

ACTUALIZATION OF THE PROBLEM OF FORMING THE PUBLIC SPEAKING EXPERIENCE

ACTUALIZACIÓN DEL PROBLEMA DE FORMACIÓN DE LA EXPERIENCIA DE HABLAR EN PÚBLICO

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ABSTRACT

The article emphasizes that the experience of public speaking of the future teacher is a necessary condition for his pedagogical activity. An overview of the fundamental works of domestic and foreign studies on the topic under study is given. Their scientific contribution to pandemic pedagogy and the problems of researching the practice of personal growth, tools, means, the formation of the experience of public speaking of the future teacher, which are supplemented in the article with audience management techniques, generalization of the experience of public speaking of future teachers; materials, research methods (theoretical analysis, observation, analysis of the experience of the authors of the article) are described. The results reveal the basic principles of rhetoric on which the success of public speaking is based. Also, it highlighted the ways in which the speakers managed to establish contact with the audience and attract attention during the speech.

Keywords: public speaking; future teacher; audience management; audience.

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RESUMEN

El artículo destaca que la experiencia de hablar en público del futuro docente es una condición necesaria para su actividad pedagógica. Se da una visión general de los trabajos fundamentales de estudios nacionales y extranjeros sobre el tema en estudio. Su aporte científico a la pedagogía pandémica y los problemas de investigación de la práctica del crecimiento personal, herramientas, medios, la formación de la experiencia de hablar en público del futuro docente, que se complementan en el artículo con técnicas de manejo de audiencias, generalización de la experiencia de hablar en público de los futuros maestros; Se describen materiales, métodos de investigación (análisis teórico, observación, análisis de la experiencia de los autores del artículo). Los resultados revelan los principios básicos de la retórica en los que se basa el éxito de hablar en público. Asimismo, resaltó las formas en que los oradores lograron establecer contacto con la audiencia y llamar la atención durante el discurso.

Palabras clave: oratoria; futuro docente; manejo de audiencias; audiencia.

INTRODUCTION

The experience of public speaking of a future teacher is a necessary condition for increasing the effectiveness of his pedagogical activity. The effectiveness of a public speech is determined by the theoretical understanding of the problem of the speech, the scientific nature of its content, as well as the form of presentation. Of particular importance is the personal conviction of the future teacher, his ability to connect theory with practice, communication with students, colleagues, parents, speaking at teachers' councils, meetings, and conferences in sincerely, convincingly, evidence-based and interested way. That proves the fact that the role of public speaking in the teacher's pedagogical activity has been and remains significant. But, unfortunately, there is a violation of generally accepted linguistic norms. And listeners are critical of the speaker's speech errors, fix them, and correct them in the course of the speech. For example, how often do we hear in the audience the word "provision" with the stress on the last syllable and the reply of the audience: to provide – to provision. And the logic of the speech is not always well thought out, and the speech is not always eloquent. This indicates a superficial knowledge of the issue, selection of facts and their argumentation. But the correctness, richness of public speech is one of the qualities that determine its effectiveness.

The study of the patterns of public speaking, the upbringing of a high speech culture, the ability to speak in a proper way is an integral part of the preparation of a future teacher. It is important that he knew the shortcomings of his speech, persistently sought to eliminate them, freed his speech from words that contradict the norms of the literary language, "parasitic" words and particles (so to speak, that means, etc.), from stamped, official expressions. Along with the observance of grammatical norms or rules of word use, the experience of public speaking presupposes the need for correct pronunciation: diction, intonation, and the tempo of the speech. A clear and expressive sounding speech, in case when the requirements for its content and structure are met, precisely ensures the unity of the rational and emotional impact on the listeners.

Consequently, the question of the expediency of forming the experience of public speaking of the future teacher is being actualized.

The aim of the study is to identify the readiness of the future teacher for public speaking and substantiate the essence of his experience.

Object of research: public speaking of future teachers.

Subject of research: the process of forming the experience of public speaking of the future teacher.

Research objectives:

1. Clarify the essence of the concepts “public speech of a future teacher”, “experience of public speaking of a future teacher”.
2. Determine ways to connect with the audience.
3. Determine the level of proficiency in audience management techniques.
4. Identify the difficulties experienced by young teachers in public speaking.

Literature review:

Grieve et al. (2021) defined the principles of logical presentation of the material, offered recommendations for developing a plan for public speaking and mastering the skills of interacting with the audience. Sidelnik et al. (2022) considered public speaking as a practice of personal growth and a tool for the development of the “Self-concept of personality”. Petrenko et al. (2021) substantiated the theory and practice of speech communication.

