The role of presentations in the development of foreign language communicative competence among students of Higher Education Institutions

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Abstract

The article provides a theoretical and methodological analysis of the role of presentations delivered in foreign languages in the development of foreign language communicative competence among students of higher education institutions. The essence of the concept of foreign language communicative competence and its structural components is revealed. The pedagogical potential of presentations as an interactive form of learning activity in the process of foreign language acquisition is substantiated. Psychological and pedagogical conditions for the effective use of presentations in the educational process of higher education

institutions are analyzed. The stages of organizing work on a foreign language presentation are identified, and the possibilities of using digital and multimedia technologies are outlined. It is proven that presentation-based activities contribute to the development of students' linguistic, sociocultural, strategic, and intercultural skills, enhance learning motivation, and foster readiness for professional foreign language communication.

Keywords: foreign language communicative competence; presentation, foreign language; interactive technologies; higher education institutions; digital resources.

Роль презентацій у формуванні іншомовної комунікативної компетентності у здобувачів закладів вищої освіти

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Анотація

У статті здійснено теоретико-методичний аналіз ролі презентацій іноземними мовами у формуванні іншомовної комунікативної компетентності здобувачів закладів вищої освіти. Розкрито сутність поняття іншомовної комунікативної компетентності та її структурні компоненти. Обґрунтовано педагогічний потенціал презентацій як інтерактивної форми навчальної діяльності в процесі вивчення іноземних мов. Проаналізовано психолого-педагогічні умови ефективного використання презентацій у навчальному процесі ЗВО. Визначено етапи організації роботи над презентацією іноземною мовою та окреслено можливості використання цифрових і мультимедійних технологій. Доведено, що презентаційна діяльність сприяє розвитку мовленнєвих,

соціокультурних, стратегічних і міжкультурних умінь здобувачів освіти, підвищує навчальну мотивацію та формує готовність до професійної іншомовної комунікації.

Ключові слова: іншомовна комунікативна компетентність; презентація; іноземна мова; інтерактивні технології; заклади вищої освіти; цифрові ресурси.

Modern processes of globalization, digitalization, and internationalization of higher education determine the growing role of foreign languages as a means of professional, academic, and intercultural communication. Under these conditions, higher education institutions face the task not only of providing students with language training but also of developing their foreign language communicative competence as an integrated personal quality necessary for successful self-realization in contemporary society.

The reform of the higher education system in Ukraine in accordance with European standards актyalizes the implementation of a competence-based approach in foreign language teaching, which presupposes an orientation toward the practical use of language in real communicative situations. In this context, the search for effective teaching methods and forms of learning activity that promote the intensification of students' speaking practice, the development of communicative skills, and increased motivation to learn foreign languages becomes particularly important.

One such form is the foreign language presentation, which combines speech activity with the use of digital and multimedia technologies. Presentation-based activities allow for modeling conditions of real academic and professional communication and contribute to the development of public speaking skills, argumentation, intercultural interaction, and autonomous learning. Therefore, the study of the role of presentations in the development of foreign language communicative competence among students of higher education institutions is relevant and timely.

The aim of the article is to provide a theoretical substantiation of the role of foreign language presentations in the development of foreign language communicative competence among students of higher education institutions and to determine methodological approaches to organizing presentation-based activities in the process of foreign language teaching.

In modern higher education, foreign language communicative competence is defined as one of the key outcomes of students' professional training, ensuring their readiness for academic mobility, intercultural interaction, and professional self-realization [1].

Contemporary educational standards are focused not only on linguistic accuracy but also on the ability to effectively use a foreign language in real communicative situations.

According to the CEFR Companion Volume, foreign language communicative competence includes linguistic, sociolinguistic, pragmatic, and mediation competences that function in close interrelation [2]. In higher education institutions, particular attention is paid to the development of mediation and academic language skills, which involve the ability to interpret, summarize, and present information in a foreign language [3].

