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PRESENTATION. THE MAIN RULES AND CONDITIONS FOR SUCCESSFUL PRESENTATION

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Presentation skills are among the most vital skills of the 21st century. The presentations which are used in Ukrainian environment frequently do not follow the international standards but they are the only guide the PhD students have. Nowadays Ukraine is entering the global society, therefore, our scientists more and more frequently come in contact with representatives of different nationalities possessing their own values, cultures and models of a "good presentation". To be successful in international context you should be aware of the possible challenges you could face presenting in front of the people who belong to different nationalities.

The professional development is one of the main problems for nowadays. A lot of scientists have been researching this problem for long period of time. These are such scientists as V. Bykova, D. Kagan, A. Khutorskiy, V. Kukharenko, B. Shunevich, V. Tikhomerov, M. Yevtukha and others.

As it is noted in pedagogical and psychological sources presentation is a formal talk to one or more people that "presents" ideas or information in a clear, structured way. According to the experts' opinion, 50% of all the presenters' mistakes are made at the preparatory stage. It is said that if you fail to prepare, be prepared to fail. So preparation and practice is the background of any effective presentation. First of all you have to study your audiences' expectations of a good presentation and put the content in the style which matches these expectations and reaches your objectives.

So coming back to the preparation process first of all to decide what type of presentation we are going to give. There are several types of presentations. These are: press conference, briefing, demonstration, product launch, lecture, talk, seminar, workshop.

Doing the presentation we have to remember about the main rules of a successful presentation. First of all it should be found out about the audience: how

many people there will be, who they are, why they will be there. After that it is necessary to find out about the venue and the facilities: the room, the sitting plan, the equipment. The other very important rule is to plan the content and structure and write notes on sheets of paper. A lot of Methodists advise to try to memorize the first five sentences of your talk. Preparing visual aids such as pictures, diagrams will help to be a successful presenter. When the presentation is ready it is good advice to rehearse your presentation with friends or colleagues.

The structuring of a presentation is one of the main point in preparing it and to make it interesting and cognitive for students. As you see from the time of famous Greek speakers all presentations consist of three parts and follow the model which is demonstrated on figure 1. At each part of the presentation special presentation language is used which you will see in your handouts for consideration and using.

It should be noted to students that just after that the presenter has to concentrate on the structure of his/her talk and start with an introduction. Every good introduction contains some integral parts.

When the teacher welcomes the audience, he or she establishes contact and makes the first evaluation. Saying who he is the teacher intensifies the contact and sets roles. To mention the topic is needed for people to perceive the information. When it is highlighted the relevance of the topic it gets the audience interested and grip the attention. When the teacher informs about the structure he or she makes it easier for the audience to follow him or her. Mentioning the time of the talk the audience is guided and prepared for a certain time of listening. And when the teacher inform about the question policy he or she again guides the audience and makes it comfortable as for asking questions and using handouts.

It is very important to get the audience attention at the introduction stage. There are some recommended techniques to get the audience attention, to make the introduction memorable and vivid. These are such techniques as ask a rhetorical question, start with an interesting fact, tell them a story or anecdote, give them a problem to think about.

So the problem of getting the audience attention leads to the challenges presenters can face in an international environment. As it has been already mentioned, people can have very different ideas about what makes a good presentation.

Here are nine key questions to answer before the presentation.

- 1 How will my presentation benefit the audience?
- 2 What is the role of the audience?
- 3 What is my role as presenter? Am I expected to be an expert with all the answers?
- 4 How far should I focus my presentation on action (what has been done and what is to do) or analysis (what is known and what is to find out)?
- 5 What is my audience's attitude to structure and organization?

6 How much time should I spend at the beginning on a personal introduction?

7 How far does my audience expect information? How far is entertainment demanded?

8 How good is the English of my audience?

9 Which decisions will my presentation support? Who is the decision maker?

The next part of any presentation is the main part. It can consist of such subparts as: briefly state your topic again where it should not be forgotten that people's quick memory is 7+-2 sentences; signal the audience the moving to the next issue using signposting language. Signposting language helps to move from one part of the presentation to the other and explain the audience where they are at the moment.

The next important issue of any presentation is visuals and different way of preparing and describing them. It should be highlighted that multimedia resources available to presenters nowadays are increasing. In the past it was only blackboard and sometimes overhead projector. Now every presenter can master PowerPoint with audio and video slides, links with the Internet and connection with people in the other part of the world.

The next important part of a presentation is conclusion. Some experts say that a memorable conclusion is even more important than a good introduction. As a psychologist Prof. Eisenberg noted people remember those messages which are important for them and which are repeated often enough to allow transfer to our long-term memory. Therefore, a good conclusion needs a repetition, a summary of the content and a focus on the most relevant issue, the concluding statement. It should not be forgotten about the most important elements of the conclusion. These are signaling the end of a presentation, summarizing the main points, recommending or suggesting something, inviting questions.

It should be considered is the question phase of a presentation which many teachers who have to do public speaking believe to be the most challenging part of the presentation procedure. Practically, this part cannot be prepared. Of course, it is possible to anticipate questions if you know your audience well but frequently reality brings surprises. Giving positive feedback it should not be overused the phrase "It's a good question", "It's a wonderful question". Dealing with questions the teacher should remember about such things as: Listen carefully and make sure you have understood the question correctly, ask for clarification or reformulate the question if necessary, if you want to postpone the question say why politely, if you do not know the answer say so and offer to find out, answer the irrelevant questions politely but briefly, check that questioner is satisfied with the answer.

Perhaps someone's question will raise an issue you don't want raised! It should stay positive at all times. Difficult or 'wrong' questions can be useful, even when they're challenging the teacher. It's an opportunity for the teacher to learn the different opinions and perspectives of students from other cultural backgrounds. can face with. Be sensitive to the fact that in some cultures audiences will find.

It is very important for perception of the presentation by students and encourage them to develop professionally is the delivery or non-verbal communication. Experts say the way you present of is sometimes even more important than the content. Albert Mehrabian is frequently quoted during discussions on non-verbal communication. His research in 1950s revealed the importance of body language and voice when presenting. He judged that the total impact of a message is about 7% verbal (words only), 38% vocal (including tone of voice, etc.) and 55% non-verbal. International presenters often underestimate this aspect.

Focus the attention on speed of speaking, fast speakers in some cultures may look energetic and dynamic, but for other cultures they may look individualistic, aggressive and arrogant. Slow speakers may seem analytical for some cultures but for others – uncreative and boring. The best model is to speak faster when explaining and slower when making key points.

In conclusion it should be emphasized that teachers who do the presentation should be well prepared, know the rules of presentation structuring, the techniques of preparing and presenting visuals as well as be aware of non-verbal communication.

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FROM TRANSFORMATIVE LEARNING TO TRANSFORMATIONAL TEACHER

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At present, a new level of requirements is presented to the personality of the teacher of a modern higher education institution. The condition for the effectiveness of pedagogy in a modern university is the level of culture of the teachers themselves. The higher educational institution should form the student's understanding that his appearance, clothing, manners, methods of communication, speech style have a certain social and cultural value, they are important for the future professional activity of students and graduates.

To the personality of the modern teacher, special demands are made in connection with the complexity and importance of the problems and tasks solved by him, the multifunctionality of pedagogical activity, social responsibility, etc. The teacher is the key figure in the pedagogical process of the higher school, he