Writing and Publishing: A Practical Guide*. New York: Routledge, 2008.) As many scientists believe the success of the article doesn't even depend on its final version it is predetermined by the framework. Summers lists four main reasons why articles are rejected by the scientific journals:

- The research does not make a sufficiently large contribution to the “body of knowledge” (i. e., to the literature) in a specific discipline. The study is purely descriptive or merely replicates previous research without adding anything new.

- The conceptual framework (i. e., the literature review) is not well developed. It lacks precise definitions of the core constructs and compelling theoretical motivation for the stated hypotheses.

- The methodology used in the study is seriously flawed (e. g., the sample is too small or the reliability and validity of the measures used are questionable).

- The author's writing style is disorganised and the article is not structured properly. (Summers J. O. (2001). *Guidelines for conducting research and publishing in Marketing: From conceptualization through the review process*.)

It is believed by the great majority of scientists that the most crucial problems lay in the last unit and the focus of our discussion will be on the Article structure peculiarities. In the following table we give the common draft of the Academic article and its' volume:

<b>Title</b>	<b>8 – 15 words</b>
<b>Abstract</b>	<b>200 – 250 words</b>
<b>Keywords</b>	<b>6 – 8 keywords</b>
<b>Introduction</b>	<b>500 – 1 000 words</b>
<b>Literature review</b>	<b>1 000 – 2 000 words</b>
<b>Methods</b>	<b>500 – 1 000 words</b>
<b>Results</b>	<b>1 000 – 1 500 words</b>
<b>Discussion</b>	<b>1 000 – 1 500 words</b>
<b>Total</b>	<b>4 000 – 7 000 words</b>

Of the aforementioned elements, the title, keywords, abstract, introduction and discussion are perhaps the most important as these are the “doors and windows” through which a reader are most likely to access the article. It is, therefore, extremely important to use effective keywords, a title that grabs the attention and an engaging abstract in order to lure the reader to delve deeper into the introduction and discussion. The introduction and discussion should then entice the reader to read the rest of the article (Perry, Carson & Gilmore, *‘Joining a conversation: writing for EJM’s editors, reviewers and readers requires planning, care and persistence’*).

And of course while writing the article one should pay attention to the following tips that were given by Perry (Perry, Carson & Gilmore, *‘Joining a conversation: writing for EJM’s editors, reviewers and readers requires planning, care and persistence’*)

An article is usually written in the form of multiple drafts that are refined after each round of writing. The author suggests that up to two or four “. . . increasingly ‘nit-picky’ . . .” drafts may be necessary to produce a “polished” article:

- The first draft should ideally be written quickly without worrying too much about the details of referencing and style. The idea is to get your ideas down on paper.

- The second draft is about structure or getting the flow right. During this stage, sections and sub-sections are moved around to ensure a logical flow of ideas. The focus is also on linking the different sections; in other words, on building bridges and providing overviews.

- The focus of the third draft is on style or “getting it to read right”. This may require intensive editing to shorten the article and improve its readability.

- The fourth and final draft is the most detailed and focuses on technical issues such as referencing, headings, the numbering of tables and figures, ensuring that all the references listed in the text are included in the list of references and a final check of spelling and grammar. It is often helpful to ask a colleague, friend or family member who was not involved in the study to proof read the final draft before it is submitted. Make sure that your final article complies with all the technical care requirements outlined in the document template for the final research article.

### **Сергієнко А. В., Сергієнко Т. М. Структурні особливості наукової статті у контексті академічного письма.**

Багато авторів зтикаються з труднощами подання та схвалення наукової статті до публікації у авторитетних наукових виданнях. Основна проблема вбачається у некоректному структуруванні елементів наукової праці. Авторами наводяться основні компоненти наукової статті, їх загальнодопустимий об’єм та деякі зауваження щодо їх викладення.