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EDUCATIONAL TECHNOLOGY

AS ONE OF THE TERMS FOR ENHANCING PUBLIC SPEAKING SKILLS

LA TECNOLOGÍA EDUCATIVA COMO UNO DE LOS TÉRMINOS PARA MEJORAR LAS HABILIDADES DE HABLA PÚBLICA

Tatyana Ivanova¹

E-mail: ivanovat12005@tlttsu.ru

ORCID: <https://orcid.org/0000-0002-3806-171X>

Natalia Gubanova²

E-mail: nvgubanova1@yandex.ru

ORCID: <https://orcid.org/0000-0003-2422-3295>

Indira Shakirova³

E-mail: indiraksu1@mail.ru

ORCID: <https://orcid.org/0000-0001-5556-0927>

Fitri Masitoh⁴

E-mail: masitoh@hotmail.ru

ORCID: <https://orcid.org/0000-0003-1299-9926>

¹ Togliatti State University. Russian Federation.

² Ulyanovsk State Agrarian. Russian Federation.

³ Kazan Federal University. Russian Federation.

⁴ Politeknik Penerbangan Palembang. Indonesia.

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RESUMEN

Teniendo en cuenta la entrada de Rusia en el proceso de Bolonia en la actualidad, las organizaciones educativas estatales de varios países, así como las corporaciones financieras e industriales forman una "cartera de competencias", en función del cual el personal está capacitado, evaluado y seleccionado, resulta obvio que la formación de la competencia comunicativa es una condición importante para una educación de calidad. En este artículo, los autores consideran recomendaciones generales para hablar en público utilizando tecnología educativa. También se destacaron los principios de preparación de un discurso ante la audiencia, el desarrollo de una metodología paso a paso para compilar un discurso público. Entre las tecnologías educativas, los autores proponen el uso de formas interactivas de aprendizaje que sean más apropiadas para una preparación exitosa para hablar en público.

Palabras clave: Hablar en público, presentación oral, técnica de preparación, tecnología educacional, oratorio, técnica del habla, comunicación, cultura del habla, retórica.

ABSTRACT

Taking into account Russia's entry into the Bologna process at present, state educational organizations of various countries, as well as financial and industrial corporations form "portfolio of competences", on the basis of which personnel are trained, evaluated and selected, it becomes obvious that the formation of communicative competence is an important condition for quality education. In this article, the authors consider general recommendations for public speaking using educational technology. The principles of preparing a speech to the audience, the development of a step-by-step methodology for compiling a public speech were also highlighted. Among educational technologies, the authors propose using interactive forms of learning that are most appropriate for successful preparation for public speaking.

Keywords: Public speaking, oral presentation, preparation technique, educational technology, oratory, speech technique, communication, speech culture, rhetoric.

INTRODUCTION

In modern education, there have been clear trends towards strengthening the humanitarian component, to improving on this basis the training of future specialists who know the basics of professional communication. Future specialists, along with the requirements for professional qualifications, should have such personal qualities as the ability to communicate (Mirzagitova, et al, 2017; Ibatova, 2017). This allows us to highlight communicative competence as one of the key in vocational education.

No one will argue that public speaking is an art which can and should be learned. To consider that anyone can go out without any preparation or training to make a report or tell about himself is a very dangerous misconception. The ability to speak publicly is a necessary skill.

Public speaking is a lifelong necessity. The constituent element of communicative competence is the ability to speak publicly, which has become a necessary skill in the modern world: teachers and students, top managers, direction managers, and employees have to prepare and conduct lectures and presentations. Unfortunately, often the most brilliant content drowns under an inexpressive performance. Fear of the audience, stiffness, nervousness are familiar to many (Ibatova, 2017).

Public speaking refers to communicative universal learning activities. The student must learn to adequately use communicative, especially speech, means to solve various communicative problems, build a monologic statement, express his opinion and argue his point of view and evaluate events. By focusing on the content, many educators lose sight of the form, how the student will perform such tasks. What should a teacher do with this new challenge of the modern educational process and where to start?

