The Role of Written Presentations in Teaching and Learning Languages

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Abstract: This article provides advice on how to write a presentation. It discusses the initial writing, and then also explains how to review and edit your work. This will help to ensure that your presentation is as effective as possible. Written presentations are an interactive form of learning activity, during which the speaker reports on the results of his project work, introduces students to new factual information, and the students listening to him learn new foreign language vocabulary, enrich their knowledge in the specialty.

Keywords: management, student, behavior and learning, communication, written.

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Introduction. Written presentations encourage students to learn collaboratively, develop teamwork skills, inspire competition, and prepare them to work together on upcoming professional challenges. A presentation in a foreign language as a form of interactive learning makes it possible to interpret the linguistic, intellectual, and professional activity of trainees, and also makes it possible to increase the productivity of learning and its multicultural focus, N.V. Sidakova1. For the successful development of oral and written communication skills, a modern specialist needs the skills to obtain information from various sources, process it and use it to independently create a new information product. The development of foreign language competence is best facilitated by working with multimedia presentations, which, depending on the objectives of the lesson, can be created by teachers or students themselves. The widespread use of illustrative material, video fragments and animation in presentations makes it easy and accessible to present new information without resorting to translation into the native language. In English classes, teachers widely use educational presentations. They can be classified according to the types of speech activity (used to teach reading, writing, speaking, listening); on linguistic aspects (used to teach phonetics, vocabulary, grammar); by types of presented supports (meaningful, semantic, verbal, illustrative). As a rule, a multimedia presentation has a plot, script and structure, which makes the perception of information more convenient. The preparation of multimedia presentations encourages students to conduct research work in a foreign language, encourages them to use a large number of sources of information, teaches them to avoid templates in the design of foreign language monologues and dialogic statements, which turns work on each topic studied into a product of the student's individual creativity. Proper organization of the presentation preparation process helps to develop intellectual functions (analysis, synthesis, abstraction, comparison, generalization), form the logic of thinking, update the background knowledge of students, expand their horizons.

Discussion. If you’re wondering how to make a presentation amazing, then you need to know that it all starts out by choosing a great topic angle, deciding on your presentation’s purpose, and creating a solid structure and outline.

1. Choose the topic of your presentation: Choosing the topic of your presentation is arguably one

of the most important parts of presentation creation.

2. Research your topic and know it inside and out: When the time comes to present your presentation, you need to feel confident in yourself and your abilities in order to win your crowd’s trust. One way you can achieve this is by knowing all the ins and outs of your topic. This way, you’ll feel prepared for any questions and know just how to answer them.

Written materials related to business presentations can be divided into three types: confirmation letters, handouts, and proposals. Many principles and techniques related to oral presentations apply equally to written presentations. A very important quality of written materials is their design and structure. Fundamental for written documents are: appropriate style, vivid language, correct grammar, punctuation and spelling. The most obvious qualities for a speaker are: skill, confidence, competence, artistry, which are achieved through constant practice, self-improvement and professional growth. A sense of humor and self-control are especially needed. Almost any topic covered in class can serve as a starting point for a mini-presentation. In my example, I introduce some vocabulary on the topic of devices and items to be used in presentations (for example, slide, projector, handout). The students then prepare a 20-second presentation by ‘filling in’ the model in figure 1. The phrases and expressions (in bold) for structuring this presentation (and in the second example below as well) are given in English for convenience. It goes without saying that the phrases have to be provided to the students in the target language.

<table>
<thead>
<tr>
<th>Starting the presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning ladies and gentlemen/everyone,…</td>
</tr>
<tr>
<td>Topic:</td>
</tr>
<tr>
<td>Here is my(professional) opinion on….</td>
</tr>
<tr>
<td>I have one important point to make.</td>
</tr>
<tr>
<td>Statement:</td>
</tr>
<tr>
<td>To my mind, a projector is much more useful than a flip chart. This is because….</td>
</tr>
<tr>
<td>The most important/valuable/ridiculous item that you can use in a presentation is a laser pointer. The reason for this is simple…</td>
</tr>
<tr>
<td>Etc.</td>
</tr>
<tr>
<td>Ending the presentation:</td>
</tr>
<tr>
<td>Thank you very much!</td>
</tr>
</tbody>
</table>

Figure 1: 20-second presentation.

