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EFFECTIVE AND PRESENTATIVE TEACHING

Oksana Ivanova

PhD in Pedagogy, Associate Professor
the Head of the Department of English for Technical and Agrobiological Specialties,
National University of Life and Environmental Sciences of Ukraine
e-mail: ok.ko176@gmail.com
ORCID ID 0000-0003-1439-7996

ЕФЕКТИВНЕ І ПРЕЗЕНТАЦІЙНЕ ВИКЛАДАННЯ

О.В. Іванова

кандидат педагогічних наук, доцент
завідувач кафедри англійської мови для технічних та агробіологічних спеціальностей,
Національний університет біоресурсів і природокористування України

ЭФФЕКТИВНОЕ И ПРЕЗЕНТАЦИОННОЕ ОБУЧЕНИЕ

О.В. Иванова

кандидат педагогических наук, доцент
заведующая кафедрой английского языка для технических и агrobiологических
специальностей,
Национальный университет биоресурсов и природоиспользования Украины

This study investigates prospective teachers' professional needs in the modern world. Among them are presentation skills. We prove that these skills are the necessary requirements not only for coaches, managers and scientists, but also to every modern teacher. Types of the presentation, its aims and structure are described in this research. Particular attention is given to a step by step instruction to the presentation preparation, and some tips how to make it perfect are proposed.

Keywords: *presentation; presentation skills; structure; recommendations*

У роботі досліджуються перспективні професійні потреби викладача в сучасному світі, серед яких є презентаційні навички. Ми стверджуємо, що ці навички є необхідними вимогами не лише для коучів, менеджерів і науковців, а й для кожного викладача. Демонстраційні техніки широко використовуються у викладанні будь-якого шкільного чи вузівського предмета сьогодні. Типи презентацій, їх цілі й структура розкриті в дослідженні. Особлива увага приділяється покроковій інструкції як підготувати презентацію й питанню, як зробити її бездоганною.

Ключові слова: *презентація; презентаційні навички; структура; рекомендації*

В работе исследуются перспективные профессиональные потребности преподавателя в современном мире, среди которых и презентационные навыки. Мы доказываем, что эти навыки – необходимые требования не только для коучей, менеджеров и научных деятелей, но и для каждого преподавателя. Типы презентаций, её цели и структура раскрыты в исследовании. Особое внимание уделяется пошаговой инструкции как подготовить презентацию и вопросу, как сделать её идеальной. Акцент делается также на пунктах, что необходимо и что запрещено делать при подаче презентации.

Ключевые слова: *презентация; презентационные навыки; структура; рекомендации*

Actuality. The enterprise of teaching cannot be reduced to the words on the printed page of a textbook or lecture notes. Instead it demands the acting together of knowledgeable scholars and active learners. Teachers have already known many components that can spell success for language learning and this naturally leads to consideration of how language teaching might be enhanced by careful use of different

techniques. Demonstration techniques are commonly used in teaching of any subject at school or university. Presenting information clearly and effectively is a key skill to get your message or opinion across and, today, presentation skills are required in almost every field. We can't imagine modern manager, coach, politician or scientist without presentation. Even every lecture or new topics are followed by the presentation. That means that any teacher has to master presentation skills because they are necessary for the professional development. The process of teaching can be presented in the form of cycle. K. Anderson proposed the CTAT model (Concept, Techniques, Application, Transfer) [1, p. 9]. From this model we can clearly see the important role of the techniques in the learning process nowadays. In the modern world of technologically developed communications and information exchange the role of intensive interactive technologies is not allowed to underestimate. Therefore we should take into account the necessity for every modern teacher to master technologically developed communication, in particular presentation skills.

Analysis of the latest research studies and publications. Question of the presentation skills' formation is observed in the researches dedicated to the preparation skills of the non-linguistic students and are made by M. Maletova, L. Milovanova, O. Popova, N. Shegay. The problem of presentation skills has also been investigated by Nick Strange, who is a talented trainer of the presentation skills for managers, and has training programs which he presents in many successful business schools throughout the world. Nick highlighted on "three main "stones" which provides good presentation: structure, use of diagrams and presentation skills. Virginia Evans, Lenny Laskowski, Luc Chenier gives useful recommendations for the excellent presentation and bit by bit instruction for getting professional presentation skills in general. At the same time, many theoretical and methodological aspects of teachers' presentation skills formation have their specific and worth sharing.

