

«승정원일기» — Сынчжонвон Ильги, Дневники Королевского секретариата, подробный отчет о ежедневных событиях и официальном расписании двора, от первого короля династии Чосон, Тэджо, до ее 27-го и последнего Сунджона [2, 39].

Преимущество этого вида перевода в том, что он может предоставить читателю много информации. Однако иногда слишком много информации может стать проблемой.

Таким образом, приходим к выводу, что, при выборе метода перевода важную роль играет не только замысел автора текста, но и точка зрения автора перевода.

Не все способы перевода могут в достаточной мере раскрыть значение безэквивалентной лексики, обеспечить полное восприятие их сущности. Каждый переводчик самостоятельно принимает решение при выборе методов и способов перевода.

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ASSESSING STUDENTS' OUTCOMES THROUGH ORAL PRESENTATION MODELING IN THE EFL CLASSROOMS

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Abstract

This article focuses on determining the effects of an oral presentation on the promotion of learners' autonomy by using experimental and qualitative research methods. The oral presentation offers EFL learners the possibility of promoting autonomous learning and discovering their best performances in the EFL class scene. The oral presentation has not only helped them to choose materials and plan and prepare them for class presentations but also provided them with the motivation to learn English, reach self-esteem and self-confidence, and become active learners. Finally, the oral presentation stimulated learners to create their own identity of the English language and allowed them to sort their learning material that meets their learning needs.

Introduction

This article informs about how to make an oral presentation at the end of any academic semester in the EFL dimension. The requirements for demonstration will be given by some presenting rules, the grading rubric, and academic achievements. The main problem for EFL students in many academic establishments in non-English speaking countries is the overflow of irrelevant information in presentations within informal language usage. Avoiding that issue this work shows adequate demonstrating rules, and a possible online platform to present students' work. The work is done by analyzing many articles and online platforms that are essential in the tertiary field of higher education. Thus, this paper outlines a number of the advantages of enforcing oral presentations in the EFL classes for assessing students' outcomes at the end of academic terms. The work will help instructors to give guidelines to their students by giving directions with the helpful recommendations that are given in this article. It then lays out a framework for imposing presentations in the classroom in a manner this is useful for each contributor and the practitioners. It is highly hoped that the pedagogical thoughts mentioned in this paper, can assist instructors in English as a Foreign Language (EFL) in enhancing their students' English language abilities.

Keywords: oral presentation, triangle-method-for-eye-contact, performance, prezi.com, padlet.com, content, rephrasing, editing, inserting, self-esteem, etc.

Content of the article:

1. Oral presentation rules. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1857815/>)

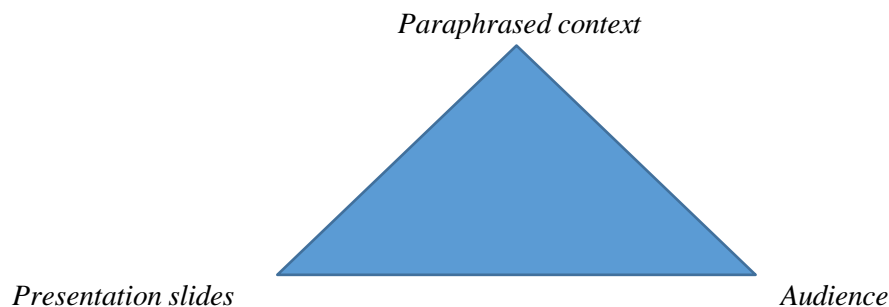
2. The rubric to assess presenting orally.

3. Guidelines and suggestions to make presentation. (Prezi.com, padlet.com, google slides. Power point.)

1. Oral presentation rules. That's always accepted to make some rules in doing some creative things or designing some arrangements. So, here are some essential rules for making a perfect oral presentation:

1. Communicate with the audience

Recognize your audience: their background and level of knowledge of the material you are presenting and what they hope to achieve from the presentation. Deliver what the audience wants to hear. The main thing here is to keep your **triangle-eye-contact** while demonstrating the presentation and speaking about the slides.



