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MULTIMETHOD APPROACH TO STUDENTS’ PRESENTATION SKILLS ASSESSMENT

This article proposes the use of multimethod approach to assess students’ presentation skills for a more objective evaluation. The traditional method of assessment has limitations: it is not student-friendly and may not always reflect all the aspects of oral presentations. The multimethod approach includes formative assessment (teacher’s observation and teacher-and-student co-reflection), and summative assessment based on the rubrics. The article suggests criteria to assess students’ public speeches. The use of the multimethod approach promotes students’ responsibility, motivation, and presentation and reflection skills development in the foreign language classroom.

Key words: multimethod approach; presentation skills; assessment; rubrics; observation.

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КОМПЛЕКСНЫЙ ПОДХОД К ОЦЕНКЕ ПРЕЗЕНТАЦИОННЫХ УМЕНИЙ СТУДЕНТОВ

В данной статье предлагается использовать комплексный подход к оценке презентационных умений студентов для обеспечения ее объективности. Традиционный метод оценивания имеет ограничения, он не всегда природосообразен

и не отражает все аспекты устного публичного выступления. Комплексный подход предполагает проведение наблюдения с последующей совместной со студентами рефлексией, и итоговую оценку с использованием шкал оценивания. В статье предложены критерии оценки публичной речи студентов. Применение комплексного подхода на занятии по иностранному языку способствует повышению ответственности и мотивации студентов, а также развитию презентационных и рефлексивных умений.

Ключевые слова: комплексный подход; презентационные умения; оценка; шкалы; наблюдение.

Introduction. In the modern world, effective communication skills are essential for success in various aspects of life, making the ability to give quality presentations a crucial component of a student's future career. Assessing students' presentation skills is therefore of great importance, requiring a method that provides a comprehensive and objective evaluation. While traditional assessment methods using rubrics have been commonly employed, they may not always capture all the aspects of oral presentations.

To address this limitation, this article proposes the use of a multimethod approach to assess students' presentation skills for a more thorough evaluation. By incorporating objective criteria, this approach aims to provide a more holistic evaluation of students' performance in formative and summative assessment. The methods employed in this approach include observations, questionnaires, co-reflection — all geared towards enhancing student development, improving their academic achievements, and in perspective increasing competitiveness in the job market. This multimethod approach not only aims to evaluate students' presentation skills comprehensively but also to foster their growth, ultimately equipping them with essential skills for success in the competitive modern world. The aim of this article is to substantiate the use of epy multimethod approach to assess university students', pre-service teachers' presentation skills, which include subject mastery, organization, engagement and non-verbal skills.

Main part. In the past, teachers took the responsibility of assessing their students in a unidirectional manner. Recently, there has been growing attention to the importance of involving students in assessment and apply formative assessment besides summative one. In both types we need objective rubrics.

So, to investigate students’ presentation skills, we suggest the following criteria to assess their performance: *aim orientation, structure, logic, the usage of engagement strategies, independence of speech and non-verbal skills*. With the help of the online application “iRubric”, we created the rubrics to assess students’ presentation skills (table 1).

T a b l e 1 — Rubrics to assess students’ presentation skills

Criteria	Needs improvement	Good	Excellent
Aim orientation	The introduction of the speech fails to establish a clear aim. The speech lacks a consistent focus on achieving the aim, with frequent tangents or unrelated information.	The aim is introduced in the speech, providing a general framework for the content. The majority of the speech is focused on addressing the aim, although some sections may deviate slightly.	The aim is well-established in the introduction, guiding the overall content and direction of the speech. Throughout the speech, there is a consistent focus on achieving the stated aim.
Structure	Introduction and conclusion are both missed. Body paragraphs lack structure and fail to develop the main points or provide sufficient supporting evidence. The same information can be in introduction and conclusion.	Introduction or conclusion can be missed. Body paragraphs generally develop the main points of the speech adequately, but some may lack thorough explanation or support.	Speech includes 3 main elements: introduction, main part, conclusion. Body paragraphs are well-developed, with each paragraph focusing on a specific main point or supporting evidence.