As in real life presentations, the learners are forced to formulate a substantial message (even if it is a ‘fun statement’). Because of the presentation’s brevity, it is quite natural for the learners to speak without notes. If students become used to speaking without a manuscript right from the beginning, it will be easier for them to do so in longer presentations as well. Without notes, it is much easier to make eye contact and thereby establish a connection with the audience. The presentation in the second example is slightly longer than in the example above: approximately one minute. The basic idea of this learning sequence is that learners ‘translate’ the abstract or metaphorical content of a proverb into a clear and well-structured short presentation 2. To start with, students work in pairs or small groups doing online research in order to find and understand proverbs such as Practice makes perfect or Barking dogs seldom bite. After that, everyone chooses a proverb s/he can identify with and prepares a presentation using the structure sketched (and shortened) in figure 2.

- Say the proverb:...
- Say what the proverb is like: This is well formulated/nicely put/truly interesting.
- Paraphrase the proverb, say it in your own words:….
- Give an example: Let me give you an example….
- Quote someone as an authority: It was Plato/the president/my mother who said…

2 Martin Businger. Developing presentation skills in a foreign language with (very) short presentations 2017.
With a longer presentation like this, learners need time not only to prepare, but also to practice. This can be done in two steps: First, the learners rehearse in pairs (if there is not enough space in the classroom, simply send the students outside): Everyone gives her/his presentation several times in front of one other student, receives feedback (“Your paraphrase of the proverb / your example is not clear to me.” etc.) and thereby improves her/his presentation — after that, the two swap roles. As a last step, the learners give their talk in front of a larger audience. It is important that this audience is also given a task, for example: “For every presentation, write down if and why you (do not) agree with the proverb that was presented.” In a follow-up activity, the students discuss their notes taken during the presentations. This way, everyone in the audience is forced to follow the presentations and to listen carefully.

Thus, in order to achieve the goal of teaching written presentations in a foreign language, students need to form and develop the ability to analyze the composition of the audience and learn how to attract the attention of those present to their report, the ability to correctly and effectively start a presentation (with the help of an interesting question, quote, facts), the ability to properly organize and structure the material of their work, the ability to convince the listeners (using arguments, not their opinions). The speaker needs to know the material and be able to operate with it fairly quickly and freely, respond correctly to the verbal and non-verbal behavior of the audience, and be prepared for unforeseen questions and non-standard situations. In addition, students should correctly use multimedia tools for presentations, which “ensure interactive and continuous interaction between subjects of learning” 3. An important aspect of teaching how to make written presentations is the psychological factor, which implies the need to overcome the fear of public speaking, self-doubt, especially in front of a heterogeneous and / or unfamiliar audience (for example, during an international scientific conference). In this regard, you need to learn how to establish a positive emotional contact with the audience (for example, smile adequately or start communication with some interesting fact, rhetorical question). It is also important to set up the audience for productive work, emphasizing the importance of the problem to be discussed for each person present. The speaker needs to correctly use paraverbal means (gestures, proxemics) and ensure a full perception of the information that is presented, to avoid dissonance in its understanding. Such an approach to organizing and conducting presentations will contribute to the successful achievement of the goals set for mastering a foreign language in an interactive format of educational activity, which is the presentation. Written presentations as a form of interactive learning technology provide the implementation of communicative tasks for mastering a foreign language for special purposes, serve as a means of forming foreign language competence and expanding the professional horizons of students.

**Conclusion.** In conclusion, we can say that, preparing and delivering (very) short presentations can be easily integrated into any course format without taking up too much time. Learners get used to speaking in front of others — without notes, but in a structured way. A presentation in English requires you to demonstrate interpersonal skills that will enable you to connect with your audience more effectively. Presentation skills help create innovative ideas when students come up with creative and interesting slides to illustrate their talk. The use of presentation aids makes for a much more interesting talk, and the creation of such aids can help develop students’ confidence.

**References:**


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