First, of course, you should decide what is important for developing public speaking skills. To successfully address the public, you need to have many skills that can be represented as a combination of three important components: good emotional state, thorough preparation and public speaking skills. Careful preparation implies excellent knowledge of the topic of the speech, elaboration of all the questions the audience can ask, and its arguments. Public speaking skills require a lively interactive dialogue with the audience. It is important not only what the person says, but what kind of reaction the words evoke on the listeners. This topic is relevant in modern conditions, when the requirements for education have significantly increased on the part of society (Ilyin, et al., 2018). The development of public speaking skills occupies a more important place in the content of education than it might seem at

first glance. In the modern world in which students live and develop, the problems of openness, tolerance, and communication are more relevant than ever. It is through communication that the path to life and professional success lies for most students.

The purpose of this article is to formulate general recommendations and principles for preparing a public speech using educational technologies, to develop a step-by-step methodology for preparing a public speech.

METHODOLOGY

The theory of eloquence suggests that listeners perceive what was said in personal contact with the speaker. "A person disposing to himself, showing a respectful attitude, as a rule, causes counter feelings."

The word "technology" came to pedagogy from industrial production, where it denotes the process of manufacturing products in the most efficient and economical way. It should be noted that in pedagogical practice the concepts of "pedagogical technology" and "educational technology" are often synonymous, although the latter is broader in content because it may include various related aspects (psychological, economic, social, etc.) (Andrienko, 2019).

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Actually the phrase "educational technology" is an inaccurate translation of English language. Until recently, this inaccuracy did not cause any discomfort but recently, when characterizing the concept of "pedagogical technology", it is most often emphasized that we have in mind both training and education. Any pedagogical technology answers the questions: "What to teach and / or how to educate?", "Why to teach and / or educate?", "How to teach and / or educate effectively?".

Pedagogical technology should allow to achieve the goals of training and education through diagnostic goal setting; planning and design of the educational process; phased diagnosis of the educational process; variation by means and methods of training. Pedagogical technology always involves a strict sequence of pedagogical operations (teaching methods, methods, actions) and therefore the controllability of the educational process.

The concept of educational technology also applies to the entire process of training and education, but when using this term, special attention is paid to the organizational

aspect of training. Educational technology includes: planned learning outcomes, diagnostic tools for the initial, current and final state of students, a set of learning models, criteria for choosing the optimal learning model for these specific conditions (Lebedeva, 2011).

Then, in this article were review the following concepts and paradigms regarding public speech from the point of view of educational technology.

RESULTS AND DISCUSION

A good performance in public speech involves many different skills:

1. The ability to prepare a speech. At this stage, it is necessary to determine:

The topic of speech. It should express the main idea that should be conveyed to the audience.

The purpose of the speech. It should express the meaning and direction of the speaker's actions, the content of the speech, the selection and accumulation of material, knowledge, information that are relevant, do not repeat the known, but have signs of novelty.

The material should be substantiated by strong arguments, based on facts. The content of the speech should contain information that is interesting and understandable to the audience.

Form of presentation: report, presentation, speech, etc. In any case, the chosen form should be an organized and grouped material capable of helping to focus the attention of students on issues that are significant in the professional environment.

2. Correctly establish contact with the audience.

The purpose of the introduction is to establish a confidential friendly field of communication between the author of the presentation and the audience. At this stage, the speaker should try to interest and engage the public.

3. Attract and retain the attention of the audience, track the reaction of the audience and respond in a timely manner to a decrease in attention.
4. Develop a presentation structure in accordance with the tasks set, choose arguments suitable for a specific audience.
5. Confidently hold in front of a large audience, confidently and positively answer questions.

It is necessary to train in anticipation of questions and to distinguish between types of questions, use different methods in answering them. Questions may require new information about something. Most often they are set at

public meetings. Competent answers to them suggest extensive erudition of the speaker. There are questions that are correct or incorrect. The correct question is based on true premises. He refers to a very specific field of knowledge or activity. It does not contain a contradiction. An incorrect question is based on false or confused knowledge, on conflicting judgments or judgments, the meaning of which is not defined. To a logically correct question, you can give a true answer. Logically incorrect questions can often not be given a meaningful answer. It is useful for the speaker to learn to recognize provocative questions. Their point is to put the speaker in a quandary. With the help of such questions, an attempt is made to introduce false or ambiguous information about the events under discussion, about a person, about knowledge, etc.

