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**THE ROLE OF PRESENTATION IN EDUCATIONAL PROCESS****N. V. Chizhova***Kyiv, National Technical University of Ukraine**“Igor Sikorsky Kyiv Polytechnic Institute”*

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The article highlights the main features of the modern educational process at the university. The purpose of the university is not only to provide students with deep theoretical knowledge and practical skills, and above all to create a mobile person, capable to self-development, self-education and using creative approach to solve any problem. The article emphasizes the importance and necessity of using interactive teaching methods, among which the multimedia presentation takes the special place. Its main functions, features and capabilities illustrate its undeniable advantages. There are four main stages in the preparation of any presentation: plan development, scientific research, direct preparation and rehearsing the presentation. The article describes the main requirements for text components of slides. It presents and illustrates examples of opening and closing demonstrative techniques. The authors, based on their own experience of teaching, demonstrate how the presentation can be used in the study of foreign languages in higher technical education.

**Keywords:** interactive methods; mobility; multimedia presentation; self-development; self-education.

**Introduction.** The higher education system in Ukraine is currently on the way to European integration with acceptance of Bologna concept, which refers to the process of reconsidering of basic educational technologies and ways of their development. In the modern conditions personality-oriented education paradigm foresees formation of certain students' vital, personal, professional, communicative competencies and the personal development as well. To get a prominent place in a competitive labor market for the future specialists is necessary to have “the ability to adapt to the environment actively, be flexible, communicative, able to work in teams, think creatively and be ready to constant self-development and self-education” according to T. Kotmakova that means to have personal mobility [ 3 p.33].

The mobility is always shown in activity, which is organically united with human motives and values, provided a deep personal interest. It is associated with the dynamics of a motivational component from a natural curiosity and constant wish to learn new things to a conscious desire to raise the proper socialization level. The mobility is reflected in the different mobilization levels of human activities. Primarily, the mobilization of inner resources, such as: activities, mental processes (perception, attention, memory, thinking), volitional processes (desire to overcome cognitive and life difficulties); mobilization of cognitive-semantic, competence, reflective components; self-actualization of personally-meaningful qualities [1, p.79].

Due to the rapid development of science and technology, and also the inevitable changes in various fields of science, knowledge obtained during students' university studies, quickly becomes out-of-date. That is why great emphasis is focused on informal learning (academic literature, the Internet, personal experience) and self-improvement, self-development. The actual problem of training professionals is the necessity to prepare them in such a way that their knowledge would not lose its relevance for a long time. According to the experts, 5% of theoretical and 20% of professional knowledge is updated annually. The US established a specific unit of measure for the “aging” of knowledge – “a half-life of expertise”. This term refers to the length of time from the date of graduation when, as a result of new scientific and technical information, competence of the professionals is reduced by 50%. This period has shortened rapidly in recent decades. It was established from the dictionary of professions that during the last quarter of the twentieth century, 13 thousand concepts were excluded and new 11 thousand were added [2, p. 27].

The main task of higher education is preparing professionals who are fluent in the basics of discipline, are able to analyze problems and solve them on their own, can synthesize and examine alternative approaches to problem-solving. The ability to generate new ideas using a wide range of knowledge has become much more important than the amount of certain knowledge. In the United States, much of traditional lectures and seminars have gradually been replaced by more active types of independent work. The focus has shifted to the development of the students' interest in the discipline, exploring its basic principles and identifying key areas of independent work. Thus, extracurricular classes, which have

previously played a supporting role in preparing for lectures and seminars, are now regarded as a main form of the educational process. Thereby, many American universities have changed correlation between time spent on classroom teaching and independent study from 1: 2 to 1: 3. Thus, Harvard student spends less time attending classes than Ukrainian student [5, p. 34].

The students themselves have become more responsible for the result of their study, so they really need more challenging, sophisticated tasks and possibilities to solve them. Thus, interactive (active) methods that allow students to reveal their abilities, study in interaction and learn educational material more efficiently and consciously are being used more actively in the learning process.

**The aim** of the article is to justify the appropriateness of the presentation, as an integral part of teaching English and describe its basic requirements and techniques.

