

Challenges of Students' Oral Presentations and the Teacher's Role in Addressing

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Annotation. This article focuses on the importance of student's oral presentation and difficulties, as well as the role of the teacher in solving them.

Keywords: oral speech, difficulties, solution, fear of speech, language learning, lesson planning, assessment.

The mission is to train and educate competent and passionate individuals who are dedicated to contributing to the global repository of knowledge and culture. As part of this endeavor, a national program has been developed to train a new generation of specialists. This program aims to instill in them a strong foundation in both general and professional culture, along with creative and social activities, and the ability to independently navigate social and political life, while addressing future challenges with foresight.

Conducting an oral presentation is not the same as writing an essay, especially for students, particularly those learning English as a foreign language (EFL), who may struggle with speaking English fluently. As Baker points out, "Speaking to a group is a notoriously stressful activity," and EFL students delivering oral presentations may face specific challenges.

The anxiety experienced when speaking in public is a normal and natural response. The fear of public speaking is even higher than the fear of death, according to the Book of Lists. This anxiety can be heard in the presenter's voice. Teachers can ease this anxiety by reassuring their students that it is a normal feeling, thereby encouraging them to deliver their oral presentations without fear. Additionally, an open acknowledgment of speech anxiety by the teacher can make students feel less isolated in their experience.

Some EFL presenters struggle with memorizing information in English and may attempt to recite their presentations from memory. This approach can lead to the audience feeling bored, as it may seem as though the speaker is merely reciting information word for word. Additionally, if students fail to use conversational English in their oral presentations and solely rely on memorized complex sentences, the audience's attention may wane. As King argues, teachers should consistently emphasize the importance of using communicative English in presentations and keeping the audience in mind during preparation.

It's crucial to recognize and address the challenges EFL students encounter with oral presentations. Finding a solution to these issues is a shared responsibility of both teachers and students.

Many students do not consider oral presentations an enjoyable activity and may feel apprehensive when tasked with preparing one. According to Cheung, "Many students feel highly nervous about undertaking class presentations."



Oral presentations have become an increasingly important part of language education, especially in universities. English learners need to familiarize themselves with this technique, as it is an opportunity to enhance their English skills. In the past, teachers focused on imparting grammatical rules and vocabulary to learners. However, the communicative approach aims to teach students how to effectively organize the main ideas about a given topic in a logical and coherent manner, while also developing the students' ability to express themselves in English correctly.

It is vital to understand and address the challenges that EFL students face when delivering oral presentations. By acknowledging and accommodating these difficulties, educators can better support their students in developing the necessary skills to succeed in oral communication. Through collaborative efforts and effective teaching strategies, students can gain confidence and proficiency in delivering engaging and impactful oral presentations.

The primary objective of teaching students oral presentations is to help them overcome their fear of making pronunciation or grammatical errors.

Research materials and methods.

The combination of effective methods, methods, and tools of this process from the point of view of modernizing the issues of a perfect mastery of a foreign language by a specialist in the non-linguistic sphere implies the development of theoretical and technological foundations for the system organization of methodological techniques and tools that can meet modern requirements and standards for perfect mastery of languages. The main goal here is to create an effective tool for modernizing the process of mastering a foreign language, to ensure the professional skills of teachers in improving the literacy of students in

the field of a foreign language, to organize in the form of a continuous cycle the process of forming new thinking aimed at teaching foreign languages. Taking into account all the opportunities and trends of the current educational process, it is planned to solve the following tasks:

1. Identification of the essence of the process of modernization of professional education in non-linguistic universities and the role of foreign language learning in this area.
2. Development of specific principles and methodology for learning a foreign language in the profession.
3. Step-by-step introduction of foreign language skills in the practical sphere, adaptation of the methodology with the definition of practical skills.
4. Wide use of effective methods and means of teaching foreign languages in the profession.
5. Creating a new model of a foreign language for non-linguistic higher professional education

The role of the teacher is quite challenging, particularly in terms of lesson planning for oral presentations. According to King, "teachers must transition from the traditional role of being an authoritative expert to that of a facilitator of learning." Moreover, teachers must prepare their students for this task in order to develop their interactive skills. As King points out, "Teachers still play a vital role in the background, acting as facilitators, research guides, ultimate references, and a source of encouragement." The teacher's role in oral presentations involves guiding, organizing, consulting, providing resources, and offering support. This role also encompasses arranging groups, providing detailed information about the topic, assisting in the use of visual aids in presentations, and ultimately evaluating students' performance.

The initial assessment of an oral presentation is focused on the speaker. The teacher must evaluate the students' performance by assessing their pronunciation and then examine the type of information included in the presentation. However, the true evaluation lies in the speakers' ability to respond to questions posed by the audience.

Conclusion: it appears that there are various objectives that may motivate students to enroll in an English oral presentation class. These objectives may include the obvious aim of learning how to present, as well as more language-oriented purposes. Many students, who have spent years studying English, may simply want to enhance their conversational skills and view a presentation course as an additional way to achieve this goal. Teachers need to be mindful of this possibility when selecting course materials and should aim to provide constructive feedback while avoiding criticism of student practice, which will improve over time. Additionally, students need to learn through experience.

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