

USE OF MULTIMEDIA TRAINING PRESENTATIONS IN TEACHING A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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ABSTRACT

The article reveals the issue of the conditions for the effective use of multimedia educational presentations for teaching a foreign language in a non-linguistic institution. Particular attention is paid to the analyzed and summarized basic requirements for the development and design of modern multimedia educational presentations in the domestic and foreign higher education system. The article also examines the issues of evaluating multimedia educational presentations, namely the evaluation of a multimedia educational presentation from the perspective of students presenting the educational presentation; from the position of the teacher, who evaluates the educational presentation and from the position of students listening to the presentation. The article emphasizes the effectiveness of the use of interactive learning technologies with the aim of forming the universal competencies that they need in the future for personal and professional communication. The essence and content of the evaluation headings is revealed, helping to make certain expectations of students and teachers, since the evaluation criteria for a multimedia presentation are developed in advance and presented to students, allowing to form a focused feedback from the teacher. In conclusion, the conclusion is made that the use of multimedia presentations during the teaching of a foreign language in a non-linguistic institution is a tool that contributes to the expansion of the possibilities for independent work of students and the formation of self-esteem in students. Multimedia educational technologies become not only the main teaching and methodological material for organizing independent work of students of a non-linguistic high school, but also the main means of informational support for public speaking students, stimulating students to learn a foreign language. It is established that the certain principles of constructing a multimedia educational presentation, such as the high quality of teaching material in a strict academic style, and the development of a clear algorithm of the report; high quality of artistic design of the educational material; technical design and previous information retrieval of educational information using interactive technology and the Internet as a whole will contribute to the self-organization and self-development of the student, in particular, to the expansion of his scientific horizon.

Keywords: *multimedia, training presentations, foreign language, non-linguistic university*

INTRODUCTION

One of the necessary conditions for the training of future professionals who are able to become representatives of the Russian and international scientific and engineering community is the integrated training of foreign languages and professional disciplines. The issues of effective organization and qualitative methodological support of integrated training with the help of modern computer tools is one of the current directions of the research activities of the university. In this regard, the teacher of higher education is faced with the task of selecting methods, means and forms of teaching a foreign language that contribute to the attainment of the goal. The choice of this or that software should correspond to the tasks of the studied professional discipline, in which it is supposed to be used. Thus, the use of educational multimedia technologies in the educational sphere opens up new opportunities that were not previously available.

Presently, multimedia presentations are one of the most well-known and effective methods of presenting educational material, in particular, the multimedia educational presentation is one of the frequent points of contact of the student with researchers, a teacher, classmates embodied in different genres: presentation at a conference; presentation in the classroom, etc.

The educational multimedia presentation is one of the most popular and widely used methods (forms) of communication between the presenter and a large audience, featuring complex multimedia content and special playback control capabilities (automatic or inactive), in particular, using visual means: slides, printouts, flipcharts or sample product [1]. Literally, the term "presentation" is translated from English as a representation. One of the synonyms for the word "presentation" in English is "proposal" - a sentence. From the very beginning it is important to understand what is the subject of the presentation. The task of the multimedia presentation is to present, offer the audience some product, strategy or vision of the situation.

The necessity to use multimedia presentation technologies can be caused by the following factors: the possibility of providing unique educational materials (video fragments, sound recordings, etc.) in multimedia form; necessity of systematization and structural presentation of educational material; creating the first report on the status of the project, making a report, etc.

Despite the undoubted theoretical and practical importance of educational multimedia presentation technologies, the problem of their effective use in the educational process for the purpose of forming the required professional competencies in the Federal State Educational Standard (3++) remains open for theoretical comprehension and experimental research. The development and introduction of new multimedia teaching technologies in this field will contribute to the further development of the theory and methodology of vocational education.

At present, there is an objective need to integrate new teaching technologies in the learning process, allowing students to more effectively form the necessary competencies. One of the possible approaches is the widespread use of

presentation technologies, both in the classroom and in the process of out-of-class educational and cognitive activity.

The organization of teaching a foreign language in a technical university with the use of educational multimedia presentations has become the subject of research by many domestic researchers, such as I.L. Ivanova, A.S. Oganezova [2], D.F. Mironov [3], L.A. Milovanova [4], T.V. Bondarenko [5], etc., and foreign researchers such as A. Fatima, S. Zaman, H.M. Asim [6], S.T. Moulton, S. Turkyay, S.M. Kosslyn [7], V.H. Ankolekar, A.D. Souza, A.S.D. Souza, M. Hosapatna [8], etc., the analysis of scientific and methodological literature testifies to the insufficient theoretical and practical elaboration of questions connected with the use of educational multimedia presentations in the light of modern requirements for interactive technologies for teaching a foreign language.

The use of presentation technologies for teaching is an objective necessity for a technical university, conditioned by the global informatization of education and the requirements of Federal State Educational Standard (3++) [9]. It is the requirement of the Federal State Educational Standard (3++), (general professional competence) in the ability to independently represent scientific results, scientific documents, scientific reports, increasing the relevance of this study.

