

## **PRESENTATION AS A TYPE OF TEXTS' INFORMATION PROCESSING AND RECODING**

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Modernization of educational system is associated primarily with the introduction of information and innovative technologies to the educational environment. The essence of this process is to update the teaching process, to introduce innovations to the traditional system, in recent years presentation as a new type of texts' information processing was added to traditional ways of texts' recoding: abstract, annotation, essay, theses, review etc. The information processing of a text as a component of communicative competence is one of the most important goals of learning Russian as a foreign language, because it is directed on mastering by students common-subject essential skills and universal methods of activity (personal, cognitive, communicative).

Compression – is one of the basic types of text information processing. Compression is related to the ability to see the hierarchical structure of text content: to understand the idea of the text, to see the minor information. Thus, under the compression means the ability not only to extract the most essential information from the text, but also to understand each part of the read composition. This requires as the content of a text, so the semantic connection between the parts of a text understanding.

The aim of learning to compress a text is to form students' culture to work with a scientific text, to improve skills and abilities in reading, comprehension, analysis of scientific text and writing secondary scientific text, based on the semantic structure disclosure of the text- the source. Text, created as a result of compression, is secondary regarding the original text-the source. In the process of secondary texts creation the information curtailing takes place in order to reduce the volume of the text, but "semantic distortion and loss of important theses are not allowed" [3]. On the basis of certain actions with an original text (text's structural and semantic analysis; informative content transformation of a text in accordance

with communicative task; combining and commenting an informative content of a text) one can build new text genres - abstracts, annotations, theses, essays, summaries, reviews, presentations.

The main types of text compression (annotation, theses, essay, review and presentation) differ not only by the degree of compression or expansion of text-the source, but also by using standard cliché when one produces a secondary text.

The ability to express read or heard content, to reformat a text, to make summary, annotation, essay, to convey information in the form of abstract or theses, to prepare and to make presentation forms the basis of communicative competence of language personality and its verbal behavior. In this regard, secondary text formation now occupies an increasingly strong position in the series of speech products, operating in the communicative space of society. "Being the bearer of inaccurate, approximate meaning, secondary text is a way of information interpreting and its adaptation to the new conditions of communication" [1, c. 69].

Presentation as a type of text information processing firmly holds its position as one of the main types of study activities. Teaching to create and make presentations should be implemented in practice of teaching Russian as a foreign language course, because the basic elements of the presentation are the main types of work with a text.

Presentation is exposition of the main content of text- the source, disclosing its basic concepts. It is a special form of organizing information formed with a specific internal structure.

Unlike an abstract of an article, presentation is accompanied by slides, which are used to enhance the expressiveness of speech to be more expressive and illustrate described facts and phenomena better.

Effective presentation – is a representation of the information, products, services, projects; it is a little memorable show, that can effectively influence and motivate the audience to further action.

The purpose of each presentation is to tell the audience about something important for the speaker and interesting for the listeners. But the most important thing is that after completion of the presentation the audience would think in a certain way: that is the discussed problem would be solved in the way necessary for speaker.

If presentation motivated audience to the action – speaker reached his goal.

A long stepwise process at the lessons of Russian as a foreign language precedes the creation of presentation in specialty. As a result of the work done in the first year students are ready to create a presentation of texts in specialty on the basis of the acquired knowledge and skills.

Thus, the creation of presentations at the lessons of Russian as a foreign language is a complex unit, which is the synthesis of knowledge and skills obtained by students during the first year of studying. Foreign students are getting ready for making report at the seminars on special subjects in the process of creating training presentations at the Russian language lessons. Thus, the training presentation is the basis of the presentation in specialty required in the students' future professional activity.

Integrating such kind of work as creation and demonstration of a presentation in educational process of teaching in general and teaching Russian as a foreign language in particular, it is possible to solve a number of didactic tasks on several purposes:

- \* interaction of students with a lot of resources (books, magazines, newspapers, media, television, Internet), attempts to find information in many ways motivate students to study, form a long-term and sustainable motivation in foreign language activities;

- \* enrichment of passive and active vocabulary of the students;

- \* activation of students' mental abilities in the process of educational activity;

- \* development of students' creative potential;

- \* making classes more visual, using dynamic presentation of educational material connected with the use of various audio-visual ways of learning (when

acoustic and visual channels of perception of the information are included in education, there are more chances to meet the needs of different students, whose ways of education may differ significantly);

\* providing a better perception and memorization of educational material;

\*possibility to individualize the training: to choose the sequence of learning material, the pace of work;

\* creation of conditions for an effective extracurricular self-study activity.

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