2. Make your own speech that is rephrased from your slides.

When he/she is speaking about a topic in presentation slides the oratory speech should be designed differently considering the natural context.

3. Only speak when you have something to say:

Remember that the hearing's time is valuable and should not be wasted presenting uninteresting primary documents.

4. Make the take home message persistent

A good rule of thumb is that if you ask an audience member about your presentation a week later, they should be able to remember three points. If those are the main points you wanted to convey, you've done a good job. If you can remember three points but not the key points, then your emphasis was wrong. It's obvious what it means if they can't remember three points!

5. Be logical

Think of the presentation as a story. There is a logical flow: a clear beginning, middle and end. You set the stage (beginning), tell the story (middle), and have a big ending (the end) where the take-home message is clearly understood.

6. Treat the floor like a stage

Presentations are meant to be entertaining, but don't overdo it and know your limits. If you're not naturally humorous, don't try to be humorous. If you're not good at telling stories, don't try to tell stories and so on. A good performer will captivate the audience and increase their chances of obeying Rule 4.

7. Practice and time your presentation

The more you practice, the less likely you are to lose yourself. The more presentations you give, the better you get. An important talk should not be delivered to an audience of peers for the first time. You should have given it to your research team, who will be nicer and gentler, but will still point out any obvious inconsistencies. Most importantly, when presenting, respect what you are practicing.

8: Use visuals sparingly, but effectively.

If you have more than one picture for every minute you speak, you have too many and time is running out. Obviously, some images are quick, others take time to get the message across. Avoid reading the image unless you want to emphasize the point explicitly. The visual aspect should support what you say, for emphasis or with data to prove the verbal point. Finally, do not overload the visual. Keep the points few and clear.

9: Check the audio and/or video of your presentations.

Nothing is more effective than listening or listening and watching a presentation you have created. Seeing what's wrong is easy, fixing it next time isn't. Work hard to break bad habits; It's important.

10: Give thanks appropriately.

It is often appropriate to recognize people at the beginning or at the time of their contribution so that their contributions are very clear.

2. *The rubric to assess presenting orally.*

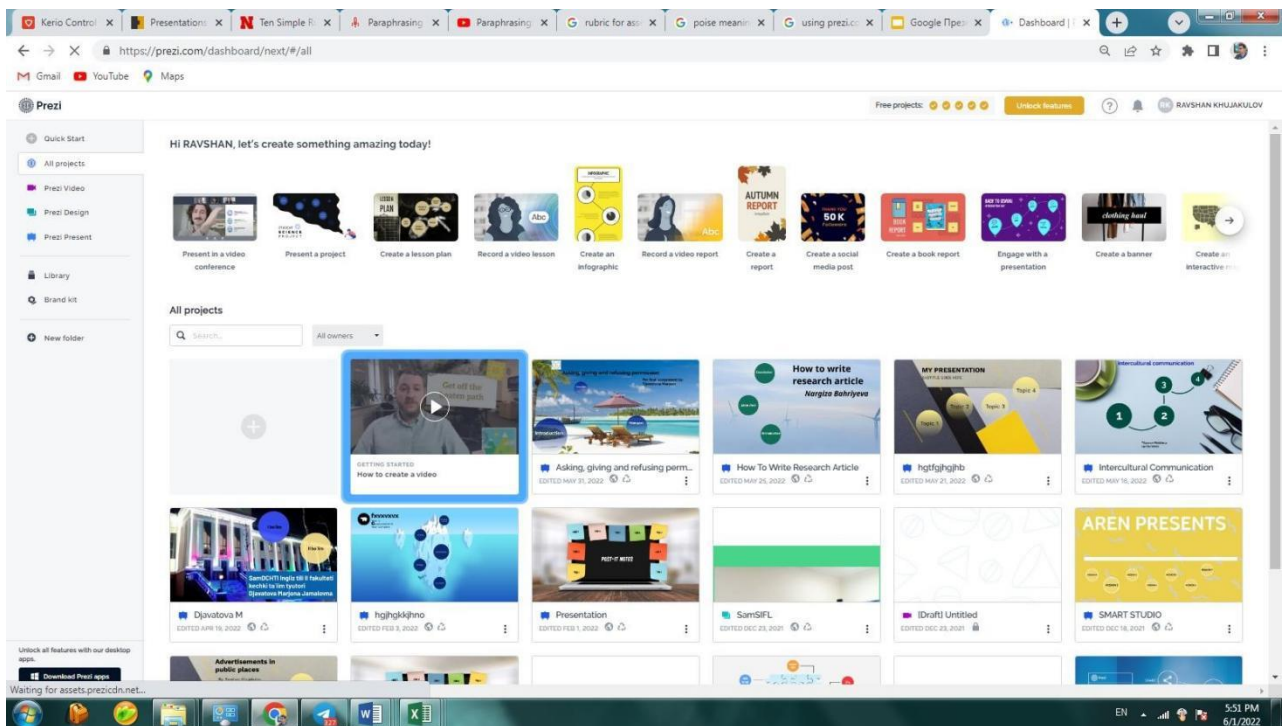
Students' performance and presenting skills will be assessed through this rubric appropriately. This rubric will be utilized to assess analytically and grade the presenters with clear and meaningful criteria adequately.