During the multimedia presentation in the classroom, the student accompanies the story with slides on the projector, laptop, tablet, printouts. The educational multimedia presentation follows a substantive discussion (using open / closed, exploratory, rhetorical, multiple questions), the purpose of which is to clarify unclear questions.

Each educational multimedia presentation prepared for the training session should meet some standards in its internal structure. It is necessary that students receive tools and instructions in order to create a competent educational presentation, in particular, to master the skills of its clear structuring, to bring the educational multimedia presentation to the audience in an understandable and accessible form. We also consider the possibility of an author's approach to educational multimedia presentations. Students are given a multi-layered skill to create a multimedia educational presentation in the form of quite practical steps, while creating a new thinking skill about how you can create a presentation.

To implement this approach in the educational process, the joint activity of foreign language teachers with students - future professionals in the technical fields is necessary. The fruitful result of a new type of integration of teachers and students, both at the level of joint development of educational multimedia presentations, and at the level of binary training, was this study aimed at determining the quality of educational multimedia presentation on professional discipline and a foreign language expressed in subject-language integration (CLIL), students in one of the leading universities in Russia, St. Petersburg Polytechnic University of Peter the Great, which is an innovative university and prete Leading to the forefront in global ratings. The university pays special attention to the development of the competences of students in technical areas, both within the classroom and in the course of extracurricular activities. Two institutes, the Higher School of Foreign Languages (HSE) of the Humanitarian Institute and the Institute of Computer Science and Technology, responsible for the training of future professional cadres of various

engineering directions, implement the teaching of professional discipline and a foreign language. Accordingly, the effectiveness of professional discipline and the English language is an important factor contributing to the solution of tasks to expand scientific cooperation and develop comprehensive partnership.

In order to obtain objective information that makes it possible to identify the possession of basic skills in the preparation of a quality multimedia presentation on professional discipline through the English language, a survey of the results of studies at the university was carried out. In this paper, we present an analysis of the results of an independent questionnaire survey of students at a technical university implemented within the framework of two groups of the second year. The conduct of the questionnaire contributed to the understanding that the evaluation procedures of such a plan, and especially their content component, have strong cognitive, motivational and didactic effects, and are also able to significantly influence the processes as a whole [10].

Students were asked to pass a questionnaire for an independent evaluation of the continuity of the multimedia presentation at the St. Petersburg Polytechnical University in accordance with the following criteria: assessing the knowledge of how to create a presentation; the content of the presentation, the organization of the presentation, the practical application of information presented in the presentations. Identify the overall impression of the presentation; quality and quantity of the proposed presentation; elements of the presentation, which caused the greatest difficulties and the reasons for their generation; the availability of electronic gadgets at the university and beyond; assess the level of experience of students on the integration of the educational multimedia presentation into the training practice before entering the course "Foreign Language. Professional-oriented course" and the relevance of the knowledge gained. The questioning included 23 questions, the lead time was 20 minutes.

Analysis of the results of the questionnaire revealed that the majority of students - about 58% know how to make the presentation interactive. To create presentations, the most popular services were MS Power Point, Google presentations, AppleKeynote, Prezi, Projekt. Most students - about 55% create presentations 1-2 times per semester, about 37% of respondents said they create more often (more than twice a semester). About 98% of students consider it appropriate to use the presentation in the educational process. About 30% of students noted that there should be more than 10 lines of text on the slide and almost the majority of students - 63% of the concept does not have what size and what font to choose for the presentation. About 27% do not know where the picture should be on the slide. Approximately 39% of respondents do not know how to properly form the literature from borrowed sources used to create the presentation. About 96% consider the use of the text as a norm during presentation with a presentation. About 35% of respondents note difficulties with the correct formulation of the educational theme for the presentation. Also, 24% of respondents noted difficulties in choosing the background color and font (their combination).

In our work, analyzing the difficulties that students face when creating a multimedia presentation, we summarized the basic requirements for their development and design. The obligatory structural elements of educational multimedia presentation, as a rule, are: cover; title slide; table of contents; script, slides and their design, including educational material (test, diagrams, tables, illustrations, graphics, animation); glossary of terms; presentation of the training presentation, list of used literature (information resources on the academic topic); assessment of presentation skills. It is recommended to follow the following algorithm when planning the structure of the training presentation: to determine the goal, to conduct research, to make a conclusion, to identify the problem, to propose a solution, to make a statement.

The main unit of educational multimedia presentation is a slide, or a frame of presentation of educational information, taking into account ergonomic requirements of visual perception of information. At the same time, the content filling of slides of the main structural elements of the multimedia presentation should be carried out in accordance with the following principles.