The essence of the interactive learning from Pometun's point of view is constantly active cooperation of all participants (mutual learning) without any dominators and leaders, which leads to a tolerant attitude to others' opinions, taught to think critically and make deliberate decisions. Students aren't lectured, aren't given clear answers to all the questions, they interact with each other, to solve tasks and find answers. More than 2400 years ago, Confucius said: "What I hear, I forget. What I see, I remember. What I do, I understand". Interactive training provides simulation of different life and professional situations, the use of business and role-plays, discussions, "conferences", "round tables", multimedia presentations [6, p.14].

Many studies have been done on the use of presentations by teachers during the training process, but we want to highlight the process of learning students to prepare and deliver presentations, main rules of their creation and application during students' independent and group work.

**Definitions of presentation.** According to S. Morkotun "Presentation is a directed public statement, which is based on synthesis of information, researches an issue, with a clear logical and compositional design and is aimed at presenting new information, an incentive to action or persuasion the audience" [4, p.9]. Multimedia presentation is a set of slides and special effects (slide show), text content of the presentation, speaker notes and handouts for the audience that is stored in a single file. With a wide array of media tools, it surely has replaced the usual report.

Basic presentation functions: description (a product, service, an invention, a place, a person) narration (an experience, a story, an event), persuasion (present arguments for and against the issue, state the problem and suggest solutions, express our opinion on the issue), communication (in panels, conferences, debates). It is obvious that the original multimedia presentation was used exclusively in business to get acquainted with the new product, technology, or the submission of reports. Due to its simultaneous impact on the various senses and a variety of media content to illustrate and maintain the audience's attention, the presentation became confident in all areas of our lives: during the birthday parties, we show a presentation with the hero of the day; selecting product in online - shop, we do not just read its characteristics, but also watch the presentation that is available to show its pros and cons (the same is about some manuals – to understand it better we prefer a presentation to simple text; practically at any job employees deliver their reports and proposals in the form of presentations; in the educational process, it can be used on almost every session: the presentation of new material (illustrating various visual aids, including exercise to show the dynamics of any process), the explanation of the phenomenon, grammatical form, deepening knowledge (searching some additional material), outcome of students' project work, defend the thesis.

**Main peculiarities of presentations.** Due to its features a presentation has many advantages, comparing with other educational tools, they are: information capacity – the opportunity to place a large amount of graphics, text, audio information in one presentation; compactness – for the presentation can be used different types of modern data carriers that feature small size and ease; emotional appeal – presentations provide an opportunity to give information not only in the sequence convenient for perception, but also effectively combine audio and visual images, adopt the dominant colors, creating a positive attitude to the information; visibility – presentation illustrates, specify or justify certain theoretical position; mobility – generally to have information carrier and computer is enough to deliver a presentation, so it can be demonstrated in different conditions; interactivity – possibility to influence the course of events directly; economic benefit – copying presentations to information carrier is considerably cheaper than any printed material; multi functionality – established once the presentation can later be applied in other contexts and for other purposes [ 8, p. 25]. Thus the presentation is an integral part of the educational process and the task of teachers is to develop students' skills in creating and delivering it.

Before the preparation of presentation students need to take into account the situation and the target audience. The type and purpose of presentation will determine the style and the language used. There are 4 essential steps to follow: read, brainstorm, and prepare a scheme to organize your ideas; research resources from videos, texts, the Internet and encyclopedias; prepare your presentation – decide what should be

included and how; rehearse your presentation several times in front of the mirror or friends, videotape or record yourself.

**The main requirements to the textual content of presentation:** the main carrier of information on the slide is the graphics; text is seamlessly complementing the graphical information and summarizing the material; it should be concise and informative; use words and abbreviations acquainted to students; carefully structured information: the availability of short and concise headings, bulleted and numbered lists; bold print is used to emphasize the important information (conclusions, definitions). This information is preferably placed in the upper left corner of the slide. Supporting information is desirable to place at the bottom of the slide; the main idea should be put in the first line of a paragraph. Each issue must take a separate paragraph; tabular presentation of information (diagrams, schemes) can submit material compactly and clearly; the explanation must be placed near to the illustration with which it appears on the screen simultaneously; instructions to some tasks must be carefully prepared, clear, brief, and well-defined; use the emotional background: fiction is memorized better than any special poems or texts; the entire text information should be thoroughly checked for spelling, grammatical and stylistic errors.