The aim of the article is to show the essence of presentation skills for a teacher of new generation and the ways of their development.

The aim of the article causes the **following tasks**:

1. To give the definition of the presentation and to identify its types and structure.
2. To discover the goals of giving presentation.
3. To research the steps of its preparation and giving.
4. To clarify the dos and don'ts while giving presentation.
5. To give the effective practical recommendations for excellent presentation.

Presentation of the basic material of the research. On the back of multimedia culture's development, the concept of the text has become wider. New tradition of its understanding has appeared and now it is understood "as a verbal work in the different forms of the interpretation (oral, written, electronic)" [2, p. 64]. Profession of the language teacher should include not only knowledge of the subject, but also it comprehends "interpersonal, intercultural and mass communication in oral, written and virtual forms" [3, p. 3]. Thus, mastering new forms of communication is the inescapable part of teachers' professional success. Public speaking is a learned skill. To speak well requires practice. The ability to speak confidently in front of groups is a valuable asset. Nowadays all speakers appear with presentations, especially teachers while giving new material.

So, what is a presentation? The presentation describes, narrates, persuades or communicates ideas. According to the National Curriculum for Universities "presentation is a pre-planned, prepared, and structured talk which may be given in formally or informally to a specified audience. In language teaching the process and impact of the objective (e.g. to inform or to persuade) is often assessed by the teacher/peers using pre-determined criteria" [4, p. 63].

There are different **types of presentations**:

- Informative used in education, scientific conferences, business and teaching seminars.
- Persuasive used in debates, politician speeches, in sales.

- Ceremonial used for graduation, anniversary etc.

There are the aims for giving presentations:

- 1) to describe a product, an invention, a place, scientific information;
- 2) to narrate an experience, a myth, a story, an event;
- 3) to persuade by presenting arguments for and against an issue, expressing personal opinion on an issue, stating a problem and proposing solutions, discussions etc.;
- 4) to communicate in panels, debates, seminars, conferences, etc. [5, p.4].

Each presentation has obligatory structural components:

- Introduction, where we greet the audience and present ourselves and the topic.
- Main material, in which we present the main points.
- Conclusion, in which we summarise the main ideas, invite and answer the questions from the audience and thank visitors. Sometimes we can get feedback from the audience.

Preparation of the material is a very essential part of the presentation and it needs much time and subject knowledge. First of all one should read much information about the subject of the presentation. Though having a degree or lots of experience in the field can help convince your audience, researching the topic as thoroughly as you can is your best way for making them believe every single word you say. The next step is to organize your notes. The following task is to research resources from videos, the Internet, encyclopedias, course-books etc. Then there is the preparation of your presentation itself. Here you have to decide which points to include and how to present them. Don't forget to make a plan for your time limit. Chances are that you have a certain time limit for giving your presentation, whether it's an hour and a half for a lecture presentation or ten minutes for a topic presentation in a class. Whatever your time limit is, you should make your presentation so it fits comfortably under the time limit so you don't spend your time talking too fast to try to hit every point. And the last step is to rehearse your presentation (it could be in front of a mirror or close friend, or relatives, or record yourself). You should not, however, memorize it word for word, or your presentation will sound too rehearsed and you'll feel out of your element if you lose your place or are asked an unexpected question. Instead, you should practice it enough that you feel so comfortable with the subject matter.

