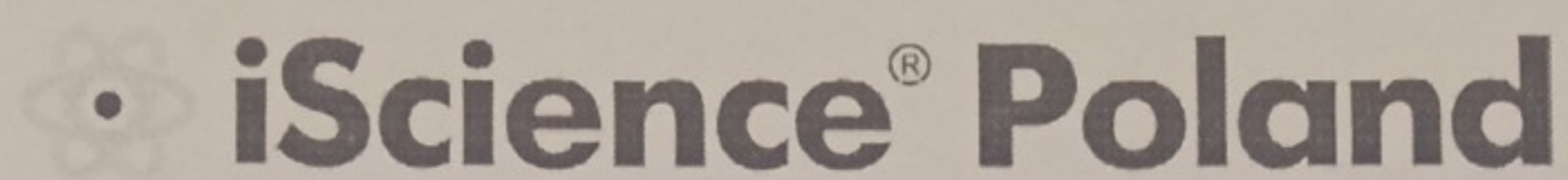


# **MODERN SCIENTIFIC CHALLENGES AND TRENDS**

**COLLECTION OF SCIENTIFIC WORKS  
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE**

**Issue 2(36)  
Part 1**

**Warsaw  
2021**



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ISSUE 2(36)  
Part 1

FEBRUARY 2021

Collection of Scientific Works

WARSAW, POLAND  
Wydawnictwo Naukowe "iScience"  
28<sup>th</sup> February 2021

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## USING MULTIMEDIA SPEECHES IN TEACHING A FOREIGN LANGUAGE

**Annotation.** *The article discusses the possibilities of using a thematic presentation as a means of teaching oral speech. The basic requirements and stages of work on the presentation are presented. The analysis of mistakes made by students when creating a presentation is made.*

**Key words:** *thematic presentation, speaking, communicative competence.*

In connection with the development of information technologies, the approach to organizing the process of teaching a foreign language in higher education has changed significantly. Visual aids made on the basis of multimedia technologies are widely used, making it possible to carry out the learning process at a qualitatively new level. Some of the most popular today are multimedia presentations. Performing a visual and illustrative function, multimedia presentations can be successfully used by a teacher at almost all stages of training: introduction and consolidation of lexical and grammatical material, control of the studied material. In addition, the creation of projects in the form of presentations is an integral part of the student's independent work. Presentations can be used as a support for listening, retelling texts, drawing up dialogues. Such a wide range of applications for multimedia presentations is explained by the fact that presentations "bring variety, enliven the learning process, increase the emotional impact on students, create a comfortable learning environment, help form a model of real communication." It is also important that the development of presentations increases the information culture of students, their motivation and self-esteem. Experience shows that the so-called thematic presentations (presentations on the proposed topics) are an effective technique for improving monologue speech, presenting extensive material for communication in a foreign language. With the help of the presentation, the student has the opportunity to build his speech logically and coherently, to express his thoughts quite fully and correctly in terms of language. When organizing a lesson using a presentation, the teaching material is presented clearly and accessible, than if it was in the usual oral form. In the course of his presentation, the student has the opportunity to use keywords, diagrams, tables, pictures that he has prepared. This allows you to express yourself consistently, in detail, confidently and expressively. The use of thematic presentations is considered quite justified in the learning process, both a general and a professionally oriented foreign language. When topics include voluminous material, it is impossible to study them without illustrative material. For these reasons, topical presentations are the most successful teaching tool. The use of multimedia performances in teaching a foreign language is a two-way process that contributes to the development of students' communicative competence. On the one hand, the student-speaker improves speaking skills (monologue speech). On the other hand, the audience learns to

perceive a foreign language by ear (listening skills), as well as to conduct a dialogue with the speaker on the topic of the presentation, thereby improving the skills of dialogical speech.

Creating a thematic presentation is not only an interesting, but also quite time-consuming process. To prepare a presentation, you need to study a large amount of information in order to avoid templates and turn your work into a product of individual creativity. It should also be remembered about the structure of the presentation: the introduction, the main part with the development of the main provisions, logically related to each other, and the conclusion. The success of multimedia speeches largely depends on compliance with the requirements for creating a presentation: information content, conciseness, consistency, structuredness, visibility and literacy. Compliance with the listed requirements is necessary to create a high-quality presentation, the use of which will make the lesson cognitive and effective. Work on creating a presentation includes the following stages:

1. Selection and structuring of information on the topic.
2. Selection of illustrative material.
3. Drafting of text and presentation design.
4. Preparation of a speech on the topic of the presentation.
5. Defense of the presentation, its discussion in the classroom.

It should be noted that not only the individual creation of a presentation is effective, but also teamwork, when, in addition to the benefits of using the presentation mentioned above, a sense of responsibility and teamwork develops. As a rule, the creation of thematic presentations is of great interest to students, while, in contrast to the traditional retelling of the text, students of different levels of proficiency in a foreign language are involved in the process, which undoubtedly optimizes the educational process. Thematic presentations can be used effectively as an evaluation tool. Students are asked to present an oral presentation accompanied by a multimedia presentation. Having studied the lexical and grammatical material on the proposed topic, they must independently compose oral messages, pick up illustrative material, and present their messages to the audience. At the same time, the most successful, in our opinion, is such a speech when the presentation itself does not repeat the words of the speaker, but complements his speech, creating a holistic and vivid picture of the speech. The practice of using presentations in the process of teaching a foreign language revealed some typical mistakes made by students:

1. The text of the presentation is not structured, there is no logical connection between the blocks of the presentation.
2. Too much text on one slide, small print used.
3. The background of the slides is not well chosen.
4. Presentation slides are designed in different styles.
5. Unsuccessful selection of illustrative material (inconsistency with the topic of the presentation, excess or lack of illustrations).

A serious drawback is that senior students do not like to use graphics, diagrams, diagrams as illustrative material when necessary, since they do not know the constructions and speech clichés used in describing digital information. Meanwhile, these elements of the presentation can find application in the professional field of future specialists, so the teacher needs to pay special attention to this. The abundance of lexical, grammatical and stylistic errors

in the presentation is often due to the fact that initially the presentation material was created by translating the Russian text into a foreign one, which is unacceptable, since students must learn to use foreign language sources. The quality of the thematic presentation is assessed by the teacher according to the following criteria:

- correspondence of the content of the presentation to the declared topic;
- structured presentation text;
- visual design of the presentation;
- literacy of presentation;
- performance.

So, the analysis allows us to conclude that it is advisable to use thematic presentations in foreign language classes, with the help of which it becomes possible to implement the communicative function of the language. The ability to speak to an audience in a foreign language using a multimedia presentation will further allow students to become professionally demanded specialists.

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