6. Manage your voice, gestures, and facial expressions during the speech. The logical component of speech, the coherence, and the sequence of presentation of the material offered to students are also important here. Special techniques of eloquence and the attraction of vivid images in the course of the performance will not interfere. The performance will be won if visual aids, drawings, diagrams, tables, demonstration techniques are used, and videos are used.
7. Tune in to the performance, choosing the optimal emotional state.
8. To identify elements of personal style of speech (words, gestures, postures) that interfere with effective performance and replace them with those that help (adequate) to a particular situation.
9. To create the most favorable impression of the audience by demonstrating friendliness, tolerance, assistance, tact.

Now we are going to consider what types of public speaking form exist.

A report is a detailed message that reveals either an important scientific or socio-political problem on a specific topic. The report contains a number of specific questions with conclusions and suggestions. The information contained in the report is designed for a prepared audience, ready for perception and discussion of problems. A report is a short presentation in which one small question or problem is addressed. Messages must be short, contain concrete, factual information, have illustrative examples and exhaustively reveal one small topic.

Speech - a prepared report when discussing any previously announced issue. The topic can be chosen in advance (within the framework of the discussed problem) or formulated during the discussion of the problem (improvisational performance).

Lecture - is one of the forms of propaganda, transmission, clarification of purely scientific, scientific, educational, popular scientific knowledge through the oral presentation of educational material, a scientific topic that has a systematic character.

A conversation is a detailed, prepared (i.e., previously thought out by the speaker) dialogue with the audience. The conversation may include quite long sections of the speaker's speech (monologues), but it involves obligatory asking questions to the audience, listening, analyzing and commenting on their answers.

A statement is a sentence considered in its communicative function, in a specific speech situation. According to the philologist M.M. Bakhtina: "A sentence that is affirmative in nature, becomes a real statement only in the context of an affirmative statement." In formal terms, the term "utterance" is used to denote any intonation designed speech units, including those that do not have a grammatical design as a sentence. Among the parameters that distinguish a statement from a sentence, sometimes include its actual division, defined by the order of words and intonation.

A monologue is a comprehensive and relatively complete meaningful statement by one person to another person (a group of people, society) in order to attract attention, clarify or pose a problem. The monologue does not require an answer; it is used to express its author. By the method of presentation of the content, three types of monologues are distinguished: description, narration, and reasoning.

The aim of the discussion is a collective discussion of a controversial problematic issue - the exchange of opinions and ideas, expressing one's own opinions and relations, proving or refuting facts and positions. Such a discussion is conducted in order to search for truth, to find the answer to the question posed, to bring positions and relations closer, in order to create new knowledge. The discussion assumes the existence of a really controversial issue, the participation of competent people in it, mature people who know how to hear a different opinion, select and present arguments that can compromise. The discussion requires a lot of preparation, a clear organization, pseudo-problems and pseudo-discussions are contraindicated to it. The discussion form is also used during the "round tables", in the work of expert groups, in forums, symposia, etc. By participating in discussions, a person enriches his communication culture. To successfully apply the discussion method, it is necessary that the participants have knowledge or experience regarding the subject of discussion. Viewers follow what is happening, for the most part without entering into discussions.

Debate - a dispute, discussion, clash of opinions on any issue. Controversy is a type of dialogue (more broadly, a polylogue) in which the warring parties actively interact, exchanging views. Among the forms of implementation of the controversy, they conditionally call: discussion (from Lat. Discussion - research, consideration), where argumentation and clear regulation dominate; a dispute where the emotional and moral aspects are developed; hassle, where the emotional side takes over, and the content and argumentation are leveled.

Many of these forms of public speaking are actively used by teachers in the classroom. Their use contributes to the development of students' speech, the ability to speak beautifully and competently, and also instills confidence in their abilities.

Consider what forms and methods of work in the lesson can be used to form public speaking skills. For the development and formation of the skills of public speaking of students, it is advisable to actively use the group form of work. This form of work can be used at any stage of the lesson. The purpose of group work is to involve each student in the learning process of the material. Pupils with low educational abilities in groups speak out more often, try to be active, to be useful in their common work. Students in groups get used to working together, learn to find a common language and overcome the difficulties of communication.

