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**‘PUBLIC SPEAKING’ COURSE FOR FUTURE SOCIOLOGISTS AS
MEANS OF DEVELOPING THEIR PROFESSIONAL SKILLS**

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Abstract. *The article is dedicated to the importance of effective teaching public speaking skills to those professions, namely sociologists, which are closely connected with dealing with people, learning their opinion and conveying their own ideas and views. The article proves the importance of the course for sociologists who, according to State Profession Classifier can take positions of analysts, sociological company and project leaders, mass media and public relations specialists, HR-managers, political parties consultants and so on. The list of professions shows that skills of public speaking are crucial for them. The article presents the main ideas and methods of teaching ‘Public Speaking’ course and gives recommendations how to make it more effective and helpful. The article proves that the course of ‘Public Speaking’ is an integral part of their professional preparation and future ability to solve social problems successfully.*

Keywords: *public speaking, communication, oratory skills, rhetoric, positive impression, outstanding speakers*

Ability to be eloquent, to speak well in public is valued greatly in all nations. One of the greatest orators of antiquity Cicero stated that people who were able to speak well, were amazed, respected and considered gods among people. That is why oratory art or rhetoric appeared in ancient Greece as one of the main skills of statesmen and not only. It was an answer to the demand of society for its development as all the essential issues were discussed and problems were solved at the public meetings. That is why every member of society needed to possess such skills. The first works devoted to rhetoric belonged to Lysias and Gorgias. Their great followers were Plato and Aristotel. The most prominent orators of those times were Demosthenes, Pericles, Socrates.

The author of the article is positive that good skills of public speaking are no less important nowadays when a person who wants to be a success has to be able to take the floor, make everybody listen to him, believe his words, and persuade people in his ideas. A good speaker should be able not only to use the right words but also to share his energy with listeners. There exists a mistaken opinion that public speaking takes place only before some great audience in some special situation or only in politics. But today at the time of mass culture everybody participates in public speaking sometimes not even noticing it. Public speaking takes place not only in the street or at the stadium, it happens when addressing authorities or at a job interview. Making a report in class, protection of a course work or a diploma, taking part in seminars, conferences or some discussions – all these are examples of public speaking. Therefore, all people have to develop proper skills to satisfy this demand of modern society.

Especially important the skills of public speaking are for those professions that have to deal with individuals and groups of people in connection with their specialisation – sociologists, social workers, politologists and others. Without some oratory skills their professional activity cannot be a success. ‘Public Speaking’ course is regarded by the author as an essential part of teaching English for specific purposes (ESP). Teaching ESP in Ukraine is regulated by National Curriculum for Universities – English for Specific Purposes which was worked out by the British Council Ukraine together with high school lecturers and is recommended by the Ministry of Education and Science of Ukraine (2005). The issues of teaching English for Specific Purposes are paid attention to by many foreign scientists: J.Cummings, T. Dudley-Evans, C.Johnson, M.Ellis, C.Kennedy, R.Boltio. The researches by S.Kozhushko, N.Sura, O.Tarnopolsky, L.Morska and others are devoted to teaching English for Specific Purposes in Ukraine. A great number of scholars focus their attention on researches dedicated to public speaking: Aleksandrov D.N., Vvedenskaya L.A., Sheinov V.P., Apresian G.Z., Ivanova S.F. and many others. They discuss the main types of public speaking, rules of behaviour while delivering a speech, the importance of taking into account the target audience, the most typical mistakes to avoid, the influence of non-verbal communication on the result of speaking, the ways to overcome stage fright, typical for the majority of people, and many other essential issues.

The author considers teaching good oratory skills to be one of the main conditions of productive English learning and gaining professionalism at high school. ‘Public Speaking’ course for future sociologists is aimed at teaching students the necessary theoretical information on the subject and, the most essential, practicing them in public speaking to gain oratory skills as part of their future specialisation. The aim of every society should be to make it possible for every member of it, to say nothing of every professional, to be able to convey socially important information in the proper way to those for whom it

should be addressed. That is why the course of public speaking is introduced in the programme for future sociologists and consists of two main parts – theoretical and practical, which, in their turn, are subdivided into some sections. In the first section of the theoretical part students learn the material about the greatest speakers of antiquity and of the past, their biographies, methods, topics of discussion. It helps students understand how the art of eloquence developed and how important it was considered by society which, in its turn, helps to develop respect and appreciation to good manner of speaking and oratory skills in general.

As one of the main methods of becoming a great speaker is to learn from the great, the next step to teach students public speaking is to study and discuss speeches of such outstanding orators as, for example, Abraham Lincoln, Winston Churchill, Franklin Delano Roosevelt, Mahatma Ghandi, Martin Luther King, John Kennedy. Discussing the main features of their speeches in the second section of the theoretical part students learn how to make an impression on people, how to persuade them and call for some actions. In Steve Jobs's speech addressed to students they see an example of sharing personal life facts with thousands of people. Most often people are afraid or ashamed to reveal personal information before the public but in this case students see that Steve Jobs's speech can help those who cannot find their calling, or cannot find a job, or have health problems. While discussing Steve Jobs's speech students come to the conclusion that in some cases only personal information about failures and illnesses and difficult personal experience but not some theoretical rhetoric can support those having hardships. In Martin Luther King's famous speech 'I have a dream' they learn how to impress people, how to call them for positive changes in society, how to convey important ideas the best way. The most interesting part of this section turned out to learn the biography and listen to and analyze some speeches of a great contemporary motivation speaker from Australia Nicholas James Vujicic. Students especially value the positive influence of his speeches on people with disabilities, those who lose hope and have suicidal inclination.