It is necessary to take exactly one minute to self-presentation, in particular, to present yourself and the place of training clearly and concisely. Literally several proposals should give a complete idea of the person speaking with the presentation, as well as his activities in the educational institution. When preparing a presentation, you must follow the rule 10/20/30, that is, the presentation should consist of 10 slides and take 20 minutes, and the text should be typed by the 30th size. The cover must be as colorful as possible. To do this, it should be formalized with the help of graphic inserts, backgrounds. On the title slide should be reflected: the title of the topic, information about the educational institution; About the author; date of development; information about the location on the Internet, on the local computer, and the file name. On the next slide, it is recommended to propose three issues for consideration in order to establish contact with the audience, which should understand what kind of educational product is offered. The table of contents is one of the important structural elements of the presentation. It should be detailed in order to provide quick access via hypertext links to its content parts and be as visible as possible (to be on the same slide). Such requirements, as a rule, are satisfied by a two-level table of contents (sections and subsections).

The presentation should be built on the conflict between the goal / thesis and the problem / antithesis. It is necessary to convince listeners that the idea is feasible technically, and to tell about a special ingredient that makes the educational product unique. At the stage of creating the scenario of the educational presentation, it is recommended to allocate 65% of the time of the preparatory work to 65% of the work on the entire structure of the training presentation. 30% In the training presentation, 30% of the time should be allocated to its rewriting.

When preparing a training presentation, you must follow the following plan. An obligatory condition for presentation is a readable font. The educational material in the educational multimedia presentation should be presented in a concise form. So slides will not distract attention from speech. The main thesis or the main focal point on the slide should be visible without much effort. The objects on the slide are arranged neatly. The presentation of the content of the educational material should

be accompanied by a qualitative illustration of it in the form of photographs, drawings, diagrams, graphs, diagrams, which are recommended to be implemented in a unified style and they should coincide in meaning with the text. The presentation should be told in clear language, with examples, illustrations. The presentation should contain new, significant information for the audience. Each position (each idea) should be assigned a separate paragraph of the text. The basic idea of the paragraph should be at the very beginning, usually in the first line of the paragraph. This is due to the fact that the first and last thoughts of the paragraph are most memorized.

The speaker maintains visual contact to receive instant feedback from the audience, try not to read the text from the slides or read without tearing the contact with listeners. The speech should be distinct, legible, sufficiently loud, not too fast and not too slow. The speaker must meet the time allotted for the presentation. Also the speaker should be technically competent. In particular, the speaker should not have problems in interacting with slides, a projector, a clicker. It is recommended to lay the conclusion in 1-2 slides, and the total duration of 1 minute. Students should be safe and take a spare laptop, adapters, print a presentation and reset it to several flash drives.

In 2015 A. Burba, V. Gradoboev, A. Kapterev, G. Shulishov, A. Skortsov developed a standard of presentation skills to eliminate subjectivity in the evaluation of the presentation [11]. To assess the presentations, a standard was created that contained a script, slides and the submission of training material.

After getting acquainted with the information on how to correctly approach the creation of the training presentation and its presentation in the classroom, students were asked to pass a final questionnaire to independently assess their own satisfaction with the basic skills of creating a quality multimedia presentation and their classmates by the following criteria: organization, content, language, delivery, body language, visual aids, overall impression (talk, presentation, audience rapport). The teacher was also asked to pass a questionnaire on assessing the satisfaction of mastering the basic skills of creating a multimedia presentation of students in order to reveal the overall impression of how students evaluate themselves, as their classmates estimate and how their teacher assesses them.

The results of the questionnaire showed that students evaluate themselves and classmates are applied equally. About 87% of respondents noted a high level of organization, 13% - satisfactory. About 84% of respondents noted a high level of presentation content, 18% - satisfactory. Approximately 65% of respondents noted a high level of language proficiency, 29% - satisfactory, only 3% - unsatisfactory. About 66% of respondents noted a high level of delivery, 20% - satisfactory. About 70% of respondents noted a high level of body language, 31% - satisfactory, 2% - unsatisfactory. Approximately 82% of respondents noted a high level of visual aids, 17% - satisfactory, 2% - unsatisfactory. The teacher's assessment turned out to be lower than the average student's assessment by about 8%.

About 63% of the students surveyed noted that the educational material on multimedia presentations is overloaded with theoretical material and there is a

lack of practice. About 3% of respondents noted that a small number of unresolved issues remained. We associate this aspect, with missing classes and inadequate self-preparation of students. Students would like more specifics, more practice. We believe that the differences in the evaluation of classmates, the teacher and ourselves result from insufficient awareness of both the individual elements of the presentation and in general, and we recommend that students use video and audio recording for further introspection of the presentation.

CONCLUSION

The conducted research confirmed the timeliness and importance of presentations at the current stage of development of higher language education in the preparation of bachelors. Deeper studying of the problem of formation of the students' independence and further improvement of the organizational and didactic conditions for the development of the professionally competent personality of the graduate of the university in the logic of tertiary education, the development of new courses of program disciplines aimed at the formation of the bachelors' foreign professional communicative competence are presented. These recommendations do not exhaust all options for the implementation and implementation of multimedia educational presentations, including foreign languages and professional subject cycles. This study is not exhaustive and allows us to analyze a number of significant points. The authors hope that the given recommendations on the preparation of multimedia multimedia presentations will prove useful to students and teachers and all those who have to develop multimedia multimedia presentations.

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