Remacle et al. (2021) revealed ten secrets of good scientific conversation: 1) Prepare carefully and logically the presentation material, the basis of which is: introduction, method, results, conclusion, future research. 2) Practice speaking (preferably in front of a small audience). 3) In your speech, adhere to a clear explanation of one or two central points, analyzing 6-8 graphs, tables, figures. 4) Avoid analyzing busy mathematical notations that illustrate research results. 5) Draw the attention of the audience to only a few conclusions (one, two or three). 6) Speak to the audience, not to the screen (loud and slow). 7) Avoid distracting sounds between sentences. 8) Refine the presentation (use letters of size 16, do not overload the slide, it should be simple and clear, presented in color. Use a cartoon to explain complex ideas). 9) Use humor (a couple of jokes in your presentation will liven up and relax your audience). 10) Answer the questions convincingly (if you do not know the answer, honestly say that you will have to figure it out and talk about it later).

Hampel (2017) deeply concerned about the popular image and understanding of science, outline the basic rules of public speaking (do not exceed the allotted time, do not practice in advance, be prepared for the complete failure of modern technologies to avoid their malfunction, etc.). Practice of speaking is the surest way to improve performance, as well as clarity, depth of understanding.

Suzy Prentiss draws attention to the voice alarm of speakers during the COVID-19 pandemic as public speaking has taken on new meaning with ZOOM sessions and webcams, online platforms (Sidelnik et al., 2022). The importance of pandemic pedagogy is affirmed, revealing the possibilities of virtual classrooms that satisfy personal needs in maintaining mental health and well-being, understanding technological problems and access problems (Heinicke et al., 2022).

Modern is the search for a path that can strengthen ways of knowing and solving problems. Wayfinding contributes to solving the problems of pandemic pedagogy, including reducing speech anxiety,

communication anxiety, fear of communication , stage fright (Murali et al., 2021; Tameryan et al., 2018).

A number of speakers have had heart palpitations, hard breathing, high blood pressure, excessive sweating, skin redness or flushing, trembling voice, trembling hands and feet, dry mouth, and nausea during public speaking (Hampel, 2017). Researchers are looking at techniques that help eliminate speech anxiety: relaxation, visualization, cognitive restructuring, and skill training.

Emphasis is placed on a culture of seeking, success, and connection, directly “verbal and non-verbal communication behavior that enhances physical and psychological intimacy (Petrenko et al., 2021; Sarnavska et al., 2021).

In May 2020, the National Communications Association (NCA) dedicated the issue of Campus Communication and Mental Health 2020 to communication education. Opportunities have been identified to model and promote effective communication by communicating, participating and empathizing with the multitude of challenges faced by speakers (Zubkova & Burak, 2016; Moïse-Richard et al., 2021).

However, both in domestic and foreign studies, the problem of forming the experience of public speaking of a future teacher is not sufficiently covered. It is required to clarify the essence of public experience speaking of the future teacher; methods, means of effective public speaking, audience management techniques, substantiation of techniques for capturing it, difficulties experienced by speakers, ways to correct them, which are supplemented by the authors of this article.

MATERIALS AND RESEARCH METHODS

The study involved 43 teachers from Orenburg with working experience of one to five years, participants in the Pedagogical Debut competition held by the municipal autonomous institution – the Center for Psychological, Pedagogical, Methodological, Medical and Social Assistance – Impulse Center, Orenburg. The model of the experience of the studied phenomenon was a public speech of young teachers in October 2021.

The processing of the results was carried out according to the criteria: scale, depth of the topic (0-10 points), originality of the disclosure of the topic (0-10 points), ideological position (0-10 points), persuasiveness (0-10 points), detailed analysis of public speaking, reflexive maps, maps for assessing the level of formation of public speaking skills, method of qualitative structures as a way of researching public speaking (organization, functioning and content). We analyzed the proficiency of young teachers in audience management techniques according to four groups identified by Grieve et al. (2021) (verbal, non-verbal, classroom techniques and speech techniques) by assessing on a three-point scale (yes – 3 points, rather yes than no – 2 points, no – 1 point).

RESULTS AND DISCUSSIONS

Public speaking, as a form of oral communication, a mean of achieving business goals, a form of business communication is based on the ability to prepare a meaningful part, present it to the audience logically competently, demonstratively, eloquently, confidently stand in public, interacting with it, answering questions, keeping attention and reaching a specific target of exposure. Public speaking is

essentially a dialogue. Therefore, it is important to interest the audience, which means to know what and how to say, what and how to say.