The second part of the course is practical. In the first section of it students learn the main rules of successful public speaking and the most typical mistakes that people can make when delivering a speech. It is always reasonable to learn from somebody's mistakes in order to avoid your own ones – that is why this section takes a great part of the practical course.

The first thing a speaker has to do is to set the main goal and to identify the main theme of the speech. A good speech can be born only if a speaker has to say something valuable and knows what for he does it. The next step is to create the proper image taking into consideration the goal of speaking and the type of public. Students learn that the most essential thing is to produce the most positive first impression. It has already become a popular saying that people

have only one chance to produce a positive first impression. Some people mistakenly think that the first impression begins with the first word or phrase of the speech. This is radically wrong – the first impression begins much earlier from the speaker's appearance, posture, movements, gestures and so on. Therefore, students have to consider their so called 'body language' which can work both for and against this positive first impression. There is such a notion as 'imprinting' – the speaker's image 'imprints' in the audience's consciousness and either helps the speaker, if positive or prevents him from being a success, if negative. Psychologists state that the first seven seconds are the most decisive, they even mention the crucial 'seven seconds' rule which proves that the person has only a very short period of time to produce the best impression and it should not be wasted. After this the audience comes to the conclusion whether the speaker is of interest or not. This process happens unconsciously and listeners even do not realize it. This opinion may be wrong but the speaker will have to do his best to change it for the better afterwards. While discussing this rule of public speaking in class students come to the conclusion that it works not only in public speaking but also in private communication and practicing it will be of great value not only for their professional life but for private life as well. Besides, a job interview can be regarded as one of the widespread cases of public speaking and such practicing is obviously helpful for those willing to undergo interviews in the nearest future. During the course of public speaking in class students also learn to avoid so called stage fright. Dale Carnegie, the famous American publicist, described examples when well-known people were afraid to speak in public. While preparing a speech students take into consideration some of Dale Carnegie's recommendations from his 'Public Speaking for Success'. Students also practice to hide the 'kitchen' of their preparation – using some notes or simply reading from the papers which turned out to be one of their most typical mistakes. They become aware of the importance of eye contact which is necessary to keep with the public to feel its mood and be organic whole with it, which is impossible to do while reading.

One more typical mistake which students have to correct is attracting undue attention to their errors while speaking. They practice to keep in mind that nobody is perfect and everybody makes mistakes but you should hide that you feel at a loss and should not show the public lack of confidence. Only a lot of practice can make it possible – thus, the most important section of the teaching English for Specific Purposes, namely public speaking, is the practical section 'Delivering a speech'. During this section every student has to take the floor as many times as possible making reports, listening to fellow-students' reports and discussing their positive and negative sides at the discussion classes. Students learn the main types of public speaking which are determined by the purpose of speaking – informative, entertaining, persuasive and ceremonial. In connection

with their future specialization they need from the above mentioned informative and persuasive types most often. Therefore, they have to practice in making reports and learn to persuade the audience in their opinion while discussing professional issues. Here they also take into consideration some of Dale Carnegie's recommendations from *Public Speaking for Success*.

As for choosing themes for reports preference should be given to those closely connected with professional themes calling students' interest and those, which have already been discussed at their specialized classes – 'Reasons and social consequences of unemployment', 'Labour migration', 'New types of families in our society', 'Pros and cons of caring guns', 'Main causes of stress and fatigue' and others. Students may choose themes for reports according to their interest and deliver a speech which should be well-structured and consist of introduction, main body and conclusion. Informative speech should meet the main demands such as: it should not contain any controversial issues, it should give new information, be actual and meet the needs of the audience. For instance, it may be an explanation or a description.

Another type to be practiced is a speech to persuade the public using logical arguments and proofs which is also essential for future sociologists. They learn to find proper arguments and convey their own emotions which is actual in this type of speaking. At the same time students learn to be tolerant to other people's opinions.

Conclusion. Being a part of English for Specific Purposes the Course of Public Speaking introduced in the programme for future sociologists develops readiness for public speaking and thus can influence their professional qualities and encourage different types of speaking in various professional and non-professional situations. It teaches students to be well-prepared and avoid the most typical mistakes and fears, to be tolerant and persuasive. It develops not only skills of fluent English speaking and good oratory skills but also necessary personal qualities of future professionals and active members of society.

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INFLUENCE OF INDIVIDUAL WORK ON THE DEVELOPMENT OF FUTURE TEACHERS' PROFESSIONAL QUALITIES

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Abstract. *The article deals with theoretical, general-didactical, psychological, organizational-activity and methodological aspects of the interpretation of the phenomenon "individual work" in psychological and pedagogical literature, which represents one of the important problems of pedagogical theory and practice. Particular attention is paid to the theoretical analysis of modern scholars' scientific achievements on general concepts of individual work, teacher's reflexion, pedagogical orientation. The author's point of view on the influence of individual work on the development of future teachers' professional qualities studying the training course "Pedagogics of Physical Education and Comparative Pedagogics" is given, which is integrated into the system of pedagogical education at its final stage of studying and is based on the knowledge gained by the students during previous courses. The analysis of the pedagogical research results of the levels of future Physical Training teachers' pedagogical orientation and pedagogical reflexion development during individual work within mentioned training course is carried.*

Keywords: *individual work, pedagogical orientation, pedagogical reflexion.*

The urgency of the study is due to the modernization of the studying process in higher education and requires the transition from a general analysis of planning, organization and control problems to the identification of the peculiarities of students' individual work. It creates a solid foundation for the development of initiative and autonomy, the implementation of learning differentiation and individualization, the formation of students' own views and beliefs, the development of professional qualities, the ability to change the nature of cognitive activity, etc.

The need for the transition to new forms and methods in the development of higher educational education system, which is caused by the credit and modular system, updates the training of future teachers for professional activities, determines the formation of their professional qualities