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EFFECTIVE PRESENTATION AS THE WAY TO DEVELOP THE STUDENTS' NEED OF PROFESSIONAL DEVELOPMENT

Анотація. Розвиток суспільства на сьогоднішній день вимагає спеціалістів нового формату. Економічні, соціальні та політичні тенденції в Україні висувають нові вимоги до ВУЗів, а саме до їхніх випускників. Майбутні спеціалісти в тій чи іншій галузі мають весь час займатися професійним самовдосконаленням, що забезпечить їхню конкурентоспроможність на ринку праці. На сьогоднішній день суспільство високо оцінює спеціалістів, що не лише є висококваліфікованими в своїй галузі, але й мають високий рівень менеджменських, тобто управлінських, якостей. Один з методів заохочення студентів до професійного самовдосконалення є проведення презентацій теми, що буде стимулювати їхній професійний саморозвиток та самовдосконалення.

Ключові слова: розвиток професійного самовдосконалення, соціальні тенденції, економічні тенденції, принципи презентації, мова тіла, невербальне спілкування, мультимедійні джерела, тип презентації, структурування презентації.

Annotation. The development of Ukrainian society for nowadays demands new specialists of new format. Economic, social and political tendency in Ukraine develop new demands to higher establishments especially to their graduates. Future specialists in this or that sphere have to develop themselves professionally all the time to be competitive on the labour-market. Nowadays the society estimate highly the specialists who are not just highly-skilled in their specialty but they are good and well-skilled managers. One of the main methods to encourage student to develop professionally is making presentation which topic will encourage students to develop professionally.

Key words: professional self-development, social tendency, economic tendency, principles of a presentation, body language, non-verbal communication, multimedia resources, type of presentation, structuring a presentation.

Objective. 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.

Observe of literature. 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. Kukhareno, B. Shunevich, V. Tikhomirov, M. Yevtukha and others.

Main part. At the beginning it necessary to give the definition of a *presentation*. 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. It is a meeting in which newsmakers invite journalists to hear them speak and, most often, ask questions.

Briefing. It is defined as a meeting in which people are given information or instruction

Demonstration. This type of presentation is used as a method of where teaching by example rather than simple explanation

Product launch. Using this type of presentation it should remember that it is a meeting in which it is announced a new product

Lecture. As it is noted in many sources it is an oral presentation which is intended to present information or teach people about a particular subject, for example by a university or college teacher.

Talk. It is performed as a speech or lecture on a particular subject

Seminar. It is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization

Workshop. In many books it is defined as discussion and practical work on a particular subject, in which a group of people share their knowledge and experience

Preparing our 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.

STRUCTURING A PRESENTATION
Most formal – and many formal – presentation have three main parts and follow this simple formula:

1. Tell the audience what you are going to say = Introduction
2. Say it = Main part
3. Tell them what you said = Conclusion

The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) small sections

Fig. 1. Structuring A Presentation

INTRODUCTION

1. Welcome the audience
2. Saying who you are
3. Saying what the topic is
4. Saying why the topic is relevant for the audience
5. Informing about the structure of your presentation
6. Informing about the timing of your presentation
7. Informing about the questions policy

Fig. 2. Structure of Introduction

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. It is presented on figure 2.

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.

In some methodological and pedagogical books it is noted about the WISE principle which is recommended to be used in any introduction. It is presented in figure 3. The formula helps to consolidate the parts of a good introduction.

WISE PRINCIPLES
Welcome – Introduce – Say what the topic is – Explain why the audience will be interested
Remember to use words like *we*, *us* and *our* to highlight common interest

Fig. 3. WISE Principle

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? Audiences need to understand the benefits of listening to the presentation. Make it very clear in your introduction why people should listen to you.

2. What is the role of the audience? Should people listen silently or be active participants? Some audiences listen in silence as a sign of respect to the presenter, and in order to concentrate. They expect questions will come at the end. However, many presenters like to ask audiences to interact during their presentation.

3. What is my role as presenter? Am I expected to be an expert with all the answers? It's useful to clarify your role explicitly, particularly if you are *not* in the position of expert.

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)? Attitudes to 'analysis' and 'action' can differ significantly across the cultures of both countries and organizations. You need to find out what the expectation is: action or analysis?

5. What is my audience's attitude to structure and organization? In some contexts a very clearly signposted presentation is seen as evidence of good planning and professionalism. In other contexts, it could show a lack of imagination and an inability to think creatively. Despite of the Western belief that clarity and specificity are positive values, there are many parts of the world (for example Arabian countries, Asia) where communicating implicitly and indirectly is a norm and where getting «right to the point» is considered as impolite and aggressive.

6. How much time should I spend at the beginning on a personal introduction? This depends on whether the context is relationship-oriented or task-oriented. Task-oriented audiences want a focus on professional responsibility. Relationship-oriented audiences like to hear more private details to make closer contact.