CAPACITIES	POINTS	5	4	3	2	1
PRESENCE (3x5)	body language & eye contact					
	contact with the public					
	physical organization					
LANGUAGE SKILLS (5x5)	correct usage					
	appropriate vocabulary and grammar					
	clear (rhythm, intonation, accent)					
	spoken loud enough to hear easily					
	usage of linking words					
ORGANIZATION (5x3)	clear objectives					
	logical structure					
	signposting					
MASTERY OF THE SUBJECT (5x4)	pertinence					
	depth of commentary					
	spoken, not read					
	able to answer questions					
VISUAL AIDS (5x2)	transparencies, slides					
	handouts audio, video, etc.					
OVERALL IMPRESSION (5x3)	very interesting / very boring					
	pleasant / unpleasant to listen to					
	very good / poor communication					

Overall score: 100

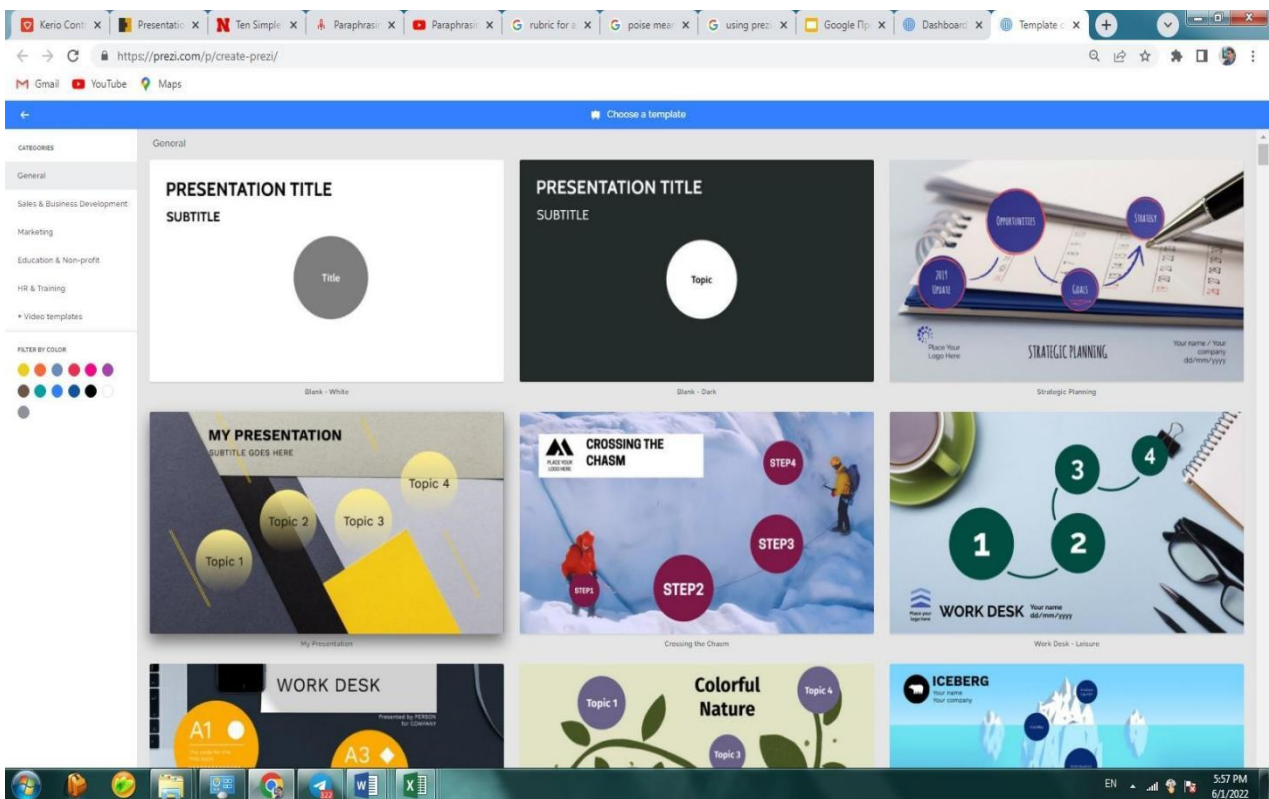
3. *Guidelines and suggestions to make presentation.*

Students will create their awesome presentation with the help of prez.com or google slides (docs.google.com/presentation) by signing up or logging in with their mail account. In this case, firstly, they will select which platform to use and then sign up for the first time by filling the brief application of registration and the platform or just clicking sign up with a g-mail.



In the next stage, they will choose one of the presentation templates, the favorite one which they loved, and click the appropriate button which the platform asks to go further procedures. Then they should edit the title for their oral presentation and click the button, anyone, on the web to the question who will see this presentation?

In the further stages, they will work with the presentation by starting to design the cover page (editing, coloring, inserting images or icons, etc.). The students will easily work on the prez.com presentation because the work will be saved automatically every second in the online regime. After finishing the work, they will only save the link of that presentation to demonstrate in anywhere the world by online mode.