It was revealed that the success of public speaking is based on the basic principles of rhetoric (communicative cooperation, which regulates the amount and quality of information of communication participants, their interaction; interest, which determines the enthusiasm for the topic of the speaker's speech and listeners, their motives and needs, forms and means of assimilating information, interest in it; consistency in the development of the topic, allowing to support the legitimacy of the development of logic and the course of the speaker's thoughts; alternation of difficult and easy-to-understand material; pleasure, which determines interest in the content, form, pace and manner of speech). Compliance of the speech with the above principles will determine "literacy, interestingness in content, simplicity and its accessibility for perception (Zubkova et al., 2019; Dansieh et al., 2021).

It has been proven that one of the most significant elements of public speech is the introduction. In our experience, the speakers in the introduction noted the relevance of the topic of the speech, its significance, purpose and briefly outlined the history of the issue proposed for discussion. We would like to highlight the ways in which the contestants managed to establish contact with the audience and attract attention during the performance.

- Message: "Dear colleagues! Guests! Honorable Jury".
- Establishing a trusting relationship with listeners.

For example:

- At the beginning of her speech, A.I. outlined her position on the stated problem "Cell phones: pros and cons". She is not an ardent opponent of smartphones at school, but she is not dependent on them.
- Drawing the attention of listeners to the problem of his speech "Prospects for the development of tourism in the city of Orenburg" draws attention to the modernity of the words: "Love for the native land, for the native culture, for the native village or city begins small, with love for your family, for your home, for your school. Gradually expanding, this love for one's family turns into love for one's country – for the history, the past and present. They are undoubted confirmation of the importance of the issue of tourism development in small historical cities of Russia, of solving a social problem of state importance, aren't they?"
- In the words of Antoine de Saint-Exupery M.V. at the beginning of his speech on the topic "The status of a teacher in modern society" she convinces the audience: "If you want to build a ship, you don't have to call people to plan everything, share work, get tools and cut trees, you have to infect them with the desire for the endless sea. Then they will build the ship themselves". And she emphasizes that these words became her motto on the path to mutual understanding with her pupils, gaining their trust and turning an ordinary school into a school of joy, in which she is greeted every day by the inquisitive, trusting and kind eyes of students, together with her every day they open their world of knowledge.
- Using the rein. N.S., in the context of his speech on the topic "A teacher in the school of the future," begins it with an anecdote: "A young teacher complains: One of my students completely exhausted me: she plays around in class, makes noise, does not talk about the case ... But she must have at least one positive quality? - Yes: she does not miss classes!"
- Inducement to reflection K.A. started by clarifying the fact and the question: 38% of seventh-

graders know how Gerasim met Mumu, and 5% know what Tom Sawyer used to organize his business. The question “What kind of battle is mentioned in the work of Hali (2017) was correctly answered by 27% of the respondents. “Under the guise of whom Dubrovsky gets into Troekurov's house” – only 33% of students know the right answer.

- The question is legitimate: why do mothers, fathers, grandfathers answer these questions, while their children and grandchildren find it difficult to answer?
- The method of direct technique was demonstrated in her speech by D.K. “You, of course, know the main reasons for the reluctance of modern children to go to school and ways to eliminate them: 1) It is boring at school, live communication with an understanding adult will eliminate this problem. 2) Nothing works. But there are no born failures. There is no “just lazy and careless”. 3) Bad relationships with classmates. I want to change the situation, but how? 4) Fear of failure. To decisively remove fear: it means you need to clean up a specific environment. 5) Addiction to gadgets. And if you use them as an interactive addition to the lesson. 8) The influence of mass culture on the modern child provokes an undemanding artistic taste, withdrawal into oneself, a thirst for entertainment and empty pastime, unmotivated aggression. So it is necessary to help adolescents determine what the norm is?”

In the main part of the performance, the contestants mainly used a monologue, classical techniques of disclosing and detailing the topic of the performance. The situation would be changed by the use of humor, the technique of empathy, an appeal to events, authority figures, but these techniques were not used. Anyway, the sincerity, personal, convictions of M.V. spread to the displayed interesting objects of cultural heritage at present critical, the scarcity of thematic excursions and their high cost is obvious, but the uniqueness and originality of the history of the merchants, the Cossacks and the life of the population of Orenburg remain no one indifferent. This prompted the author to develop a tourist route “My Orenburg” and to present the audience with a business card.

