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THEMATIC PRESENTATION AS A MEANS OF TEACHING ORAL SPEECH IN A NON-LINGUISTIC UNIVERSITY

Abstract: 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.
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Introduction

Modern processes of globalization, the increasing role of information, the dynamism of the development of modern society indicate the need to revise approaches to education in general. The development of modern pedagogical science is possible only through the use of an innovative approach, which requires the creative integration of new methods and technologies into the general education system.

Currently, many countries around the world are striving to modernize the education system through the introduction of information and communication technologies, which have enormous educational potential and provide new learning opportunities. This trend is also observed in Uzbekistan. So, in the state educational standards, both general and higher education, it is said that an educational institution should provide teaching in a modern information and educational environment.

The processes of computerization and technologization of the educational process are irreversible and relate to all areas of the educational process. Thus, the use of multimedia tools in teaching a foreign language is currently an urgent trend in teaching methods. One of the most important advantages of using multimedia tools is that they contribute to the creation of a foreign language communicative environment when studying a foreign language in both specialized and non-linguistic universities.

In accordance with the SES, the goal of teaching a foreign language is to develop a foreign language communicative competence. It is rather difficult to develop it outside the linguistic environment, therefore the teacher of a foreign language faces the difficult task of creating a communication situation that will be close to the realities of the country of the target language. Technical training aids can be of immense help in addressing this issue. The creation of an artificial foreign language environment in the process of teaching foreign languages is one of the important problems of modern methods, since it is associated with teaching one of the four main types of speech activity: speaking, which is the most difficult to develop.

In connection with the development of information technology, 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,

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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.

The possibilities of instant access to any information instill in the student confidence in a simple solution to a difficult problem for him, which means that there is no need to borrow a book from the library (after all, you can always watch the film adaptation on the net). Clip thinking has not only drawbacks, it is the development of some cognitive skills at the expense of others. Teenagers today, for example, are more capable of multitasking, they can easily do several things at the same time. True, often the payment for this is absent-mindedness, hyperactivity, attention deficit and the preference for visual symbols for logic and depth in the text. Students' understanding of cause-and-effect relationships suffers, the teacher's authority falls, and they often argue, defending "their" opinion, which they actually gleaned on the network, without noticing it and becoming a conductor of other people's ideas.

Secondly, project thinking is difficult for today's students. Constant presence in the network creates an illusion for the student that he can penetrate anywhere and act there at his own discretion (which is especially typical for gambling gamers). In fact, he can only get acquainted with the peculiarities of a discourse developed by someone and proposed to him, play a ready-made scheme, but not act independently, outside the framework of this scheme. This is why adolescents often have difficulty when presented with a situation of real action. Thirdly, one should take into account how attention has been deformed in representatives of Gen Z compared to their predecessors. In classical textbooks on developmental psychology, it was argued that by adolescence, stable voluntary attention is formed, the volume and ability to switch increases, that a person is able to organize himself, while in generation Z the stability of attention in comparison with previous generations demonstrates negative dynamics, which dictates the need for great efforts to retain the attention of students.

Fourthly, it makes sense to pay attention to the development of memory, because modern students need to keep in their heads a huge amount of information at least for a successful result when passing exams. The information generation, unfortunately, has a more developed short-term memory; only small portions of information are stored. If a teenager does not consider it important, then he simply "erases", not seeing the point of storing information in his head that he can easily get back online at any time.

Teens do not remember the content better, but the place where the necessary information is stored. They do not need to store in their heads the data that previous generations knew by heart (dates, events, names, phone numbers, codes, etc.) In previous generations, a new approach (to store data in gadgets) was layered on an already developed habit of memorizing, and a new the generation is growing up with a new type of memory, and this is a reality that also needs to be worked with.

Fifth, it is necessary to take into account the peculiarities of their perception when working with modern adolescents. Due to the constant sitting at the computer, significant deprivation has developed - the deprivation of certain sensory signals that are associated with the outside world (smells, touches, etc.).

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 presentations largely depends on compliance with the requirements for creating a presentation: information content, conciseness, consistency, structuredness, visibility and literacy [1, 32]. Compliance with the listed requirements is necessary to create a high-quality presentation, the use of which will make the lesson cognitive and effective.

The 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 above-mentioned advantages of using the presentation, a sense of responsibility and teamwork develops.

As a rule, the creation of thematic presentations arouses great interest among 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 evaluative 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 presentation 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 [2, 16].

The practice of using presentations in the process of teaching a foreign language in non-linguistic specialties of Samarkand universities 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 to describe 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 Uzbek 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.

Summarizing the analysis carried out in this article, we can conclude that, when teaching a foreign language in a non-linguistic university, it is necessary to clearly define the goals and objectives of communication, to know the basic principles of teaching dialogical and monologue speech, to take into account possible difficulties that may arise in the learning process and be able to overcome them.

It is important to create a friendly atmosphere of mutual assistance, to teach how to create and use supports, to effectively use the time allotted for preparation. So, the use of multimedia education can contribute to a sharp increase in students' interest in the subject, improve the quality of mastering the material (thanks to various channels for the provision and perception of information), make it possible to individualize the learning process and make it possible to avoid the subjectivity of the assessment, its implementation of information and communication multimedia technologies creates the preconditions for intensification of the educational process in the realities of the university, they place the student in the environment in which he will find himself on the exam itself, since it also passes with the use of a computer.

Thus, 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 in front of an audience in a foreign language using a multimedia presentation will further allow students to become professionally demanded specialists.

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