The experience of using the group form of work in the educational process clearly shows that this form of work creates the most comfortable conditions for students to communicate, allows them to build subjective relationships between themselves, between students and the teacher, which activates feedback, forms speaking skills in front of the audience. Within almost all academic subjects, the organization of activities in group form contributes to the development of the ability to independently (in groups) solve complex tasks, up to building new knowledge. It is the group forms of work that are an effective means of developing the communicative competencies of students; contribute to the formation of an adequate self-esteem of the child, and therefore, self-realization of their "I".

Students are always ready to share what they know well (findings). A similar form is conducive to communication on a given topic. Consequently, active work is underway to develop the ability to fully and accurately express one's thought, skills are mastered in monologue (presentation of the results of the group) and dialogical (discussion in pairs, group) speech, the ability to communicate with the audience. The ability to defend one's point of view, use

evidence, and draw conclusions is developing. This in turn helps to develop self-confidence.

The development of communicative skills of students takes place both in the communication of the micro group and in the dialogue between the groups. The effectiveness of each group depends on how it is possible to implement two main functions in a dialogue mode: solving educational problems and providing support to group members during joint work. The emotional climate of the micro group and the desire and ability of the group members to support each other are very important here. Therefore, the teacher should pay close attention to the composition of the group.

Work in groups requires a very specific atmosphere of the lesson: an atmosphere of discussion, debate, reasoning, evidence, a joint search for truth.

Among the methods of group work that help the teacher to form a competent, reasoned speech of students, it is necessary to highlight the educational discussion. Discussion is one of the most important methods for developing communication skills. According to A. T. Steshova "Discussion is a term that is synonymous with logic as the art of thinking, reasoning, expressing thoughts in accordance with the laws of the mind." She develops thinking, teaches to conduct polemics, and teaches to respect the opinion of the interlocutor, to listen to someone else's point of view. A discussion is an exchange of opinions, ideas, and judgments for the sake of seeking the truth. This type of work allows the teacher and students to come to a joint solution to complex problems. During the discussion, a positive psychological climate is created for finding a solution to the problem, alternative points of view are heard. The main function of the educational discussion is to stimulate cognitive interest; as well as teaching the skills of dialogical and monologic speech, reasoning, self-expression, the development of communication skills in a team, the upbringing of positive personality traits, a tolerant attitude towards people.

Brainstorming is one way to find new ideas. It is a way to solve a problem or task based on stimulating creative activity. During the brainstorming, participants express a large number of solutions, and then the most promising, successful, practical ones are selected from the ideas expressed. Its use can significantly increase the activity of all students, since all the children are involved in the work. During the work, children get the opportunity to demonstrate their knowledge and think about possible solutions to the problem. Moreover, they learn to express their thoughts shortly and as clearly as possible, to analyze them. The brainstorming method involves combining the

efforts of several people, and the ability to develop each other's ideas.

A special case of group students working together is working in pairs. It can be realized, for example, like this. Students receive a task under the same number: one student becomes an executor - he must complete this task, and the other - a controller - must monitor the progress and correctness of the result. At the same time, the controller has detailed instructions for completing the task. In the next assignment, children change roles: who was the performer becomes the controller, and the controller - the performer. Using a pair form of control allows one important problem to be solved: students, controlling each other, gradually learn to control themselves and become more attentive. This is explained by the fact that attention, being an internal control, is formed on the basis of external control. Working in pairs or groups helps to organize communication, as each child has the opportunity to speak with an interested interlocutor, express their point of view, be able to negotiate in an atmosphere of trust and friendliness, freedom and understanding, to be equal and different in co-creation. Group support evokes a sense of security, and even the timidity and anxious children overcome fear. This is very important in public speaking.

CONCLUSIONS

Project method promotes the formation and development of public speaking skills. The teacher, organizing project activities, creates such conditions for students under which they are immersed in the process of performing a creative assignment, master communicative skills, working in a group. A necessary quality of a person of the 21st century is the possession of research skills. To solve the problem, students get acquainted with the materials of reference books and encyclopedias, use monographs, scientific publications, find out different points of view on the problem being solved and analyze them. Collaboration in various situations forms students' discussion skills, forms the ability to find out the points of view of their classmates, the ability to clearly formulate their opinions for everyone, to make good arguments.

One cannot but pay attention to the urgency of the topic under consideration. Today, the main task of teachers is not to be good speakers, but to create conditions for the development of students' public speaking skills. This will help them communicate effectively with the public using a rich variety of language, body language, voice data and a structured approach to organizing the material and content presented.

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