The conclusions of only 27.3% of the contestants allowed the audience to comprehend what they heard. 17.4% of the contestants managed to consolidate and strengthen the impressions of the presented material. Among them is K.M., who in the concluding part of her speech notes: “The cultural code of modern students will certainly be formed. But what will it be? What cultural bank awaits us in the future? And won't the spiritual continuity of generations disappear? I propose to submit these questions for a wide and open public discussion”.

Concluding her speech, A.I. quotes W. Churchill: “School teachers have the kind of power that prime ministers can only dream of”. Let us prove that this is so. We will teach children, for the benefit of their loved ones, to accept modern technologies, critically select information, subjecting it to doubt and analysis. Can we do this?

But “to shake the souls of the listeners, to pour into them their passions and to inform them of the image of their concepts” according to M.M. Speransky, none of the speakers succeeded. This is ahead of them. After all, nothing passes as quickly as youth. And the experience of a successful public speaking is just around the corner. But we must always remember this and not postpone the realization that:

- for the speech to be well-grounded and convincing, logical, encouraging reflection, empathy, participation, it is important to have deep, versatile knowledge about the subject of the story;
- it is important to first find the answer to the question: what do you want to say and what to achieve

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- during the speech;
 - it is necessary to speak with soul, to influence the feelings of the listeners with gestures, making sure that they imbued with the power of your voice, its tonality, shuddered with admiration, rushed after your thought;
 - the imagery and expressiveness of the speech will be achieved if the speech is interesting in content, if you learn to speak correctly and accurately, skillfully use quotes, proverbs, sayings, jokes, witty remarks, rhetorical questions;
 - respect for the audience, mutual understanding with it will help you to gain the trust, will ensure mutual thought-creation;
 - to learn to speak beautifully and look beautiful, not to cause surprise and envy – this is the need and primary task of a self-respecting speaker.

It was determined that 37.3% resorted to verbal audience management techniques (statistical data, examples from professional activities, quotes from proverbs, sayings, a short digression from the topic, appeal to the audience's opinion). But only 6.8% used words in public speech (imagine, you won't believe), jokes – 1.2%, rhetorical questions – 2.7%, comparisons – 3.5%. Among the classroom techniques for managing audiences, the most used were such as: changing the volume, speed and tone of speech, pauses, changing intonation. In audience management, non-verbal techniques (gestures, games of facial expressions, changes in posture) were used, but from time to time. And such techniques as changing distance, gait, eye contact were used very rarely. Among the techniques associated with action, the most often used were illustrations, demonstration of video materials, writing on a board). But the contestants did not ask the audience for help, they did not use shocking. This was one of the reasons why not everyone was able to convey the content of the speech to the listener. The contestants undoubtedly knew about the role of intonation, but only about 20% of the speakers used it.

It was revealed that, preparing for a public speech, young teachers did not pay enough attention to speech techniques, speech breathing, diction, they did not always skillfully use pauses. This was one of the reasons that not everyone was able to convey the content of the speech to the listener. The contestants undoubtedly knew about the role of intonation, but only about 20% of the speakers used it.

Among the methods of delivering speeches, 96% of the speakers chose sight reading, 2% – reading with constant peering into the text, 1.3% – worked with memorized speech, and only 0.7% freely communicated with the audience.

An emotional, expressive manner of public speaking was observed in 7.2% of the contestants, restrained – in 28.3%, restrained, but not devoid of emotionality – in 14.7%, moderately emotional – in 49.5%.

We should single out the techniques of capturing the audience's attention, establishing contact with it, which were successfully used by the contestants: telling a personal story, demonstrating the speaker's experience in the context of the topic of the speech; a shocking statement reflecting statistical data that are directly related to the audience, its needs; a discouraging question that defines a clear direction of the audience's thought: why, how? (6.3%); attitude to the subject of speech – interest, conviction of the speaker (37.8%); eloquence, i.e. art – according to Blaise Pascal – to speak in such a way that those to whom we are addressing listened not only without difficulty, but also with pleasure (52.7%).

An important element of the success of a public speech is the speaker, and, therefore, his “appearance, timbre, voice, articulation, voice power, gestures, facial expressions, sight, speech rate, pauses, speaker’s charm, image, behavior model (Moïse-Richard et al., 2021). If the image is understandable and recognizable, both your role and your place in the sun will be recognized (Dansieh et al., 2021). Our competitors knew about this, remembered, but paid insufficient attention to articulation, gestures, facial expressions, speech tempo, pauses. And only 9.3% of the speakers enjoyed charm.

