

THE ROLE OF STUDENTS' INDEPENDENT WORK TO CREATE PRESENTATIONS IN THE MICROSOFT POWERPOINT FORMAT IN THE DEVELOPMENT OF LANGUAGE AND INFORMATION COMPETENCE

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Abstract: The article describes the advantages and disadvantages of students' self-guided work through creation of PowerPoint presentations for the development of their linguistic and informational competence. The merits of this kind of work prevail over the demerits and include the development of information analysis, scientific research activities, writing, speaking and listening comprehension skills, increasing motivation of studying English.

Keywords: self-guided work, PowerPoint presentation, information, motivation, teaching foreign languages.

The article attempts to identify and systematize the advantages and disadvantages of students' independent work on creating presentations in the Microsoft Powerpoint format to develop their language and information competence. The relevance of this study is due to the widespread use of computer technology in teaching foreign languages in higher educational institutions and insufficient coverage in modern domestic literature of such an aspect of students' independent work as creating presentations.

The existence of the PowerPoint program and its ease of use allows teachers and students to get involved in the process of creating computer learning tools for foreign languages. PowerPoint allows users to create an electronic slide presentation that combines text, illustrations, photographs, audio and video, tables, graphs, charts. "This program provides an extensive and easy-to-use technical toolkit, which can be conditionally divided into two groups: for efficient and time-saving preparation of a presentation and for its effective presentation due to various possibilities for managing the progress of a slide show" [1, p. 38].

The creation of computer presentations by students, as well as other types of independent work, is organized by the students themselves due to their internal cognitive motives, is carried out at the most convenient, from their point of view, time, is controlled by the students themselves in the process and according to the result, is carried out "on the basis of an indirect, systemic, flexible management by the teacher" [3, p. 113]. Independent work on creating a presentation requires the student to give the educational task a personal meaning, to subordinate other interests and forms of employment to this task, "self-discipline, personal responsibility, and should bring satisfaction to the student in self-improvement and self-knowledge" [8, p. 7]. Working on a computer presentation gives the student the opportunity to immerse themselves in the learning environment and navigate it independently.

At the initial stage of preparing a presentation, the student searches, analyzes and selects information resources provided to him by the global computer network Internet. At the same time, the activity of cognitive activity increases, the ability to analyze the material improves. After all, the quality of many Internet resources leaves much to be desired: "you can find a lot of material in a foreign language that contains grammatical, spelling, lexical errors ... Working with resources of this quality will require students to develop special skills, including the ability to observe, recognize and critically analyze material" [7, p. 26]. In the course of creating a set of slides, students learn to evaluate the completeness, reliability, novelty, informational and cultural value of information presented on Internet sites, as well as select significant information. "The undoubted advantage of using computer technologies is the shift in emphasis from verbal teaching methods to methods of search and creative activity" [6]. Thus, independent work of students on presentations contributes to the development of their research skills. Learning in this case occurs as a process of mental development.

If a student uses English-language resources, then his skills in reading foreign texts improve, vocabulary is replenished with the vocabulary of modern English, a stable motivation for foreign language activity is formed, the ability to independently extract various types of semantic information from a foreign language text (basic, secondary and clarifying), develops his own style of foreign language intellectual activity.

If a student uses Russian-language resources, then at the stage of creating a presentation, he develops lexical and grammatical translation skills, masters translation editing skills using machine translation systems, and improves writing skills in English. During the design of the presentation, students improve the skills of synthesis, classification and systematization of foreign language information. "Knowledge acquired independently is assimilated more firmly than transferred in finished form by a teacher.

In the course of independent work, each student directly comes into contact with the material being studied, concentrates his attention on it, mobilizing all the reserves of an intellectual, emotional and volitional nature" [4, p. 119]. While creating an aesthetic, beautifully designed presentation in English, students use the language productively and with pleasure.

Students use the Internet as a source of authentic texts, photographs, illustrations and other materials, which provides students with the opportunity to improve their language and speech skills. "This resource also increases their confidence in using the language as a means of obtaining and processing information and communication, since with the successful organization of work with such a source, students realize the complexity of the task they performed, in contrast to educational, artificially created situations" [5].

