Role of Presentation in Teaching Russian Language at the University

Gulnara DIASAMIDZE*

Abstract

This article reviews possibilities of using a presentation in teaching monologue expressions in Russian language to students of non-linguistic professions at the university and its advantages. The main requirements to preparation of presentation are presented and criteria for evaluation of monologue expressions are developed.

Keywords: Animation, computer, evaluation, information, presentation

Introduction

Improvement of the learning process and increasing its effectiveness are always important for a higher education institution. Optimization of the learning process is mainly expressed in developed of new teaching methods, introduction of new forms of organization of teaching process (increasing the role of independent work), introduction of various kinds of information technologies into the teaching practice.

It is difficult to give a lecture without using visual aids. Problems arise in terms of where to find the necessary material and how to demonstrate it in the best way. Computer technologies have become useful but it is necessary to acquire the basic computer skills. In addition, one may need skills like working with some graphic editors and software like Microsoft Office, and particularly Power Point (Denisova & Denisov, 2008).

One of the most successful forms of information and communication technologies is presentation. "Presentation" is an English word meaning "presenting". This is a convenient and effective method combining dynamics, sound and image. A presentation allows he teacher and the student to independently arrange the learning material based on the peculiarities of the topic, subject, which allows to structure the lecture in a way to achieve the maximum learning effect, ensuring informational support while preparation and giving classes of foreign language.

For preparation of the presentation scientific research activity should be carried out, large amount of information sources should be used which allows of avoiding templates and turning each activity into the result of individual creativity (Kovalenko, 2010). In the process of preparation of the presentation conditions for development of motivation for learning a foreign language are created, the student's background knowledge, his outlook and awareness are expanded. A multimedia presentation represents vast material for communication in a foreign language being the basis of monologue speech, i.e. giving a perfect opportunity for realization of the communicative function of language.

In general, presentation must be preceded by preparation of linguistic and informational material as well as must include knowledge of the presentation structure: introduction, main part with development of the logically interconnected basic statements and conclusion.

While delivering a presentation, the student learns to structure his/her speech correctly, i.e. he/she forms skills of monologue expression. This allows him/her to learn to express a complete idea having a communicative orientation, think logically, juxtapose, and learn to speak within the framework of the program.

Multimedia presentations have proven to be effective at the classes of verbal communication practice – student are allowed to have intercultural communication, become a participant of a dialogue of cultures, become familiar with the spiritual world of the nation of the country of the language of study, learn more about its traditions and customs.

Using Power Point presentation is considered rather justified when studying topics like "Countries of the language under study", "My native city", "My interests", "Museum I would like to visit", "The richest people in the world" etc. These topics include vast material. Therefore, students are first offered to study these topics independently and afterwards present the obtained knowledge in the Power Point presentation developed by them. After that the students present the projects on topics selected by them before their fellow students and the presentation is accompanied by an oral report on the topic. The presentation will be followed by control questions which will be prepared by the presenter for the purpose of checking of understanding of the material by others. Thus, information is well understood by students as quickly as possible. This is confirmed by results of tests on these topics which are successfully performed by students.

* Assoc. Prof. Dr., Faculty of Education and Humanities, International Black Sea University, Tbilisi, Georgia
E-mail: gdiasamidze@ibsu.edu.ge

The importance of the presentation lies in vividness of the textual and illustrated material, give an impetus to the student's imagination, creative fantasy, allow of making a lecture more intense, productive, and emotionally richer. It should be mentioned that a huge role in the presentation is assigned not only to demonstration of image but animation, i.e. movement of pictures, letters, words, background music. Forms and place of use of presentations (or even its separate slides) in the process of learning depend on the content of the lesson, the goal set by the teacher.

Advantages of the Presentation:

• allows to make the lecture interesting, contemplated, cognitive;
• increases the motivation for learning;
• guarantees continuous connection in the "teacher-student" relations;
• facilitates development of creative functions of thinking, increase of intellectual abilities, formation of operational style of thinking among learners.

Increased volume of information, its strengthened concentration and increased speed of delivery of the learning material will inevitably increase mental strain, speed of learning, and load on visual and auditory analyzers of the learners. This required particularly attentive approach to arrangement or learning classes with multimedia. In case of reasonable use, information technologies can increase the interest of learners in gaining knowledge. A presentation allows of changing the types of activities and thus removes emotional and psychological tension of learning in the learning process.

Computer presentations are used in the process of learning rather often. This is connected with the fact that they visualize the material in available form and due to this the material is much easier to learn. Creation of presentations also appears useful as it allows of working with material, selecting the basis and remembering better. It should be mentioned that skills of creating various types of presentation may be useful in the further work.

Rules of Creation of Presentation:

• Find a ready presentation or even several ready presentations to feel inspired and understand what a presentation should look like. You can leave one of them as the basis and start remaking it according to your own idea.
• Collect all the material which should be used and think about the best way of including it in the presentation so that everything is laconic and clear.
• Develop a common design and constituents of the presentation so that it is an integral presentation.
• To facilitate your task, use the skeletons of the Power Point software.
• Use moderate amount of effects because overabundance will be annoying and their absence will make the presentation boring.
• Use animation, but to not overuse it.
• Become familiarized with all software features to use it as effectively as possible and to make the presentation interesting.
• The presentation should not be too short nor too long, use the optimal size according to the situation and the audience.
• Allocate necessary time for each slide and try to keep pace with the verbal part of the graphics. Define what is better for you: that slides are overturned automatically or manually and ideally meet the timeframe.

Criteria for Evaluation of the Presentation

The maximum score for the presentation is 15 points. The presentation lasts for 10 minutes. The student should discuss the topic in Russian using learned phrases and words, including the slides and explanation of images.

Evaluation criteria: structure of texts, correspondence of illustrations for the topic, their explanation and quality of using Russian language.

	5-4	3-1	0
Structure of texts	The text is well structured and distrubuted in time	The text is a bit disorganized, rather short or extended	The text does not correspond to the topic
	5-4	3-1	0
Correspondence of the visual material to explanation	Illustrations correspond to the topic. The explanation is adequate using a dictionary.	Illustrations partially correspond to the topic, the explanation is limited.	Illustrations without explanation.
	5-4	3-1	0
Quality of Russian lanuage	The presentation is made using more or less correct phrases	A certain amount of mistakes is made in the speech	There are incorrect phrases in the speech, does not know the meaning of words

Conclusion

It must be underlined that using multimedia presentations at the foreign language classes allows to improve the quality of learning the material, accelerate the learning process, make the learning more interesting and productive, allows to individualize the learning process, avoids subjective assessment and also develops creative abilities of students.

References

Денисова Ж.А., Денисов М.К. (2008). Мультимедийная презентация языкового материала как методический прием. *// Иностранные языки в школе.* № 3.

Коваленко А.В. (2010). *Роль мультимедийной презентации на занятиях по иностранному языку. Развивающие информационные технологии в образовании: использование учебных материалов нового поколения в образовательном процессе.* Материалы научно-практической конференции. Томск.