It is important to note that preparation for a public speech consisted, firstly, in developing the content of a future speech (defining a problem, clarifying its relevance, practical significance, establishing a range of questions that will help identify the content of the topic, establish friendly and warm contact with the audience). “When we are imbued with the idea, when the mind has mastered its thought well, – as F. Voltaire noted, – it comes out of the head fully armed with suitable expressions, accusations in suitable words, like Minerva, all armed from the head of Jupiter (Heinicke et al., 2022).

But, if the decisive beginning of the speech, drama, restrained emotionality, brevity were present in the speakers, then dialogical, conversational, establishing and maintaining contact with the audience, clarity of the main idea, decisive end were episodic.

What was wrong in public speaking?

- knowledge of theory, but insufficient ability to illustrate it in speech;
- to include listeners in the course of joint thinking, to direct their thoughts towards the formation of the correct conclusion, to bring them to a conscious perception of the content presented;
- insufficient knowledge of audience management techniques and insufficient ability to put into practice well-known management techniques;
- feedback, manifested in posture, concentration of gaze, in an exclamation of approval, was almost always absent;
- the emphasis was not always on the interesting things;
- both the emotional disinterest of the audience and the speaker’s lack of confidence in maintaining it were manifested;
- the presentation of the material was mainly carried out in the form of a monologue;
- at the end of the public speech, the main points of the speech were not highlighted;
- there was no gratitude from the audience and those who helped in organizing the public speech;
- insufficient knowledge of audience management techniques was noted;
- to attract the attention of the audience, not all speakers managed to interest it, as well as to build a logically correct structure of the statement, to highlight key information;
- the willingness to defend their position is poorly expressed;
- there was an interrupted sight-reading;
- not everyone was able to interest the audience in the topic and establish visual contact with the audience, logically end their speech;
- used long quotes;
- questions and pauses to ensure contact with the audience were used very rarely.

Therefore, the following recommendations for speakers are appropriate: speak in simple language, think over your speech carefully, convince with words, and not with the power of your voice, focus on the listener, choose only the main thing for your speech, show your interest in the topic of your speech, use rhetorical questions. “Think first, talk later” Saadi emphasized. But stop before they tell

you: enough (Hali, 2017; Smulkina, 2022).

It was revealed that the speakers lacked systematic preparation for public speaking. In our experience, future teachers have the opportunity to attend an elective course “Pedagogical rhetoric as a component of pedagogical communication”. Its program addresses the following issues:

1. The main stages in the development of rhetoric. The rhetorical ideal.
2. Speech interaction. Monologues and dialogues as functional varieties of general rhetoric.
3. Types, structure and content of the teacher’s professional oral speech.
4. The laws of the logical speech of the teacher.

Each topic is accompanied by questions and tasks for self-control and competence-oriented tasks, a list of recommended literature.

However, this course is short in time and the practical consolidation of what has been learned is insufficient. And we have to constantly learn to speak in public. This will provide the young teacher with confidence in communication, the development of his creative potential.

Allow us once again draw attention to the basics of public speaking. It is important to highlight the following elements in its structure: introduction, main part, conclusion. We would like to dwell on their brief description.

Introduction. The main goal is to interest the audience. This is facilitated by an original beginning, based on an event that would accompany the preparation for the performance, or a historical event that happened directly on the day of the performance, an interesting fact, proverb, saying, thematically related to the main part of the performance.

It is advisable to build the main part of the speech according to three key ideas, and the logic of their presentation (motivation - evidence - short conclusion - transition). Presentation (diagrams, graphs, tables, figures), questions, original quotes will help to visually consolidate the necessary information. It is important for the speakers to make their speech emotionally, sincerely. The audience will appreciate it.

CONCLUSION

In conclusion, it is necessary to summarize what has been said in the main part, clarifying the main idea and the most important provisions, to propose options for the further development of the speech problem, to identify promising tasks and draw a conclusion, possibly in the form of a joke, a short aphorism. And you need to thank the audience for their attention to the speech.

And if we take care that the speech of our pupils is clean, correct, concise, exciting, emotional, captivating, then their public performance will always be recognized and highly appreciated.

The study can be continued in the direction of identifying the form, content and methods of public speaking in a pandemic, within the framework of using the digital environment as a pedagogical condition for the successful formation of students’ public speaking experience.

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