

IMPORTANCE OF PRESENTATIONS FOR DEVELOPING COMMUNICATIVE SKILLS

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This article examines the central role of presentations in the development of communicative competence among learners of foreign languages. Drawing on contemporary pedagogical theories, communicative language teaching methodology, and empirical research, the paper argues that presentation-based instruction significantly enhances linguistic accuracy, fluency, pragmatic awareness, critical thinking, and learner autonomy. The study also highlights cognitive, socio-cultural, and psychological dimensions that contribute to the effectiveness of presentations as a tool for communication development.

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In contemporary language education, the development of communicative skills is recognized as a decisive factor for learners' academic, social, and professional success. As pedagogical paradigms shift from teacher-centered instruction to learner-centered communicative approaches, the role of interactive tasks has gained particular significance. Among these tasks, classroom presentations occupy a central position, providing a dynamic platform for learners to practice, refine, and internalize essential communication skills. Presentations differ from traditional speaking exercises due to their structured nature, cognitive complexity, pragmatic relevance, and authentic communicative requirements. They promote holistic language development by engaging linguistic, psychological, cognitive, and socio-cultural dimensions of communication simultaneously. The importance of presentations in communication development is grounded in several theoretical perspectives. From the viewpoint of communicative competence theory, originally introduced by Dell Hymes and later elaborated by Canale and Swain, communication is not limited to grammatical accuracy but also requires sociolinguistic awareness, discourse organization, and strategic competence. Presentations inherently integrate these components: learners must choose appropriate vocabulary and syntax, structure their speech coherently, adjust their style according to the audience, and employ compensatory strategies when encountering difficulties. By requiring learners to perform all these actions within a single task, presentations act as a comprehensive tool for fostering communicative competence. Presentations serve as a medium for extensive linguistic development. During preparation, learners engage in topic-based research, which enriches their vocabulary and expands their ability to formulate complex ideas. The act of drafting a presentation encourages self-editing and refinement of grammatical structures, promoting linguistic accuracy. Repeated rehearsal contributes to fluency, enabling learners to speak smoothly, naturally, and confidently. Unlike spontaneous speaking tasks that rely on immediate cognitive processing, presentations allow learners to plan their speech, which leads to more detailed and well-organized language production. This planned production gradually transfers into spontaneous communication as learners gain confidence and internalize high-level structures.

At the same time, presentations support the development of pragmatic competence—the ability to use language appropriately in context. When delivering presentations, learners must consider factors such as formality, tone, politeness strategies, and cultural norms. They learn how to open and close a speech, how to transition between ideas, and how to engage

the audience. These skills are essential not only in academic settings but also in professional environments, where individuals must present proposals, report findings, and persuade stakeholders. The mastery of these pragmatic strategies significantly enhances learners' communicative effectiveness and social adaptability. One of the most notable benefits of presentations lies in their contribution to discourse competence. Successful communication requires more than individual sentences; it depends on coherence, cohesion, logical sequencing, and rhetorical structure. Presentations require a clear introduction, body, and conclusion, and demand the use of cohesive devices such as connectors, signposting expressions, and reference structures. By organizing their thoughts in this way, learners develop the ability to construct extended discourse, a skill that is essential for academic communication, debates, and discussions. The structured nature of presentations trains learners to think critically about the organization of information, ensuring that their speech flows logically and is easy for the audience to follow. Beyond linguistic aspects, presentations play an essential role in cognitive development. The process of preparing a presentation stimulates high-order thinking skills such as analysis, synthesis, classification, and evaluation. Learners must identify key points, extract relevant information, compare different perspectives, and construct arguments. These cognitive processes strengthen their ability to think logically and independently. Research in educational psychology highlights that students retain information more effectively when they actively process it, as in the case of preparing and delivering a presentation. Thus, presentations not only facilitate communication but also enhance intellectual engagement and long-term memory retention. Psychological development is another important dimension connected to presentations. Public speaking is often accompanied by anxiety, especially among foreign language learners. This linguistic anxiety can negatively affect speaking performance and overall language acquisition. However, regular presentation practice gradually reduces fear and builds confidence. Repeated exposure to audience interaction increases learners' tolerance for communicative challenges and improves self-efficacy. As anxiety decreases, learners become more willing to communicate spontaneously, both inside and outside the classroom. This psychological transformation is crucial because confidence is one of the strongest predictors of communicative success.

Presentations also contribute to the development of nonverbal and paralinguistic communication. Effective communication involves not only words but also body language, facial expressions, gestures, eye contact, posture, volume, and intonation. During

presentations, learners consciously practice these elements, improving their awareness of how nonverbal cues influence meaning. For instance, maintaining eye contact with the audience increases credibility, while appropriate gestures emphasize key points. Mastery of nonverbal communication enriches the communicative repertoire of learners, making their speech more engaging and expressive. These paralinguistic features are especially significant in intercultural communication, where nonverbal norms may vary. From a socio-cultural perspective, presentations promote interaction and collaboration. Many presentation tasks require teamwork, encouraging learners to share responsibilities, negotiate roles, and collectively make decisions. Through such cooperation, students learn to respect diverse viewpoints, improving their intercultural communicative competence. Additionally, class discussions following presentations create opportunities for peer feedback, which further enhances communicative practice. Learners become active participants in a knowledge-sharing community, transitioning from passive recipients of information to active contributors. A major strength of presentations is their relevance to real-world communication. In academic settings, students are frequently required to present research findings, engage in seminars, and defend projects. Likewise, in professional environments, presentation skills are indispensable for meetings, training sessions, product demonstrations, and strategic communication. Presentations train learners to synthesize information concisely, express ideas persuasively, and adapt their communication to different audiences. These transferable skills increase employability and prepare learners for globalized workplaces where English is often the medium of professional interaction. Incorporating technology into presentations further enhances communicative development. Modern digital tools such as PowerPoint, Prezi, Canva, and interactive platforms like Mentimeter or Kahoot allow learners to create visually appealing, multimodal presentations. The integration of text, images, diagrams, audio, and video strengthens multimodal literacy, enabling learners to communicate through multiple channels simultaneously. Technological skills also contribute to 21st-century competencies, which are essential in modern communication-driven environments. Visual support reinforces spoken messages, making communication clearer and more impactful. Despite numerous advantages, presentations may also pose certain challenges. Some learners may experience high levels of anxiety, lack confidence, or struggle with pronunciation. Others may rely too heavily on written notes, reducing the communicative authenticity of the task. To overcome these challenges, teachers can provide scaffolding through modeling, rehearsal activities, and constructive

feedback. Gradual exposure to presentation tasks—starting from pair work, moving to group presentations, and finally individual presentations—can help learners develop skills step by step. Additionally, explicit training in public speaking strategies, such as voice projection, pacing, and audience engagement, significantly improves learner performance. Ultimately, the importance of presentations for developing communicative skills is multifaceted. Presentations integrate linguistic, cognitive, psychological, and socio-cultural dimensions of communication into a single, meaningful task. They enhance accuracy, fluency, pragmatic awareness, discourse organization, and nonverbal competence. They foster critical thinking, confidence, autonomy, and academic professionalism. They prepare learners not only for language classrooms but also for real-world communication where the ability to present ideas clearly and persuasively is highly valued. Given these comprehensive benefits, presentations should be considered an indispensable component of modern language teaching and learning, contributing to the formation of competent, confident, and communicatively effective individuals.

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