**Demonstrative techniques.** Students may encounter with lots of challenges while demonstrating their presentations (from seeking the appropriate phrase to losing the attention of the audience). There are special methods to grab the audience and make the report vivid and memorable. Opening and closing techniques: 1) Attract the attention of audience by asking a question. Have you ever wonder what your life would be like if you won the lottery? 2) Use a quotation. As Oscar Wilde said, "No great artist ever sees things as they really are." 3) Ask a rhetorical question. What kind of person could change the lives of an entire community? A person like .... 4) Make a statement. The power of nature is truly incredible, and that is why this trip was one of the best experiences of Tom's life. 5) Narrate a personal or general story. For thousands of years, people have studied the night sky, from the ancient Greeks and Egyptians to the Babylonians and the Maya.... 6) Set the scene and stimulate the emotions. Close your eyes and imagine this. You are surrounded by green leaves and exotic plants. Insects crawl on the ground and colourful butterflies fly around you. 7) Use visuals (photos, charts, films, pictures etc). Look at this picture: the red hot liquid glowing inside the mountain, the smoke floating up into the air. This is an erupting volcano. 8) Use music (a song, a soundtrack etc). 9) Use humour (a joke, a riddle etc). 10) Use a rhyme or a short poem [9, p. 4 – 5].

The essential part of an educational presentation is getting feedback from the audience. There are some ways to do it: pop quiz style questions in teams, open discussion, polling questions, focus groups (each discuss and report their answers to some questions), game (Y/N or T/F quiz), make a list of the most important points of your presentation, but leave just initial letters of them. Grammar presentation may have some exercises or tables to fill.

To train students the basic skills of creating and delivering a presentation in English is necessary not only to tell them the basic rules, but also to show the most successful presentations. For this purpose it is possible to use materials of TED conferences.

**TED Conferences.** TED (Technology, Entertainment and Design) international conferences run under the slogan "Ideas worth spreading". It encompasses great variety of topics in more than 100 languages. The main objective of TED is to involve people who would like to understand the world better. They wholeheartedly believe that new brilliant ideas may change attitudes, lives and, ultimately, the world. The speakers of TED talk are leading scientists of the world, political scientists and sociologists, artists and designers, programmers and academics. The strict rule for the speakers is to state their main message during not more than 18 minutes. So they use updated presentation techniques and innovative and engaging ways to fulfill their missions. All facts and ideas are thoroughly checked and proved with essential demonstration. TED x – a local independent conference held under the aegis of TED in different cities and countries. Local conferences enable municipalities, universities; communities join the global TED movement and contribute to the development of the idea of perfection of the world and society. Recently TED x KPI "Profession as a life" has been held at our university. Three speakers have shared their ideas with the audience. It was a significant event in the life of KPI community. Due to great importance and wide spread of presentations at KPI was organized the training course for students who want to improve their expertise in preparing and demonstration of presentations. Except of training some communicative and presenting techniques we widely use TED's presentations to spur the interest and involvement of our students, to encourage discussion and finally to provide new facts and revolutionary ideas. It's a good experience to use TED presentations in the classes of the fifth-year students. If your students aren't advanced listeners you may demonstrate presentations with subtitles, giving definitions of some terms and concepts and general explanations beforehand. You have a possibility to copy some extracts from the print version of the presentation and work out some lexical constructions, terms and expressions.

After having studied certain lexical and grammatical issues as summing up the results, students can prepare presentations for the deepening and widening of the studied material, presentation of new facts and the disclosure of controversial issues. Third-year and fourth-year students during English classes in their presentations demonstrate not only the English language skills, but also their proficiency in the special issues, the area of their professional interests. Speaking in front of their classmates, they detect among them the most stringent judges and at the same time, the most sympathetic and appreciative audience. Sometimes the theme and presentation bring about prolonged discussion and debate. Freshmen and sophomores in the form of presentation may deliver current events (news), grammar material and the outcome of the projects.

The survey was conducted at Publishing and Printing Institute and students prioritize communicative situations where English is important (Fig.1); most frequently composed texts (Fig.2). In figure1 the numbers signify the following: 1 – business negotiations, 2 – presentations and exhibitions, 3 – reading special journals, 4 – writing letters, 5 – writing reviews, 6 – business trips. In figure2 the numbers signify the following: 1 – report, 2 – abstract, 3 – presentation, 4 – business letter, 5 – advertisement. 98% of the students consider that presentation generally helps them to improve their English and 62% of the students want to be taught to create presentations at English classes.

