МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ

Кафедра германської і фіно-угорської філології

імені професора Г. Г. Почепцова

Кваліфікаційна робота магістра з лінгвістики

на тему: «ПРОСОДИЧНІ ОСОБЛИВОСТІ ПУБЛІЧНОЇ АКАДЕМІЧНОЇ ПРЕЗЕНТАЦІЇ»

Допущено до захисту

«___» _____ 2019 року

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освітньо-професійної програми Сучасні філологічні студії (англійська мова): лінгвістика та перекладознавство

за спеціальністю 035 Філологія

Заїки Влади Олексіївни

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_____ Алексієвець О.М.

Національна шкала _____

Кількість балів _____

Оцінка ЄКТС _____

КИЇВ – 2019

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

KYIV NATIONAL LINGUISTIC UNIVERSITY

Professor G.G.Pocheptsov Chair of Germanic and Finno-Ugrian Philology

Master's Qualification Paper

PROSODIC FEATURES OF PUBLIC ACADEMIC PRESENTATION

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Kyiv –2019

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INTRODUCTION

The problems of prosodic organisation of oral speech are among the leading ones in contemporary linguistics. In this context, the prosodic actualization of scientific communication, namely of academic presentations, is one of the most urgent.

Nowadays the research works of spoken academic discourse present some linguistic features: the discourse composition and lexico-grammatical features (Ilchenko, 2002), pragmatic aspects (Ilchenko, Shelkovnikova, 2008), rhetorical features (Freydina, 2015), prosody of speech influence (Tomakhiv, 2018). But in general the prosodic aspect of academic public presentation is rarely included in the study, although it is an important component of spoken discourse.

So **the topicality** of this scientific work is coursed by the focus of modern phonetic studies on the comprehensive investigation of the problems of prosodic features of academic presentation.

The purpose of the research is the identification of the invariant of prosodic model of the academic presentations by the experimental analysis of their prosodic features. Achieving this goal involves the following **tasks**:

- to establish the status of the academic discourse;

- to reveal the specifics of an academic public presentation;

- to define the essence of prosody and its role in non-verbal communication;

- to determine prosodic characteristics of academic presentation;

-to identify the prosodic characteristics of public academic presentation.

The object of the study is spoken actualization of the English academic public discourse.

The subject of the work is functioning and interaction of prosodic means in the realization of English academic public presentation.

The research material is represented by five lectures. These are introductory lectures of various academic courses. The lecturers are scholars and professors of different universities and colleges.

The investigation methods. The linguistic observation method was used for

establishing the communication features of English academic discourse in general as well as public academic presentation; method of semantic and communicative-pragmatic analysis to determine the characteristic of the public academic presentation and features of their prosodic organization, and the experimental phonetic method as to conduct a comprehensive auditory analysis.

The theoretical significance of the research work is to consider the status of the academic discourse academic public presentation as a rhetorical genre, as well as the interaction of pragmatic and prosodic levels of their construction. The research achievements can be the basis for the expression of prosodic features, various genres of academic discourse. The results of the scientific work will contribute to further developments of phonostylistics, intonology and discourse study.

The practical value of the work is determined by the ability to use its main results and conclusions in the course of English Practical and Theoretical Phonetics ("Discourse prosody", "Phonostylistics", "Rhetorical phonetics"), Theory of speech communication ("The Academic Discourse"). The results can be used while writing special manuals and educational materials in Phonostylistics, Phonetics and English Language Practice.

The approbation of the results of the phonetic investigation was held at the International Scientific Conference "Ad orbem per linguas. До світу через мови" (Kyiv, KNLU, March, 20, 2019) and was published in the thesis of the conference (Presentation topic - "Prosodic features of public academic presentation").

The structure of the work. It consists of introduction, three chapters, general conclusions, list of references, list of sources of illustrative material and annexes.

