The Role of Presentations in Foreign Language Lessons for Special Purposes

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Abstract: At the same time, as our experience shows, students of non-linguistic specialties experience difficulties in organizing and conducting presentations, have poor skills in searching and processing information, and are not sufficiently fluent in the terminological vocabulary of their specialty, which, in general, negatively affects the motive reaction to the study of the subject. Therefore, it is necessary to intensify the efforts of teachers to teach students the rules for conducting presentations, show them the advantages of such learning activities, teach them the skill of communicating with an audience and prepare them for a speech. Given the relevance of the problem raised, the purpose of this report is to analyze the theoretical background and reveal the technology of presentations so that they play a teaching role in a foreign language course for special purposes.

Keywords: presentation, process, communication, methods, reading, students.

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Introduction. A modern student is a student of the 21st century, the century of high computer technology. Time itself requires changes in methodological approaches in educational activities. Therefore, the role of the teacher in the information culture is changing, which is due to the need for the teacher to communicate with his students in the same language. The success of teaching students a foreign language depends fully on the degree to which the educational model of the university being created is close to reality and real practice in the chosen field. We have already mentioned that oral presentation is a student-centered activity.

Literature review. As Wallace said “most teaching at the university was earlier limited to giving formal lectures, however, nowadays it attempts to involve actively the students in the learning process”\(^1\). Training students in a foreign language is designed to satisfy the individual educational trajectory of each student and their further self-education (that is, there should not be strict regulation of specific methods and methods of teaching). Using presentations in the process of learning a foreign language for special purposes, students develop the skills of intercultural business communication, learn to freely express their thoughts during the discussion and enrich their professional thesaurus. “Presentations are one of the few times in the language classroom that the students themselves have direct control of both the content and the flow of the classroom”\(^2\). So, presentations have been shown to encourage students to become active and autonomous learners. Why is oral presentation suitable and even compulsory for university students? Oral presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or present a new idea or product. Ming defined an oral presentation as “(…) partly spoken, partly visual form of communication”\(^3\), and it is normally limited in time and occurs in an organized setting.

\(^3\) Ming, Xian Zhu (2005). Developing Oral Presentation Skills in ELT Classroom. CELEA Journal, 28(2), 118.

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Discussion. Oral presentation activates the use of all four language skills. This is very important for all students, but especially for the students of teacher training faculties. Through oral presentations students improve their IT skills, learn how to use computer in their work, how to use different programmes and applications to design presentations, and also how to shape their presentation. Effective presentation skills are important because they help keep a presentation interesting, help the presenter communicate with confidence, and motivate the audience to listen. A presentation delivers content through oral, audio and visual channels allowing teacher-learner interaction and making the learning process more attractive. Through presentations, teachers can clearly introduce difficult concepts by illustrating the key principles and by engaging the audience in active discussions. The goal could be either to persuade, inform, inspire, or entertain the audience. The best speech is a combination of all four, but one should be the backbone of the speech. Be very specific about what you want to achieve. Useful language for presentations:

Explain what your presentation is about at the beginning:

I’m going to talk about ... 
I’d like to talk about ... 
The main focus of this presentation is ...

Use these expressions to order your ideas:

First of all, ...
Firstly, ...
Then, ...
Secondly, ...
Next, ...
Finally, ...
Lastly, ...
To sum up, ...
In conclusion, ...

Use these expressions to add more ideas from the same point of view:

In addition, ...
What’s more, ...
Also, ...

Added to this, ...

To introduce the opposite point of view you can use these words and expressions:

However, ...
On the other hand, ...
Then again, ...

Check your language: grouping – useful phrases. Write the phrases for each part of your presentation in the correct group.

Secondly, ... The topic of my presentation is ... First of all, ... In addition, ... I’d like to talk about ... However, ... What’s more, ... On the other hand, ... Then again, ... In conclusion, ... I’m going to talk about ... Also, ...

Hopefully, these phrases help you to vary your vocabulary for clear, well-structured presentations with a logical joined-up flow. The most important thing, of course, is that you are
comfortable and confident in your delivery, which helps the audience feels relaxed and ready to be engaged by your subject matter. Currently, there is a contradiction between the real level of computer literacy, work with various technical devices, acquaintance with which begins long before entering an educational institution, and what the system of secondary education in the field of information technology offers and can offer. Students generally perceive the computer as a tool for playing games and communicating on the Internet. Despite the significant amount of practical work in the classroom, the applied significance of the acquired skills, it is difficult to form in their minds an understanding of the computer as a tool for cognition, creativity and self-realization.