The inclusion of presentations in practical classes in English brings variety, enlivens the learning process, increases the emotional impact on students, creates a comfortable learning environment, and helps to form a model of real communication. Demonstration of a set of slides created by students on their own contributes to the development of students' "communicative skills to present and discuss the results of working with Internet resources" [7]. Showing your own set of slides, which serves as a support for the presentation, allows you to remove difficulties in the process of monologue utterance.

The advantage of PowerPoint presentations lies in the possibility of combining classroom and extracurricular independent work of students. Showing presentations in a foreign language class has a positive effect on the development of the language and information competence not only of the authors of the presentations, but also of those students who view the slides. The visual saturation of the presentation (illustrations, photographs, charts, diagrams, graphic compositions) enhances the efficiency of perception and memorization of educational material by students in the process of listening. At the same time, the educational material is memorized visually, by ear when commenting on the presentation by the student-author, as well as associatively through the images reproduced on the screen.

Despite all the advantages of independent creation of presentations by students, experience shows that this type of work has its drawbacks. When preparing a presentation, some students get too carried away with graphics and animation, paying less attention to the content side. Excessive use of graphics, fancy fonts, different colors, inappropriate illustrations, a large number of objects on one slide distracts listeners from the content of the presentation. Too complex grammatical structures, lack of highlighting key words and phrases, unreadable small print, an abundance of foreign words unknown to most of the audience, incorrect pronunciation, lack of phrasing and logic in the presentation make it difficult to perceive the material. Often, students put the entire text of the speech on slides and read it during the speech, instead of talking to the audience. In this case, the skills of speaking in a foreign language do not develop.

Considering the independent work of students to create presentations, one cannot help but raise the issue of the volume of training sessions that should be allocated for the use of electronic learning tools. Asking students to develop a set of slides should not be for all classes, but only in cases where the topic of the lesson involves the use of a large amount of illustrative material. Students most willingly create presentations on the topics "My hobbies", "Student life", "Common features and characteristics of national cultures", "Travel", "Sights of the country of the language being studied". At the Faculty of Information Technology at Vladimir State University, during the semester, approximately 20% of the study time of the total volume of English classes is devoted to classes in which students demonstrate their own presentations.

At the Department of Foreign Languages of Professional Communication of Vladimir State University, an annual competition of student presentations in English is practiced. The first stage of the competition takes place in academic groups, where the most successful sets of slides are selected. At the same time, the correspondence of the presentation to the declared topic, the literacy of the presentation of the material, the design and presentation of the presentation are evaluated. According to the nature of the information provided, as a rule, combined presentations that combine text, illustrative and audio-video materials are most highly rated. Nevertheless, the impression of a presentation that is excellent in design and content can be greatly spoiled by its poor quality presentation: inability to comment on presentation slides without constant reliance on text, slurred, too fast or, on the contrary, too slow reading of slide comments, incorrect pronunciation of words.

Often students create joint projects, united in groups of 2-3 people. Students are given the opportunity to independently determine the composition of the group. Working on a joint project develops the skills of cooperation, dialogue with fellow students in collective creative activity. The presentation computer program provides the possibility of subject communication in a foreign language within a group of students. When working on a group project, the distribution of functions of each member of the group, the criteria for the final assessment are negotiated and agreed upon taking into account the wishes of the students. Often, group presentations turn out to be of the highest quality in terms of content, design and presentation, since each of the students is responsible for the area of work that is more interesting and easier for him to complete. The presentations that aroused the greatest interest become the stimulus for spontaneous discussion in the student audience.

Subsequently, the works that have passed the qualifying round in academic groups participate in the university-wide competition of student presentations, to which the majority of students are very interested. Self-creation of presentations by students with their subsequent demonstration in the classroom helps to diversify and make more exciting and spectacular classes that are conducted according to standard textbooks, contributes to the intensification of the learning process and the dynamization of the pace of the lesson, increases students' motivation to master English.

Summing up, it should be noted that the advantages of students' independent work on creating presentations in English prevail over the disadvantages of this type of work. Creating sets of slides with their subsequent demonstration during practical classes involves students in an active, creative, independent learning process, allows you to move from external motivation for learning to internal moral and volitional regulation, brings up information culture and scientific outlook, the ability to organize independent and group work. Creating presentations contributes to the development of students' writing, speaking and listening skills, improving their information culture, expands the language and sociocultural competence of students, increases their self-esteem and motivation for learning English, allows you to individualize the learning process.

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