In **the Introduction** the choice of research topic is discussed, its relevance, the purpose, tasks, object and subject of the work are defined, the material methods, theoretical and practical importance are described as well as the approbation of the work and its structure are presented.

Chapter 1 contains the state of the study of principal prosodic features of public academic presentations. Such issues as a concept of academic discourse, public presentation as a rhetorical genre and the prosodic means in public academic

presentation are discussed.

Chapter 2 outlines the methodology of the experimental phonetic research of the prosodic characteristics in public academic presentations.

Chapter 3 presents the results of the experimental-phonetic research of the prosodic features in public academic presentations.

General Conclusions formulate the outcome of the analysis and outlines the prospects for further research or the chosen subject.

Resume gives the short summary of the achieved results.

List of References contain the list of bibliographic material used in the process of the research.

List of illustrative material presents the list of the illustrative material used in the process of the research.

Annexes represent the examples of the public academic presentations.

CHAPTER 1

STATE OF THE STUDY OF PROSODIC FEATURES OF   PUBLIC PRESENTATION

1.1. The concept of prosody and its main characteristics

The term "prosody" covers a wide variety of facts, concepts and phenomena, defined by researchers working with different theories and frameworks.

One of the first specialists in Western linguistics, Teun Van Dijk, is fairly clear distinction between the concepts of "text" and "discourse". Discourse is actually proclaimed the text as "text" an abstract grammatical structure expressed. Discourse is a concept that applies to language, while the "text" is a concept related to the system language or formal linguistic knowledge, linguistic competence. (Teun Van Dijk, 1998:192)

Discourse is seen by S.Turina as a coherent text together with extralinguistic, cultural, psychological and other factors. Discourse, as a dynamic process reflects the functional features of the language and a set of pragmatic, expressive and cognitive properties. The problems of diversification of discourse and its variability are the most important theoretical issues today (Белова, 2002:12)

The resercher Burbelo identifies types of discourses by the dominant modus of communicative and relevant linguistic and functional features. So he differs household, educational, artistic and written discourses that have historically caused variations (Бурбело, 2002:82).

Another A. Syschykov separated the following discourses criteria: forms of social consciousness (politics, law, morality, art, philosophy, science, religion), activities and social relations that arise solely on the basis of social needs (Сыщиков, 2010:7)

Moreover, A. Belova proposed classification of discourse with two main factors: the nature and functioning areas of communication (Белова, 2002:12)

The scientists selected the following types of discourse according to the areas of communication: academic, business-discourse, diplomatic negotiations, political, educational, advertising, religious, rhetoric, family communication, medicine, psychotherapy, law, Internet discourse. According to the nature of communication the following types of discourse are distinguished: spontaneous, prepared, official, unofficial, male, female, child, adolescent discourse, the elderly, argumentative, conflict, authoritarian, abusive.

Most researchers of discourse conclude that discourse is a form of "language in use", "linguistic correlate of relevant areas communicative language activities, human consciousness and practice" (Безугла, 2013:105).

Scientist I.S.Shevchenko explains discourse as an integral part of thinking-communication activities, a set of process and outcome, out-lingual and actually lingual pragmatic, social, cognitive aspects that determine the choice of linguistic resources (Безугла, 2013:106).

Linguist T.A. van Dijk writes that the term "discourse" is used to refer to a particular genre, such as "news discourse", "political discourse", "scientific discourse". (Teun Van Dijk, 1998:192)

From the viewpoint of sociolinguistics, V.I. Karasik identifies two main types of discourse: personal (student-centered) and institutional (Карасик, 2010:6).

In the first case, the speaker acts as a personality in all the richness of his inner world, in the second case – as a representative of a particular social institution. Institutional discourse is a communication in the set conclusions of the status-role relationships (Карасик, 2010:6).

In addition to the verbal discourse, the nonverbal one exists that include intonation, pauses, posture, gestures, facial expressions. The nonverbal aspects of communication convey much more information than words.