In our days of accelerating scientific and technological progress, when the possession of the necessary information becomes one of the main tools in any field of human activity, the main and most important task is to teach the younger generation to live in the world of technology and information. Multimedia not only provides multiple channels for presenting information, but also creates conditions where different media complement each other. Enormous opportunities open up for students in the creative use of each individual environment that has its own language. Some of these languages are spatially oriented (text, graphics) while others are time oriented (sound, animation and video).

One of these techniques, which are currently widely used for oral presentations, are computer presentations that allow you to focus the audience's attention on the significant points of the information presented and create visual spectacular images in the form of diagrams, diagrams, graphic compositions, etc. A multimedia presentation is a qualitatively a new approach to learning new things, consolidating and testing what has been learned. The presentation allows you to increase the success of classes using demonstration tools and increase the likelihood of persuading the audience. The experience of using presentations in the educational process emphasized the undoubted advantages of this type of training: integration of hypertext and multimedia into a single presentation makes the presentation of educational material bright and convincing; the combination of oral lecture material with a demonstration of the presentation allows students to concentrate visual attention on especially significant (important) moments of the educational material; installation of educational material in the form of presentation programs in computer rooms allows students to use them for additional classes during the hours allotted for independent work; It is convenient to use presentations to display information in the form of printouts on a printer as a handout for students.

The use of computer presentations in the educational process for various academic disciplines makes it possible to intensify the assimilation of educational material by a student audience and conduct classes at a qualitatively new level, using projection from a computer screen onto a large wall screen or interactive whiteboard instead of a classroom board. For example, in my classes, students develop projects and during the defense they demonstrate their presentations using an interactive whiteboard. To prepare such a presentation, the student must conduct research work, use a large number of sources of information, which allows avoiding templates and turning each work into a product of individual creativity. When studying new material with the help of presentations, you can illustrate the educational material with a variety of visual means, demonstrate video materials, use links to Internet resources. The application is especially beneficial in those conditions when it is necessary to show the dynamics of changes in a process. To consolidate knowledge, it is convenient to use the game presentation "Own game". Basic principles for developing a presentation: the whole lesson should not be "tied" to the presentation; it is necessary to install the equipment in such a way that it does not interfere with the free movement of students and the teacher and does not exclude the possibility of working with a classic whiteboard (the ideal option is the presence of an interactive whiteboard in the classroom); the form and place of using the presentation in the classroom depend, of course, on the content of this lesson, on the goal set by the teacher.

However, it should be emphasized an important objective factor for the widespread introduction
of computer presentations in the educational process, namely: the availability of a software tool that allows non-professionals in the field of computer science to quickly and easily create a series of information-rich slides, designed into a single slide film with multimedia effects. In particular, the shell plays a huge role - presentation design, visual communication with the audience. One of the simplest software tools is Microsoft PowerPoint. However, recently there are many new presentation programs such as Apple Keynote, Google Slides, Prezi, Haiku Deck, Slides, Slide Dog, Project, Flowboard that allow you to create online presentations in the free cloud office. This makes it possible to demonstrate the presentation on a computer with any software. In presentations for educational purposes, using hypertext and link buttons, you can organize an intuitive interface that is convenient for students to use. Presentations allow not only to independently develop computer tutorials, but also to supplement its content with new information. The main difference between presentations and other ways of presenting information is their special saturation with content and interactivity, i.e. the ability to change in a certain way and respond to user actions.

**Conclusion and recommendation.** Thus, at present, various aspects of the use of multimedia in education are being actively studied, the technical and psychological and pedagogical features of multimedia technologies are highlighted, and the need for their purposeful and productive use in the educational process is emphasized. Most educators and psychologists note that modern information technologies, including multimedia, provide students with access to non-traditional sources of information, make it possible to implement fundamentally new forms and methods of teaching using the means of conceptual and mathematical modeling of phenomena and processes that can improve the effectiveness of learning. Multimedia presentations are a way of presenting information using computer programs PowerPoint, Windows Movie Maker, which are a convenient and effective way that combines dynamics, sound and image, i.e. factors that combine everything that contributes to the retention of involuntary attention, characteristic of primary school age. It becomes concentrated and stable. The presentation gives the teacher the opportunity to independently compose the educational material based on the characteristics of this class, topic, subject, which allows you to build a lesson in such a way as to achieve the maximum educational effect. PowerPoint presentations, posters, flyers, pictures and diagrams can all help to make a presentation more interesting. However, students often spend too much time and energy on those aspects and end up with impressive visual displays but virtually no spoken English. They need to be frequently reminded that in the English class how they speak in their presentation is far more important than what their presentation ‘looks like’. It might be an idea from time to time to forbid any technology or visual aids in the final presentation to bring students’ focus back to spoken English itself. I hope this article has given you some ideas or at least something to think about the next time you are organising presentations in your English class.

**References:**