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- <https://assessment.illinoisstate.edu> > workshops.

TEACHING VOCABULARY AS A COMMUNICATIVE SKILL FOR EFL LEARNERS

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30-maktab ingliz tili fani o'qituvchisi

Annotation: This article illustrates the importance of teaching vocabulary as a second language and research is done on different topic related sources. Hence learning languages through communicative competence is indispensable issue in teaching process.

Key words: vocabulary, translation, method, communication

The importance of vocabulary in learning a foreign language in the lives of students cannot be overstated. It is one of the factors that ties the four skills; speaking, listening, writing, and reading. Thus, students must know basic terminology to support their vocabulary in learning English before they can master these four skills. This is due to the fact that vocabulary is a crucial and necessary component of language development. Students must learn a sufficient quantity of words and know how to use them correctly in order to communicate effectively in a foreign language. According to Heibert, vocabulary is defined as "understanding of the meaning of words." The term vocabulary has a variety of connotations. Some teachers, for example, use the phrase to refer to visual vocabulary, which refers to students' direct recognition of printed words; others refer to words that are comprehended as their meaning vocabulary. Rider stated that increasing pupils' vocabulary is crucial since they would feel smarter as a result of doing so. This is because they will be able to comprehend what they read and hear more easily. Furthermore, because they have a greater command of the language, they will find it simpler to express themselves. Furthermore, according to Thornbury, a person needs to acquire a minimum of 2,000 words in order to converse naturally in a