Non-verbal communication is valuable in that it appears, usually unconsciously and spontaneously. Therefore, the unconscious messages are received and sent through non-verbal communication that cannot match spoken words.

There is some confusion in terms of "non-verbal discourse", "nonverbal communication", "non-verbal behaviour" in the many scientific studies. Such concepts are often used interchangeably.

The concept of "non-verbal discourse" is broader than "non-verbal communication". Non-verbal discourse is characterized by the use of non-verbal behaviour and nonverbal communication as the main means of transmission of information, organization of interaction, formation the image about the partner, the affecting on the another person. Non-verbal communication is a system of symbols, signs, used for the transmission of messages and is designed to better understanding of it. Non-verbal communication is independent to some extent from the psychological and socio-psychological personality traits. Non-verbal communication has a very clear range of meanings and it can be described as a specific sign system (Кусько, 2001:48).

Scientist K. Cusco, describing such a complex phenomenon as text linguistics and discourse linguistics, noted that "*it is a stimulus for further research, theoretical generalizations conceptual development ...*" (Кусько, 2001:48). According S.Holoschuk, this view is correct to characterize such a multifaceted phenomenon as non-verbal communication (Голощук, 2007:19-23).

It is stencil of communication that distinguishes the institutional discourse from the personal. Institutional discourse is allocated on the basis of two systemically important attributes: goal (goals) and dialogue participants.

Academic (educational and scientific) discourse is a special type of discourse

associated with specific public institutions and related to them (type of institutional discourse), combining the properties of scientific and educational discourses: "scientific discourse as a set of texts that meet the goals of scientific communication and verbalizers of scientific knowledge and educational discourse – texts of a descriptive-prescriptive nature that do not imply equality of the addressee and the addressee used in educational and educational purposes" (Казакова, 2012:6).

The term "academic" covers a wide area of educational discourse, which is actively studied by a number of scholars (Дмитриев, 2008:3-9), (Богуцкая, 2009:45-55). As for academic discourse, it is necessary to clarify the content of this concept in our study:

a) is correlated by meaning with a noun: the academy associated with it;

b) educational.

The analysis of academic discourse is carried out both in linguistic and interdisciplinary research. Today there is a huge number of works related to the classification and analysis of scientific, educational, pedagogical and didactic discourses.

The academic discourse is devoted to a number of works performed in the system of philological, sociological and pedagogical research:

- consideration of academic discourse in line with the concept of institutional discourses (Бурмакина, 2013:289-296), (Бурмакина, 2012:101-108);

- search for optimal discursive academic communication strategies (Сорокина, 2008:208);

- revealing the specifics of lecture discourse, exam genres and institutional presentation (Бурмакина, 2013: 185-191) etc.

In some studies, scientists do not go beyond the consideration of only educational or pedagogical discourses, or only scientific, because the genres of pedagogical, educational and scientific discourses (lesson, lecture, seminar, exam, conversation, scientific article, monograph, dissertation) do not coincide.

Other works interpret academic discourse as a particular case of the use of scientific discourse.

There is an approach due to which the scientific discourse is studied together with the teaching. In this case, only that part of academic communication, which belongs to the higher education system, is taken into account. A.Litvinov emphasizes that "within the framework of scientific discourse, there is both symmetric communication (i.e. a situation of information exchange between equal partners and status and knowledge partners) and a complimentary ones, typical of educational activities, during which information is transferred to unequal partner" (Литвинов, 2004:283-289).

Linguist T. Yezhova analyses the pedagogical discourse as "a changing system of value and meaning communication of the subjects of the educational process, covering the exhibitors (participants) of the discourse, pedagogical goals and the substantive component" (Ежова, 2007).