For starting a presentation we can:

1. Address the audience by asking a question, such as: Have you ever tried to compile the dictionary? How do you think it is easy or difficult process?
2. Use a quotation. Example: "I was reading the dictionary. I thought it was a poem about everything", as Steven Wright said.
3. Ask a rhetorical question, e.g. Is a word powerful?
4. Make a statement, such as: It is an honour and a pleasure to present this award to an incredible young man for the best glossary.
5. Narrate a personal or general story: In Kyiv Russ the first lexicographical attempts were dated by the XI century with gloss appearance on the marginal of Greek books.
6. Stimulate emotions: Do you agree with the statement of the author of "Anglo-American Interpreter" that "American who is suddenly taken ill can die in the street of Great Britain because his English will not be understandable"
7. Use visuals (photos, films, pictures, objects). Examples: 1. Look at the Dictionary and decide what type of dictionary is this one?
2. How to compile a dictionary we will see from the video:
https://www.youtube.com/watch?v=Zgvd6i_7SMA

8. Use humour (a joke, a riddle): *I found out an interesting definition who is lexicographer: a writer of dictionaries; a harmless drudge that fatigues himself in tracing the original and detailed signification of the words.*

9. Use a rhyme or a short poem [6, p.4]:

*Не бійтесь заглядати у словник –
Це пишний яр, а не сумне провалля.
Плекайте, як дбайливий садівник,
Достиглий овоч у Грінченка й Даля.*

To end a presentation is possible with:

1. Addressing the audience by asking the questions.

Asking targeted questions can help learners to pinpoint meaning. It's often a good idea to start with closed questions, which offer a choice, before moving onto more open questions. *Don't you think using dictionaries is necessary for a philologist?*

2. Using a quotation.

After all we can conclude with the words of A. Frantz "A dictionary is the world in an alphabetic order"

3. Asking learners to demonstrate some points.

Examples: 'How do you look when you feel interested?', 'Show us your mobile version of an electronic dictionary'. You could ask individuals or the whole audience to demonstrate.

4. Asking a rhetorical question.

Example: Is lexicography art or a science?

5. Making a statement.

For instance: compelling a dictionary is a long and hard process which demands spacious intellect, professionalism and total dedication in difficult work.

6. Stimulating emotions

Example: Dictionary compelling is like an art. It breaks through the bounds of the eventual and requests artistic perception.

7. Using humour (a joke, a riddle).

E.g. We can be laughing now, but with such a rapid development of electronic dictionaries, it might not be longer possible to thumb a paper version and learners would forget the alphabet.

8. Asking a 'what if' questions.

For example: what if one of your group-mates wants to compile a universal dictionary of Ukrainian language?

9. Using images.

Displaying an image and asking questions can be a good way to check understanding and receive feedback. For example, you could show a picture of Noah Webster and ask 'What did he compile?' Or simply show a picture of a word you want to check, like 'glossary'.

10. Using translation.

You could ask learners for a translation, or give a translation and ask for the English version. Of course, not all words or phrases directly translate between languages, so this technique can be problematic. It can be useful for abstract concepts.

11. Using rhyme or a short poem [6, p.5]:

*In making things clear
Definite, distinct
In defining other things
I have come to define myself*

*Hidden in words I don't ever yet know
I learn because I can only learn more
I like the immensity of it all
Lexi Pell about 'definition'*

Except well-organized slides and presenting information, we also need to get feedback from learners.

Optional ways of getting feedback are the following:

1. Test learners' knowledge. Giving learners an exercise to complete is one way of seeing how much they understand. There are lots of options: examples include a matching activity, word-search, crossword, writing words for definitions/writing definitions for words. Multiple choice activities probably need to be followed by another way of checking too, as learners may have just guessed! Learners need to be reassured that if they don't know the answers, it's OK!

One more type of testing is pop quiz style questions in team: split the audience into two teams (line A, line B) and ask questions about the presentation topic. *E.g.: it's time for a quiz in a team! The team that gets the most answers correct wins! Team A: What was the name of the first Ukrainian Dictionary? Team B: Who wrote "A Table Alphabetical"?*

2. Open discussion: invite the audience to share their own similar experiences. *Example: If you were a dictionary compiler, what type of a dictionary would you compile? Give your arguments.*

3. Focus groups: divide the audience into the groups of 3-4 people and give questions for them to discuss and report back. *E.g.: Please get into the group of three and discuss what impressed you most about ... and why.*

4. Game: prepare a yes/no or true/false quiz with questions/statements based on the presentation. *For example: The first typology of dictionaries was created by Lev Shcherba.* If the answer is true, the participants stand up, and if the answer is false, they remain seated.