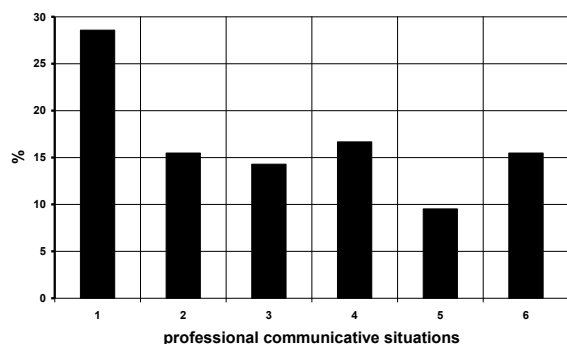


Fig.1. Students' priorities regarding the use of English for certain professional communicative situations

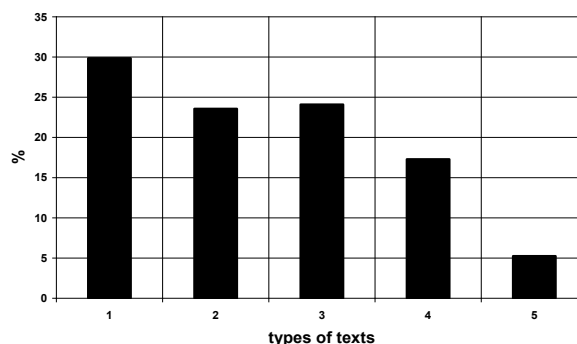


Fig.2. The most frequently composed types of texts

Presentation has irreplaceable value in the organization of educational conversations with the students. Without any doubt, any information, supported by statistical data, examples from life, visual graphs and charts becomes more intelligible and memorable.

**Conclusions.** Taking into account all advantages of presentations they should be adopted and widely used as the essential tool in the process of teaching English at universities. It's necessary to train students' different presentation techniques and enhance their mastery in preparation and delivering presentations.

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**Н. В. Чижова, І. І. Антоненко. Роль презентації в навчальному процесі.** У статті висвітлюються основні особливості сучасного навчального процесу в університеті. Мета вузу не тільки забезпечити студентів глибокими теоретичними знаннями і практичними навичками, а насамперед сформувати мобільну особистість, здатну до самостійного розвитку і творчого підходу при вирішенні будь-якої проблеми. Стаття підкреслює важливість та необхідність використання інтерактивних методів навчання, серед яких чільне місце займає мультимедійна презентація. Її основні функції, особливості і можливості ілюструють її незаперечні переваги. Існує чотири основні етапи при підготовці будь-якої презентації: розробка плану, проведення наукового дослідження, суто підготовка та репетиції її представлення. В статті описані основні вимоги до текстового компоненту слайдів, представлені і проілюстровані приклади основних демонстраційних технік для початку і закінчення презентації. Автори, ґрунтуючись на власному досвіді викладання, демонструють, як презентація може бути використана в процесі вивчення іноземних мов у вищих технічних навчальних закладах.

**Ключові слова:** інтерактивні методи; мобільність; мультимедійна презентація; саморозвиток; самоосвіта.

**Н. В. Чижова, И. И. Антоненко. Роль презентации в учебном процессе.** В статье освещаются основные особенности современного учебного процесса в университете. Цель высшей школы не только в том, чтоб обеспечить студентов глубокими теоретическими знаниями и практическими навыками, но и стимулировать их саморазвитие и самообучение, творческий подход при решении любой проблемы. Мультимедийная презентация занимает особое место среди всех активных методов обучения. Ее основные характеристики и функциональные возможности иллюстрируют её неоспоримые преимущества. Есть четыре основных этапа при подготовке любой презентации: разработка плана, научное исследование (подбор материала), собственно подготовка и репетиции представления. Статья содержит перечень основных требований к текстовому компоненту слайдов; в ней также представлены примеры основных демонстрационных методов, которые используют для начала и окончания презентации. Авторы, основываясь на собственном опыте преподавания, демонстрируют, как презентация может быть использована в учебном процессе при изучении иностранных языков в высших технических учебных заведениях.

**Ключевые слова:** интерактивные методы; мобильность; мультимедийная презентация; саморазвитие; самообразование.