Scientist L.Kulikova testifies to the observation of a close interrelation, infiltration and identity of "a significant number of functions and genres of educational, pedagogical and scientific discourses, which makes it possible to combine them into one paradigm and to consider it as a single system of specialized clichéd scientific and educational communication" (Куликова, 2006:298). In the analysis of pedagogical, educational and scientific institutional discourses, the "integrated approach" is seemedreasonable (Куликова, 2006:298)

It should not be considered the absolute synonyms of the concepts "academic" and "pedagogical" in relation to discourse, since pedagogical discourse is complying with the rules, requirements of pedagogy; typical of the teacher pedagogy is characteristic of them. And pedagogy, as is known, is traditionally defined as the scientific discipline of the science of education and training. In addition, in the exact discourse, in the opinion of V. Karasik, the personality component is expressed much less than in the pedagogical (Карасик, 2010:10). The researchers traditionally consider pedagogical discourse in the context of the speech behaviour of participants in the teacher and student communication in the classroom and in extracurricular activities, but this approach, in our opinion, in the narrow sense reveals the essence of this phenomenon.

In our study, we adhere to the point of view of A. Litvinov, who proposes to consider the realization of academic (scientific) and pedagogical discourse in the system of higher education, that is, educational and scientific (academic) discourse. First of all, this kind of discourse is aimed at shaping the professional worldview of students. The scientist argues that the scientific discourse involves both symmetrical and complimentary communication, which is characteristic of educational activities (Литвинов, 2004: 283-296).

Thus, when considering scientific and educational discourses in the field of higher education, the term "academic discourse" seems appropriate, interpreted by L. Kulikova as "*normatively structured speech interaction, possessing both linguistic and extra-linguistic plans, operating with a specific system of professionally-oriented signs and taking into account the status-role references of the main participants of communication (scientists as researchers and / or teachers, as well as students in the field of education), interpreted as a culturally-marked communication system*" (Куликова, 2006:297).

Litvinov's point of view, is that a part of it that is realized in a certain sphere – the sphere of higher education, i.e. teaching and scientific or "academic discourse".

In a view of the mentioned above, academic discourse can be defined as a kind of institutional, status-role communication, which members are teachers and students, members of the scientific community who must communicate in accordance with the norms of speech behaviour adopted in it, in an educational and scientific communication situation (Чубарова, 2009: 150).

A specific feature of this type of discourse is the use of artificial languages, graphs, drawings, pictures, mathematical, physical, logical symbols, names of chemical elements. The situational context of academic discourse is limited by the time during which the process of interaction of representatives of the scientific community and the place of this process takes place – lecture hall, audience, conference hall, etc. and obtaining new scientific knowledge. The values of academic discourse are made from the entire complexity of moral values recognized by society, coupled with the concepts of "truth", "knowledge" and "research".

Numerous strategies of academic discourse can be consolidated into a subsequent chain: the implementation of research, examination, introduction into practice and the subsequent withdrawal of new knowledge orally or in writing, including explanation, evaluation, testing, facilitation and organization of its receipt (Бурмакина, 2010: 22).

Each type of discourse has its own set of genres that characterize speech in situations of communication. Academic discourse also has its own set of genres. The written form of academic discourse is presented by such genres as: dissertation, monograph, article, thesis, abstract, summary, abstract, review, review, dissertation review, conclusion about the possibility of publishing the work; popular science article, note; textbook, study guide.

The basic principles of academic eloquence art are considered the following: the scientific depth of the material, accuracy, logic (justification, evidence, orientation to finding the truth), taking into account the competence of the addressee (Олійник, 2016:115).

The lecture is a type of academic public speaking. Depending on the purpose and content of the lecture they are classified into:

- actually scientific, theoretical (scientific reports and reports);

- scientific and methodological (educational lectures);

- popular science (lecture-review, lecture-excursion, film or tele-lecture) (Зубенко, 2002:65).

According to another classification, lectures are divided into:

- educational and program lectures, which consistently teach a certain scientific discipline;

- instructive (introductory) lectures that encourage students to further study the discipline;

- review lectures aimed at systematization of knowledge;

- lectures on a special course devoted to a certain narrow field of science, research (Зубков, 2017:235).