Researchers emphasize that traditional reproductive teaching methods do not ensure a sufficient level of foreign language communicative competence, as they fail to create conditions for active student participation in speech activities [4]. Therefore, the use of interactive teaching forms oriented toward communication, cooperation, and learner autonomy, including presentations, becomes increasingly relevant.

In modern foreign language methodology, the competence-based approach dominates, presupposing the integration of knowledge, skills, abilities, values, and experience of speech activity [5]. It is complemented by the communicative-activity approach, which emphasizes the use of language as a means of real interaction.

Scholars highlight that effective development of foreign language communicative competence is possible only when students are engaged in activities that model authentic academic and professional communicative situations [6]. Foreign language presentations meet these requirements, as they integrate speech activity with cognitive and social engagement. Moreover, contemporary studies stress the importance of the intercultural approach, which aims at developing the ability for intercultural dialogue, tolerance, and critical reflection on cultural differences [7]. Presentation topics create favorable conditions for the implementation of this approach.

The effectiveness of presentation-based activities in developing foreign language communicative competence largely depends on psychological and pedagogical conditions within the educational process. One of the key conditions is the creation of positive learning motivation and a safe communicative environment [8].

Presentations facilitate a shift from extrinsic to intrinsic motivation, as students are given the opportunity to independently choose the topic, format, and means of presenting the material. This increases their sense of responsibility and engagement in the learning process [9].

At the same time, the public nature of presentations may cause speaking anxiety. Research shows that systematic use of presentations combined with teacher support and clear

assessment criteria contributes to reducing anxiety and building students' confidence in their language abilities [10].

A foreign language presentation is a complex activity that ensures the development of all types of language skills. Preparing a presentation involves active work with authentic sources, which enhances reading, analytical, and critical thinking skills [11].

The process of linguistic design of a presentation contributes to vocabulary expansion, acquisition of terminology, and the development of grammatical accuracy. Oral delivery develops monologic speaking skills, logical coherence, argumentation, and intonational expressiveness [12]. A particularly important role is played by the discussion and question-and-answer stage, which fosters spontaneous speech, strategic competence, and interaction with the audience [13].

In contemporary language education, the development of intercultural competence occupies a significant place and involves awareness of cultural differences and the ability to interact effectively with representatives of other cultures [14]. Foreign language presentations create favorable conditions for implementing the intercultural approach.

Presentation topics often cover cultural, social, educational, and professional realities of different countries, contributing to the expansion of students' worldviews and the development of critical thinking. During the preparation of presentations, students learn to compare cultural phenomena, analyze them, and present the results in a foreign language [15].

Methodologically grounded organization of presentation-based activities involves several interrelated stages. The preparatory stage includes defining the topic, purpose, and target audience of the presentation, which fosters awareness of the communicative task [16].

At the linguistic and structural stage, students work on logical organization, selection of language means, and slide design. Particular attention is paid to the principles of academic style and visual conciseness [17]. The communicative stage involves rehearsing the presentation, developing non-verbal communication skills, and interacting with the audience. The final reflective stage promotes awareness of personal achievements and further improvement of foreign language skills [18].

The digitalization of education leads to the integration of foreign language communicative competence with digital competence. The use of modern multimedia tools enables the creation of interactive presentations that activate cognitive activity and facilitate deeper learning [19]. Research confirms that digital presentations have a positive impact on students' motivation, autonomy, and learning outcomes, as well as on the development of

information-processing skills in a foreign language [20]. Thus, presentations function as an effective tool of innovative teaching in higher education institutions.

The conducted theoretical analysis demonstrates that foreign language communicative competence is one of the priority outcomes of foreign language education in higher education institutions, as it ensures students' readiness for effective academic, professional, and intercultural communication. Its development requires the use of teaching methods and learning forms oriented toward active student engagement in real communicative interaction.

It has been proven that foreign language presentations constitute an effective interactive form of learning activity that contributes to the comprehensive development of linguistic, speech, sociolinguistic, pragmatic, and intercultural components of foreign language communicative competence. Presentation-based activities integrate all types of language skills and foster the development of academic and professional discourse, argumentation, public speaking abilities, and strategic interaction with an audience.

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