5. Make a list: summarise the most important points of your presentation. Write the initial letter of each word/phrase on a presentation slide or a flipchart/the whiteboard. Ask the students to find the correct words/phrases. *E.g. When we speak about word translation, we use the following terms: equivalence, interlex, idiolex [6, p.4-5].*

Here are 6 recommendations from Lenny Laskowski how to give an effective presentation: "An art of influencing, the soul by words. Anyone can give a speech. Not everyone can give an effective speech. To give an effective speech there are 6 elements you should take into account. 1. **Be Prepared** - Being prepared is by far the most important element. How many times do you practice your speech? As a general rule, you should spend about 30 hours of preparation and rehearsal time for every hour you will be speaking. Use a videotape yourself. This will help you to get an accurate picture of how you speak. 2. **Give of yourself** - Use personal examples and stories in your speech whenever it's possible. The stories should match your message. 3. **Stay Relaxed** - to stay relaxed you should be prepared. Also, focus on your message and not the audience. Use gestures, including walking patterns. Practice the opening of your speech and plan exactly how you will say it. The audience will judge you in the first 30 seconds they see you. 4. **Use Natural Humor** - by poking fun at yourself and something you said or did. Be sure NOT to make fun of anyone in the audience. People will laugh with you when you poke fun at yourself but don't overdo it. 5. **Plan Your Body & Hand Positions** - during the practice of your speech look for occasions where you can use a gesture. Establish three positions where you will stand and practice not only how to move to them but where in your speech do you move. Pick three positions, one on center stage, one to your right, and one to your left. Do not hide behind the lectern. When you do, move maintain eye contact with the audience. 6. **Pay attention to all details** - make sure you have the right location; you know how to get to where you are speaking. Ask how large an audience you will be speaking to. Make sure you bring all your visual aids. Arrive early so you can check out

where you will be speaking and make any last minute adjustments. It is very important that you pay attention to even the smallest details. Remember, “He who fails to plan is planning for failure” [7].

And there are some advices from Virginia Evans how to present successfully:

Dos while giving presentation

- Be prepared and know your material.
- Make sure your equipment works (check connectivity, program versions, etc).
- Look confident and professional.
- Have positive energy and smile.
- Keep eye contact with your audience.
- Use positive body language (stand up straight, use gestures/facial expressions to convey meaning etc).

- Keep your presentation simple and clear.
- Keep slides short and use clear text/diagrams.
- Attract the audience’s attention with an interesting beginning.
- End your presentation by summarizing the topic by making a closing statement.

Don’ts while giving a presentation

- Don’t read directly from the screen or your notes.
- Don’t stand with your back to the audience or fold your arms.
- Don’t speak in a monotonous voice or rush.
- Don’t break the flow of the presentation by using fillers while speaking.
- Don’t use confusing graphics (e.g. dark fronts on dark backgrounds).
- Don’t carry a lot of items with you.
- Don’t wear casual clothes (e.g. shorts, flip flops) [6, p 5].

More useful tips from Luc Chenier were received during his lecture “The Art of Presentation” which haven’t been mentioned yet in our research:

- the motion creates emotions (don’t be afraid to joke, to laugh at yourself; create mystery to ignite curiosity);
- bring the focus back to you (if you want to speak about something very important, don’t use any pictures or slides);
- find your allies (pay attention to 5-6 people from the audience);
- have a conversation and not a monologue (be honest, use personal stories);
- don’t be afraid to change course (mistakes will happen, have some fun, you need to have the flexibility to change something in the last second);
- don’t say in seven what can be said in two (simplify your information);
- do the checklist;
- enjoy yourself [8].

But teachers’ development of the presentation skills has its specific essential elements. These skills must increase the effectiveness of the educational process and motivate to the successful results (acquiring of knowledge).

Conclusion. As we can see from the information given above, a modern teacher in the XXI century has to be aware of new technologies and be professional in many skills, including presentation. This knowledge will help the teacher make lesson modern, informative, intensive, effective and interesting. This innovative method will also promote your work effectively.

The next set of our study will be concentrated on the teachers who encourage students of new generation.

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