7. How far does my audience expect information? How far is entertainment demanded? This is a question about style. In some cultures a presentation is a performance, with the presenter entertaining the audience with humor, fun and lots of charisma. In other contexts, in front of an audience which just wants hard data delivered without any show, this approach can fail.

8. How good is the English of my audience? If key members of the audience have a poor level of English, it is necessary to support them in a number of ways, for example with an interpreter, with translated handouts, with handouts written in simple English and / or by speaking more slowly, repeating important messages and allowing plenty of time for clarification and discussion.

9. Which decisions will my presentation support? Who is the decisionmaker? Presentations often support a decision-making process. In this situation it's vital to identify the key decision-maker(s) in the

audience. It is also necessary to find out how quickly decisions will be made.

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. Speaking about the process of preparing slides it is necessary to mention that the presenter should concentrate on the such issues as How many slides I have to prepare? What should be the content of the slides? What is the best slide organization and design? What is the best way to make comments when you demonstrate slides?

Experts say presenters should not overuse slides, do not prepare many of them. Slides distract the audience attention from the teacher as the presenter and his or her speech. People in some cultures may think the teacher to be a PowerPoint slave that is a person who is incompetent to deliver his/her message without using a lot of pictures and animation. Teachers should remember that visuals are prepared not for entertainment: they should be transparent and make a great impact on the audience. In some sources about preparing successful presentation it is mentioned about the rule of six where it is said that the maximum lines in the slide should be six and the maximum words in a line should be six. It should not be used italics because it is difficult to read when it is projected. As for colors it is noted that the high contrast colors make text easier to read and dark text on light background usually works best. If the teacher wants to put emphasis on a word or a phrase it should not be used capital letters. The best solution is to highlight the key text with color. When talking about visuals and ways of describing them during the presentation the teacher should follow one important rule: visuals should be clear and easy for the audience to follow. If it is described a complicated visual it is necessary to point out the important information.

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 message 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.

The next issue to 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 can not 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». In some cultures students may think you to be insincere and not competent. 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. Speaking about conclusion it should remember about peculiarities of the question-answer phase of presentations for students of different cultural background. What should the teacher remember working with the audiences that do not ask questions. The matter is in some cultures it is considered to be impolite to ask questions as it signals that the presenter was not complete and clear. Sometimes people may be worried about their level of English. In these situations it's a good idea to have question prompts or questions prepared. Here is an example:

Teacher Are there any questions before I move on?

Students (Silence)

Teacher Well, one question I'm often asked is about this process is. Such practice will encourage the audience to start asking questions themselves.

The next problem which the teacher can face is questions he or she can not 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. The next problem is dealing with a great number of questions. Sometimes it may not have enough time to answer all the audience's questions, particularly in contexts where asking a lot of questions is normal. In this situation it's important that it is noted down any unanswered questions and promise to answer by email or over the phone. Dealing with audience sensitive to direct answers is one more issue which a teacher can face with. Be sensitive to the fact that in some cultures audiences will find it challenging to ask questions openly, and may be sensitive to direct answers

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. It is shown on the figure 4.

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.

As a rule presenters wear a business uniform – suit with tie or costume. A good hairdo can add the teacher self-confidence and help avoid extra stress. Personal space is wider for Westerners and closer for eastern countries.

NON-VERBAL COMMUNICATION	
1.	Appearance – body and clothing
2.	Physical environment
•	personal space
3.	Body language
•	body posture
•	facial expression
•	gestures
4.	Paralinguistic
•	speed
•	volume
•	tone
•	pitch
•	fill
•	quality

Fig. 4. Non-Verbal Communication

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.

Speaking about the tone of voice it should be mentioned that in some cultures enthusiastic speakers energize audiences, but they irritate people of other countries who may see this speaking style as unprofessional and self-promoting. More serious voice may communicate professionalism and may send people of Western cultures to sleep. Your voice, the way you stress words, make pauses in sentences will make your presentation more interesting and easier for the audience to follow.

It should be mentioned about body language. Walking around is vital to animate presentation, to create a dynamic movement which audience have to track. But do not overdo it – too much movement irritates people. Never turn back to the audience when explaining your slides. The best policy of eye-contact is to scan the audience for 15 seconds, maintain contact with different people then move. With this technique the audience feels you are talking to all of them.

Facial expressions support what we say: confidence, openness, friendliness. Westerners notice that non-native speakers underuse the expression of smile and look dull or aggressive.

Be sensitive to the fact that gestures vary enormously from culture to culture, so study your audience and use only appropriate gestures.

Non-verbal communication is open to the same process of misinterpretation as verbal communication. We will misinterpret other people, and they will do the same to us. Only with a great deal of experience and practice are we able to analyze the behaviors of others accurately.

Conclusion. 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. But moreover, he or she should be culture sensitive,

know each of his or her students' expectations of a good presentation' and deliver the content in such a style which matches these expectations and encourage students to develop their professional skills and self-development.

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