Continuation of table 1

Criteria	Needs improvement	Good	Excellent
Logic	<p>The sequence of ideas is disjointed or random, with insufficient logical progression or connection between different sections of the speech.</p> <p>Transitions between ideas are abrupt, confusing, or completely absent, hindering the overall flow and coherence of the speech.</p>	<p>The sequence of ideas is mostly logical, with some minor inconsistencies or slight digressions.</p> <p>Transitions between ideas are generally smooth, but there may be a few instances where connections between ideas are not clearly established.</p>	<p>The sequence of ideas follows a logical progression, allowing the audience to easily follow and understand the speaker's message.</p> <p>Connections between ideas are clearly established, using effective transitions to ensure a smooth flow between different sections of the speech.</p>
Engagement strategies	<p>Lacks a clear and logical argument, contains inaccurate or misleading information, fails to establish a solid sense of credibility or trustworthiness, fails to effectively connect with the audience's emotions or values.</p>	<p>Presents a generally logical and coherent argument, includes some relevant examples, presents information that is generally accurate and trustworthy, uses language that generally resonates with the audience.</p>	<p>Demonstrates strong and logical arguments, provides logical reasoning, uses relevant examples and citations, presents information with accuracy and integrity, employs vivid and compelling language to evoke specific emotions.</p>

End of table 1

Criteria	Needs improvement	Good	Excellent
Independence	Doesn't keep eye contact with the audience (always looks aside/on the floor), makes a lot of long pauses (more than 3 sec), uses clues a lot.	Tries to keep eye contact with the audience, sometimes looks aside, sometimes makes long pauses, sometimes uses clues.	Keeps eye contact with the audience all the time, does not make long pauses, does not use any clues.
Vocal mastery	Vocal delivery lacks clarity, making it difficult for the audience to understand the speaker's words. Pace and rhythm of the speech are inconsistent, causing disruptions and hindering audience engagement.	Vocal delivery is generally clear and understandable, though some sections may lack consistency or clarity. Pace and rhythm of the speech are generally appropriate, although some sections may feel slightly rushed or slow.	Vocal delivery is confident, clear, and well-projected, allowing the speaker's voice to be easily heard and understood by the audience. Pace and rhythm of speech are appropriately varied, emphasizing key points and maintaining audience interest.
Gestures	Gestures may appear stiff, awkward, nervous, or repetitive, hindering the speaker's expressiveness and audience engagement.	Gestures are generally purposeful and aligned with the message, enhancing the speaker's expressiveness and engaging the audience.	Gestures are purposeful, deliberate, and well-coordinated with the speaker's words, emphasizing key points and enhancing the audience's understanding and engagement.

These rubrics could be the basis for the use of multiple methods in the multimethod approach to assess students' presentation skills.

Observation is a starting point to assess oral speech. Teachers observe students' presentation performances and use the rubrics to evaluate various skills, such as clarity of delivery, persuasive arguments, and effective use of visuals, etc. Observation based on clear rubrics allows the teacher to obtain an accurate students' portrait.

In formative assessment, the teacher-and-student co-reflection strategy has a great value. According to researchers, this strategy involves a collaborative process between students and the teacher. It goes beyond a one-way assessment, where the teacher evaluates the students' work [1, p. 880]. Instead, co-reflection promotes active interaction and dialogue between students and the teacher throughout the assessment. Piniuta states, co-reflection happens when reflective learning and reflective teaching meet to generate improvements for the sake of minimising time, efforts, failures, and enhancing learner motivation. The benefits of this approach are illustrated with the CO-REFLECT strategy, which means [2, p. 96]:

C — collaborate with peer teachers and learners;

O — optimise objectives, content, procedures, and tools;

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R — reveal perceptions through classroom-based research;

E — evaluate the data obtained: enhance what is efficient and eliminate what is retarding;

F — facilitate perceptions of each other forming deeper perceptions of personalities;

L — learn to learn, and learn to teach;

E — enrich reflective experiences;

C — create a better educational environment;

T — think critically about how to teach/learn more efficiently.

On the one hand, co-reflection strategy allows teachers to share subject expertise and pedagogical knowledge that enables them to provide critical feedback and evaluation. They offer guidance, identify areas of improvement, and validate the accuracy of students' self-assessment through an objective perspective [3, p. 16]. Teacher assessment adds credibility and helps establish consistent standards, ensuring the evaluation process is reliable.

On the other hand, co-reflection strategy allows students to actively participate in the evaluation of their presentation skills. Students identify their strengths and weaknesses, and consider areas for improvement. This helps students take responsibility for their own learning, increase their motivation to master presentation skills, become more conscious participants in their learning and develop reflection skills. Moreover, self-assessment enables students to reflect on their growth leading to enhanced self-awareness [4, p. 7]. Research suggests that when students engage in self-assessment, they understand their own abilities [5, p. 569]. Through self-assessment, students become better equipped to set realistic learning goals and monitor their progress towards achieving them. For instance, a study by Kruger and Dunning found that incorporating self-assessment alongside teacher evaluation improved student motivation, self-regulation, and overall academic performance [6, p. 1130]. Similarly, the research of Falchikov and Boud highlights that self-assessment allows students to engage in deeper learning, fosters critical thinking skills, and promotes a growth mindset [7, p. 103].

