



THE DEVELOPING OF PRESENTATION SKILLS OF FUTURE ENGLISH TEACHERS FOR COMMUNICATIVE PURPOSES

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<p>Received: April 20th 2021 Accepted: April 30th 2021 Published: May 31th 2021</p>	<p>The ability to carry out public speaking has always been considered an important professional characteristic of a language teacher. In the context of modern global society, the formation of appropriate skills among students of philology is associated not only with mastering a high level of communicative competence, but also with a complex of technologies that allow realizing the potential of traditional and modern methods of teaching languages and literature. The presence of a wide range of presentation tools actualizes the problem of selecting both the technologies that are potentially most effective for teaching philological disciplines, and scenarios for their implementation in the educational process of the university. This article highlights the need of the developing presentation skills of future English teachers with the use of modern technologies.</p>
<p>Keywords: Presentation skills, future English teachers, teaching methods, foreign language, university, modern technologies</p>	

INTRODUCTION

General theoretical and methodological issues of the formation of presentation skills of students of various directions of training are actively discussed in the pedagogical research by many scientists. The problem of the formation of presentation skills of future teachers-philologists has its own specifics and deserves due attention. Presentation activity is one of the types of public speaking that has become very popular in the business and scientific community. In this regard, teaching presentation skills becomes relevant for training future English teachers in higher educational institutions. Presentation is not only a form of transfer of lecture materials by university teachers, but also used in various classes to control knowledge or for oral presentation of material prepared by students independently. One of the most widespread and popular computer programs is Microsoft Office PowerPoint which allows students to successfully demonstrate text, graphic, tabular, photo and video information. Presentation as one of the interactive forms of education has found wide application in foreign language classes, since it is here that the skills and abilities of verbal intercultural communication are developed.

MATERIALS AND METHODS

According to L.A. Milovanova, communication and listening skills are one of the main components of presentation culture and successful oral presentation. The presentation can be the goal of training and a means of developing skills and abilities of verbal communication. (Milovanova,2012). For a successful performance, the following factors are necessary:

- development of skills and abilities of monologue speech;
- development of skills in the use of speech foreign language clichés;
- the formation of knowledge of the structure and characteristics of individual components of the presentation.

The study of the problem of the formation of presentation skills on the materials of a foreign language allowed a deeper study of the concept of "presentation skills". Based on modern pedagogical research in the field of the indicated problem, in our practical work, under the presentation skills of future teachers of a foreign language, we understand the totality of skills:

- 1) information search and report planning;
- 2) creating a media product to accompany the report;
- 3) implementation of an oral presentation, taking into account the specifics of a foreign language at the levels: verbal (speaking, writing, listening and reading); non-verbal (paralinguistic (intonation, pause, diction, tempo,

volume, etc.); extralinguistic (laughter, crying, various noises, etc.); kinetic (gestures, facial expressions, eye contact); tactile (posture, body movement, spatially - temporary organization of communication)).

Students should not be allowed to read the prepared text during the presentation. Of course, excitement can lead the speaker to forget the text. In this case, it is good to have small pieces of paper with the abstracts of the main text with you or use the presentation slides as a guide throughout the report. When choosing a presentation topic, students need to know the scientific area of the project very well. This will help the presenter to successfully answer the questions that follow at the end of the presentation. Only a lot of experience and frequent performances help to develop such qualities as calmness, confidence, artistry and the ability to win over the biggest skeptics, who very often listen to the reports. It is very useful to record your oral presentation on video. In this case, students can see all the errors and try to correct them. For example, you need to learn how to properly stand between the audience and the presentation board, while not blocking part of the screen and always facing the audience. Using strong gestures can distract from the main topic of the report. There is no need to learn to speak loudly and clearly. As a rule, people do not notice these errors, and video recording will help eliminate them and correct behavior during the presentation. The following evaluation criteria can be used:

- independence of work on the project;
- relevance, significance and completeness of the disclosure of the topic;
- presentation structure and slide design;
- grammar and style of the English language;
- answers on questions;
- scientific and technical terminology;
- artistry and expressiveness of performance,
- the use of visual aids, technical means.

RESULTS AND DISCUSSIONS

However, more and more often students declare that it is more appropriate for them to report in a recording in the format of a video clip. Students making such proposals make up from 20 to 30% of the audience in various academic groups. As a rule, they possess sufficient video and audio editing skills to perform such tasks.

At each stage of teaching a foreign language, the formation of presentation skills of future teachers-philologists is associated with preparation for speeches of various formats (table). In the 1st and 2nd year, due to the fact that the formation of verbal foreign language skills may be insufficient, students are invited to prepare a presentation as a monologue statement. Technologically, a media product can be a PowerPoint presentation with oral accompaniment by the author, or a video clip as a completed media product that is played in the audience.

In the 3rd year, it becomes relevant to create communicative situations for the implementation of unprepared speech. In this regard, the emphasis in the assessment is on speech creation in the post-presentation discussion (during the discussion or dispute on the topic of the report).

The presentation only stimulates discussion, and is not judged as a result of the work performed. In order to motivate speech creation, media products are used that were created using PowerPoint (traditional presentation), video editors (video clip) as well.

When teaching philology students to make presentations using PowerPoint, we proceeded from the need to comply with generally accepted requirements for this type of multimedia products:

- 1) compliance of the content of the presentation with the topic,
- 2) structuring the material into introductory, main and final slides,
- 3) compliance with a certain amount of text (no more than 6 words per line, no more than 6 lines per slide with font size 18-48),
- 4) use of a certain number of images (no more than two on one slide).

Public speaking with the use of multimedia applications can be carried out in accordance with the following requirements:

- 1) compliance by the speaker with the time allotted for the speech;
- 2) ensuring visual and emotional contact with the audience;
- 3) presentation of slides at a speed comfortable for the perception of visual information;
- 4) the presence of feedback in the form of questions to the speaker and his answers.

These requirements can be taken into account in the development of the (self) assessment questionnaire. The regular use of this type of activity will contribute to the formation of the necessary foreign language communication skills among students, and make it possible to optimize the conditions for mastering the entire complex of modern communication means. Thus, on the basis of the presentation of a pre-prepared public speech with clearly formulated requirements, the tasks of teaching a foreign language are solved; the motivation necessary for successful professional activity is formed to carry out a public speech

Since working on creating a media product is a creative process, such initiatives deserve support. Moreover, the work on the soundtrack turns into a laboratory for the improvement of phonetic and phonological skills, which is especially important in the 1st-2nd courses. At the same time, at the stage of approving the content of a video clip, it remains relevant to turn to the PowerPoint format or any other application that allows you to create and demonstrate slides in a convenient mode for the author.

Requirements for the video include:

- 1) compliance of the content of the clip with the declared theme (agreed at the stage of development of the "script");
- 2) the adequacy of the soundtrack;
- 3) the adequacy of the use of the genre specificity of the video (shooting angle, frame setting);
- 4) the correctness of the sounding speech (verbal presentation);
- 5) the adequacy of gestures and facial expressions in the case of a videotaped speaker.

CONCLUSION

The creation of a video clip is a preparatory stage of the presentation, as it involves its further discussion with the direct participation of the students. The subject of the conversation is both the problem considered in the video and the form of its presentation - the finished media product. Thus, new conditions are created for the development of public speaking skills, corresponding to modern contexts of professional communication.

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