The article is devoted to the problem of evaluating the formation of skills and abilities of producing a presentation in English by students of engineering and technical specialties. The criteria for evaluation are defined and described.

Key words: a multimedia presentation in English, evaluating of formation of skills and abilities, students of engineering and technical specialties.

The current problem of modern teaching methods of English is the problem of control and evaluation of foreign language skills. The correctness of decisions about determining the level of formation of skills and abilities in a particular type of speech activity depends on the adequacy of
the criteria used to reach the decision and the adequacy of the procedures by which these criteria are developed [4: 177]. Thus, to solve the problem of controlling the level of formation of skills and abilities of producing a presentation in English by students of engineering and technical specialties is possible, provided that they are clearly distinguished as the object of evaluation, the definition of scientifically substantiated criteria and their indicators, as well as the development of adequate control factors for these factors.

But due to the fact that the issues of studying a presentation in a foreign language began to be investigated in the methodology of teaching foreign languages recently, that is why the definition of evaluation criteria remains a new and unresolved issue.

Therefore, the purpose of the article is to define and substantiate the criteria for evaluating of formation of skills and abilities of producing a presentation in English by students of engineering and technical specialties. To achieve this goal we need to solve the following tasks: to specify the objects of evaluation; substantiate the evaluation criteria.

As we have known, the objects of control should coincide with the ultimate objectives of the training and reflect the main characteristics of this training [8: 34]. The purpose of teaching the presentation formed by Yu.Avsyukevych is coincide with our English course purpose of teaching the presentation for students of engineering and technical specialties to form a professionally oriented communicative competence in speaking (mainly in monologue speaking), necessary and sufficient for the preparation and conduct of business presentation in a foreign language [1]. The object of control within our study will be a system of skills, which forms a communicative competence in monologue speaking, necessary and sufficient for preparing and conducting a presentation in English.

If you assign and evaluate multimedia presentations thoughtfully, you’ll not only help students to design and give presentations more effectively. You’ll also help them to develop the ability to evaluate other people’s presentations – which may be an even more critical skill. Students may give few formal presentations in their lives, but they’ll watch plenty of them – in the form of television news, political speeches, and so on.

A multimedia presentation is just another form of communication, and the same rules apply to multimedia that applies to writing or verbal communication: consider your audience, keep your topic in mind, and so on. And we remember that multimedia is only one part of a complete presentation – it’s not a substitute for verbal communication, handouts, and answering questions from the audience. If we recommend our students to use PowerPoint, we need to think carefully about what our educational purpose is, and always keep that in mind and don’t let the typical style of PowerPoint drive the content and educational purpose; put the content first and find a style that reflects it.

On the basis of studies on the problem of evaluation of speaking skills [2; 3; 6; 7; 8; 10] highlighted the criteria for assessing the level of skills and abilities of producing a presentation in English by students of engineering and technical specialties. Agreeing what specific authors have said, we attributed the following qualitative criteria: adherence to the genre-structural organization of the presentation; purposefulness and integrity of the presentation; adequacy and completeness of disclosure of the theme of the presentation; logical connectivity of the statement; attitude; language correctness; true student's understanding of the questions of the audience and the relevance of the content of the answers to the questions asked. To quantitative criteria we attributed: the pace, speed of speech and volume of speaking.

Under the criterion of adherence to the genre-structural organization, we understand the degree of correspondence of a presentation of a student to a particular presentation type model, namely: presentation-information and presentation-beliefs. Analysis of special literature [5; 10] showed that the following ten parts, which must necessarily be reflected in the students' responses, are characteristic of the presentation-information (this type of presentation is most often used by students of engineering-technical specialties in our university): 1) greetings; 2) the theme of the presentation; 3) purpose and main idea of the presentation; an introduction that includes the
following three parts: 4) a statement that attracts attention and causes the audience's interest to the speaker; 5) a statement that demonstrates the competence of the speaker on this question; 6) a statement that combines the presentation with the professional interests of the audience; 7) presentation plan; 8) the main part, which can consist of one to three points; 9) conclusion; 10) a statement that invites listeners to ask questions.

Due to the fact that the result of the presentation is a successful or unsuccessful implementation of the speech of his assigned task purpose, the following criterion, important for our study, was the purposefulness and integrity of the presentation [8: 70].

The next criterion is the adequacy and completeness of disclosure of the theme of the presentation. An indicator of this criterion will be the degree of completeness of the disclosure of the points and sub-items of the presentation and the semantic connotation of the statement [8: 70].

The next criterion is the logical connotation of the statement is given by O. Tarnapolskiy and S. Kozhushko [6: 139]. Under this criterion, we understand the effective use of means of interfacial communication of different categories of semantic relationships (for example, therefore, namely, but, finally, etc.) and the structure of the presentation text [5] according to its type (for example, let's start with ...; I'll have to close here ..., etc.).

The criterion of "attentiveness" involves the use of paralinguistic means of communication, which play an important role in the presentation. On the basis of special studies on the use of paralinguistic means in communication [7], the following non-verbal means for teaching the presentation were distinguished: appearance, adequate presentation situation; poses; eye contact; gestures and facial expressions.

The next criterion is verbal correctness. Under the linguistic correctness, we understand the correspondence of the student's statement of the type model type as the adequacy of the adopted language means of the realized features of the text and the lexical-grammatical correctness of the statement [2:50]. According to this criterion, only communicatively significant errors are taken into account, which impede the correct understanding of the speaker's pronouncements. Also, the phenomenon of self-correction is taken into account.

The last qualitative criterion for evaluating the skills and abilities of producing a presentation in English is the student's correct understanding of the audience's issues and the relevance of the content of the answers to the questions asked [6: 139]. An indicator of the degree of understanding of issues is measured by the ratio of issues that the student understood correctly or in the case of incomplete understanding of the issue was able to paraphrase it to the total number of questions. Due to the fact that the questions of the audience, as a rule, require the speaker to clarify something, to provide additional information or to argue his position, therefore the indicator of the criterion of compliance with the content of the answers to the questions asked are: content, evidence and consistency [3:93].

Under the criterion of tempo or pace and speed of speech, we understand the pace of speech, which corresponds to the normal average rate of English speakers. For public speaking, this pace is 120-160 words per minute. According to the criterion of the volume of speaking, the following requirements are put forward: the volume of the text of the presentation-persuasion and presentation-informing should be 600-800 words. This figure was obtained by multiplying the average rate of speaking (120-160 per minute) for 5 minutes, which is provided to students for answers [10:10].

Thus, we would like to summarize our findings that the qualitative and quantitative criteria defined and described give an opportunity to objectively assess the formation of skills and abilities of producing a presentation in English by students of engineering and technical specialties. Further tasks in the solved problems are the development of adequate control criteria and methodological recommendations for the organization of teaching presentation.
Організація позаурочній діяльності учнів початкової школи

У статті розкрито поняття позаурочної та позашкільної діяльності, визначено особливості позаурочної діяльності учнів у початковій школі.

Ключові слова: позаурочна діяльність; позашкільна діяльність; освітнє середовище; початкова освіта.

Одна з ключових проблем дитячої освіти навколишнього світу, відкритої самостійну діяльність учнів позаурочних діяльностях. Суть цього концептів, що визначає особливості позаурочних діяльностях, визначено через середовище і освітньо-виховни інструменти, які формують середовище дитячої освіти.

The article deals with concepts of extracurricular and after-school activities, defines the features of extracurricular activities in elementary school.

Keywords: extracurricular activities; after-school activities; educational environment; primary education.