To use this strategy in the classroom discussion, we prepared questions for teachers and students to assess presentation skills:

1. What difficulties does the student / do you face in public speaking? Rank the difficulties from the most to the least frequently encountered.

- A. Public speaking anxiety.*
- B. Lack of confidence.*
- C. Difficulties in organizing thoughts.*
- D. Poor delivery skills.*
- E. Limited vocabulary and language skills.*
- F. Audience engagement.*

2. How logical is the student's / your public speech?

- A. Always logical.*
- B. Mostly logical.*
- C. To some extent logical.*
- D. Not logical.*

3. Does the student / do you use engagement strategies?

- A. Often.*
- B. Sometimes.*

- C. *Never.*
 - D. *I didn't pay attention.*
4. *To what extent is the student's / your speech independent?*
- A. *Always independent.*
 - B. *Mostly independent.*
 - C. *To some extent independent.*
 - D. *Not independent.*

Based on the obtained responses paired with observations of students' oral reports in the classroom using the rubrics in table 1, we organized the discussion and compared the data. Surprisingly, we concluded that students have inflated self-esteem: that is why altogether observations, surveys and classroom discussions can draw a more comprehensive "picture" of students' competences.

After formative assessment was practised in a set of workshops in the experimental group, the contest for a better advertisement of the language school was organized as part of summative assessment. Keeping in mind the rubrics, the students demonstrated better skills in all the areas. The dynamics of the level of presentation skills after applying this approach and the set of technology assisted activities is 26.1 %.

Conclusion. Using the multimethod approach, we assess students' presentation skills and provide their comprehensive and objective evaluation, address students' individual needs and foster their communication expertise. This approach enhances academic performance and cultivates students' responsibility and motivation. By involving students in self-assessment, engaging them in co-reflection, discussing teacher's observations, a more holistic understanding of students' abilities is achieved. The active participation of students in self-assessment and the guidance provided by teachers lead to a deeper awareness of strengths and detection of areas for improvement. Ultimately, this approach is aimed to improve the quality of oral presentations and equips students with reflective skills.

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FROM MAPS TO MINDSETS: LEVERAGING VISUAL AIDS IN COUNTRY STUDIES LECTURES

This article examines the effectiveness of visualization in Country Studies lectures and its impact on material retention. The study revealed that visualization significantly enhances student engagement and improves their comprehension and recall of information. Test results showed that students exposed to more visual stimuli performed better in retaining the material. However, some students faced difficulties in memory retention, possibly due to individual differences or their unreadiness to

comprehend new implemented visualization methods. Overall, the findings underscore the importance of visualization in promoting meaningful engagement and comprehension in country studies education.

Key words: lecture; country studies; cognitive visualization; cognitive load; multimedia; students' engagement.

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ОТ КАРТ ДО УСТАНОВОК: ИСПОЛЬЗОВАНИЕ ВИЗУАЛЬНЫХ СРЕДСТВ НА ЛЕКЦИЯХ ПО СТРАНОВЕДЕНИЮ

Данная статья рассматривает эффективность использования приемов визуализации на лекциях по Страноведению и ее влияние на запоминание материала. Исследование показало, что визуализация значительно повышает уровень вовлеченности студентов и улучшает как понимание, так и запоминание информации. Результаты тестирования выявили, что студенты, более экспонированные к визуальным стимулам, успешнее запоминают материал. Однако некоторые студенты испытывали трудности в запоминании, что может быть связано с индивидуальными особенностями или неготовностью студентов к восприятию новых методов визуализации.

Ключевые слова: лекция; страноведение; когнитивная визуализация; когнитивная нагрузка; мультимедиа; вовлеченность студентов.

Introduction. Lectures serve as fundamental components of the educational experience, offering valuable opportunities for knowledge dissemination and interaction between educators and students. While lectures remain a cornerstone of education, their effectiveness in the modern university setting hinges on adaptation to contemporary learning needs [1, p. 72]. In an era characterized by information overload and limited attention spans, visual materials have become indispensable for engaging students, fostering comprehension, and facilitating effective learning.