

## **ACADEMIC PRESENTATION: AIMS AND EXPERIENCE**

Nesterenko K., Yakovenko N. (Kharkiv)

Presentation for academic as well as for job-pursuing purposes is a very popular form of providing the targeted audience with the information assessed by the presenter. Speaking about methodological aims of presentation it should be stressed that in conditions of communicative skills development strategies presentations will help to work out and master such skills as speaking, particularly,

speaking in public, reading critically, writing structurally and with the certain amount of creativity. Besides, while preparing a presentation it is necessary for a presenter to find and produce effective visual aids to support the ideas and information. Thus, the presenter is expected to be aware in Power Point program possibilities, other technical and software packages.

In the institutions of higher education presentations are often delivered as the result of some academic research. Students should prepare them and train before delivering in front of the audience and teachers. The more presentations are trained by students while they study, the more confident they will become in future. By developing presentation skills students gain experience in searching and exploring the information, assessing the information found according to the needs and aims, devising and structuring the content, etc. The information in the presentation should be contentful and well adopted to its perception.

The next and very important stage of academic presentation is the process of presenting itself. It is necessary for the students, first, to be confident with all they speak about, to be precise and understandable. During the process of presentation students should be able to state and structure the main points of the argument and do this explicitly and clearly at the beginning of the presentation and again in its summary. It is necessary to restate, to explain, to reiterate in paraphrase when some point is complicated. Students should be taught not to be afraid to use such explanations with the help of phrases “in other words”, “to put it in other words”, “to put it more simply”, etc.

One more important thing the students should be paid attention to is to give the audience enough time to absorb the points, ideas and arguments of the presentation, enough time to watch slides.

All these things are numerously clarified and tipped on the Internet sites devoted to the question of developing presentation skills. Students usually know how and where to find them. They understand that no one can be a master without much practice, and they easily welcome such form of academic work. But the teacher’s task is to underline that to become a master in something is not possible

without practicing not just a lot, but also well. Treating each conference paper as a serious public profiling of an academic work and an occasion to consciously develop students' professional communication skills will ensure them that they gain maximum benefit of their efforts.

As all teachers know, studying academic material takes different forms: reading and discussing texts, learning vocabulary and structures, acting, giving presentations, etc.

Giving presentation, for example, on a legal issue is one of the tasks for the students, which then is evaluated, and the result of it is then added to the general result of a student. Besides, as the option, the best students then may be invited to participate in the students' conference on scientific issues.

As the experience shows, most of the first year students are quite familiar with the form of presentation since school. They even are mostly quite confident in finding materials and organizing them into Power Point slides. The Internet can provide them with already structured materials on different topics. The students are also seem to be quite confident in front of the audience, and most of them do not feel nervous and stressed, which is usually marked as the problem of public speaking. These all are about positive background for good writing preparation and its presentation by the students.

But there are also some moments from the teaching experience in this problem which needs to be perfected and improved while teaching the students academic writing and presentation.

1. Academic writing, even for 1-year students, should meet academic requirements for such kind of a task – not only give definitions and find pictures to cover the topic, but to show some research and the ability to make conclusions.
2. The students should be able to find an interesting topic, make it clear, firstly, for themselves, and then to the audience. Stressing the main idea, defining key points of it, presenting different sides of it, involving the audience into consideration and pushing them to the conclusions – all teaching process should be directed at training and mastering these moments.

3. Students are also should be taught how to be able to frame their presentations with length and time, as a rule, they do not have skills for this: usually they are overtime.
4. Before a student's work is presented in the classroom, it should be checked carefully by the teacher as for the essential structural moments in it (introduction, aim, existing views on the topic, main body, arguments, conclusion), as well as the relevant context.
5. Then this context should be shortening to the exposition in slides. Power Point presentation should not contain long and complete sentences on the slides, but the key words and ideas, accompanied with meaningful images and symbols. Organizing the studied materials into such presentation will teach the students the organization of their future qualification academic works.
6. Well written and well presented on the slides students' work is just a half of successful presentation. One more important moment is its oral public presentation.
7. To make public presentation interesting and involving reading skills are necessary. Good pronunciation, necessary stresses and pauses, confident behavior in front of the audience will make presentation successful. On the contrary, reading it or mumbling or muttering will make even well written content unappealing.
8. Working out and performing all these moments of presentation takes a lot of efforts and time. But well done and well performed presentation, as the experience shows, is well accepted and raises questions and further interest.
9. Unfortunately, what experience shows, that a process of preparation a student for a presentation sometimes looks like training and lacks creativity in methods. In other words, there is an eager wish for teachers to find, may be, some new approaches and methods to avoid traditional academism and use more novelty and creativity in preparation the students for successful presentations.

Міністерство освіти і науки України  
Національний юридичний університет імені Ярослава Мудрого  
Кафедри іноземних мов



Матеріали

III Всеукраїнської науково-практичної конференції *„Іноземні мови у вищій освіті: лінгвістичні, психолого-педагогічні та методичні перспективи”*

15 листопада 2016 року

Харків

## Організаційний комітет

Голова оргкомітету:

Гетьман А.П. – проректор з наукової роботи Національного юридичного університету імені Ярослава Мудрого, доктор юридичних наук, професор, академік Національної академії правових наук України

Співголови оргкомітету:

Кузнецова О.Ю. – доктор педагогічних наук, професор, завідувач кафедри іноземних мов № 3 Національного юридичного університету імені Ярослава Мудрого

Сімонок В.П. – доктор філологічних наук, професор, завідувач кафедри іноземних мов № 1 Національного юридичного університету імені Ярослава Мудрого

Члени оргкомітету:

Голубнича Л.О. – доктор педагогічних наук, доцент, професор кафедри іноземних мов № 3 Національного юридичного університету імені Ярослава Мудрого

Нестеренко К.В. – кандидат філологічних наук, доцент кафедри іноземних мов № 3 Національного юридичного університету імені Ярослава Мудрого

**Іноземні мови у вищій освіті: лінгвістичні, психолого-педагогічні та методичні перспективи.** Матеріали III Всеукраїнської науково-практичної конференції / Національний юридичний університет імені Ярослава Мудрого / Харків: НЮУ ім. Ярослава Мудрого, 2016. – 304 с.