The main genres of oral academic discourse are the scientific report, the scientific message at the conference, the round table, the defence of candidate and doctoral dissertations at the academic council.

1.2. Public presentation as a rhetorical genre

As it is known, the presentation is one of the genres of academic discourse that has won a special place today in the practice of the professional-oriented communication. Making a presentation is one of the types of institutional communication and used in the academic sphere of communication as the most effective way of presenting information. A presentation is a communicative event characterized by a peculiar structure and strategies of discourse generation, which makes it possible to speak about the presence of a certain type of discourse, discourse presentation.

Exploring oral presentation texts from the perspective of communicative pragmatics, it is advisable to consider the presentation speech as a "speech act, the mandatory elements (constitutive features) of which are: the addressee, the addresser, the message itself (including its transmission channels, structure, language features, lexical and syntactic means, degrees preparedness), communicative situation or situational context" (Ehninger, 2014:56).

Based on the aforementioned approach to understanding the presentation, the statements produced in a public presentation show are the actions performed by the presenter in order to ensure a planned pragmatic impact on the addressee's (emotional-intellectual) consciousness through the use of certain language tools and techniques.

Oral presentation is *the process of phased generation of a holistic, coherent, logically organized oral work on a given topic in a limited volume, the purpose of which is to demonstrate, visualize, and / or disseminate information using audiovisual media*" (Шамне, 2009:144). This is a sounding text, designed as a

complex monologue with elements of dialogization, in which, in the academic sphere of communication, the presenter is faced with the task of presenting new scientific knowledge that expands the listeners' cultural, scientific and socio-political outlook and creates a worldview, social consciousness, ideology moral principles of behaviour. The presentation can be used in almost all types of academic eloquence: a report at a scientific conference or seminar, participation in a scientific dispute, a lecture, etc.

The presentation as a genre of academic discourse is used in this communicative sphere as the most effective way of presenting information. The discourse of academic presentation, in accordance with the classification of A.V.Olyanich (Олянич, 2013:120), combines the features of scientific (the need for information transfer), professional (the need for the transfer of skills and abilities), pedagogical (the need for the transfer of knowledge, as well as historical, spiritual and cultural values) and presentation discourse (the need for self-presentation).

The situational context of the academic presentation discourse is clearly limited by the time assigned to the conference, the educational process, the protection of qualification work and the place where the corresponding process takes place – the classroom, the conference room, etc. (Кожемякин, 2008:46). Despite the fact that training and education are carried out not only within educational institutions, but also behind their walls, socialization and inculturation, as basic guidelines of educational and scientific discourse, are actualized in the presentation only in a certain audience and strictly allocated for this time (Кожемякин, 2008:46).

The predicted addressee of presentations in the academic sphere of communication can be presented rather non-uniformly: the contingent of students of higher educational institutions; representatives of the scientific community; scholars with a degree and rank; applicants.

Presentation in the academic field of communication belongs to the category of information and analytical and involves interaction with the audience. After listening to the presentation, the audience asks questions to understand and clarify some data.

The goal determines the form, content and style of the presentation, as well as the degree of coherence of the audience with the speaker. The more it is required to influence the audience, the closer the interaction with the latter should be. Within the framework of the educational and scientific discourse, the presentation is delivering the balance of the influencing and informing components with a digression in the direction of information.

According to the goals, the following main tasks can be formulated within the presentation in the academic field of communication: effective information, effective information transfer, convincing the interlocutor and encouraging him to action, obtaining additional information about the interlocutor, positive self-presentation.

The strategies of academic presentation discourse are predetermined by the particular goals of the respective types of presentation texts, namely: the socialization of a new member of society, the transfer of new scientific knowledge and the formation of skills for their use in a teaching presentation; presentation and theoretical generalization of the author's many years of experimental research on relevant issues, the formation of a system of new scientific knowledge, their popularization and propaganda when speaking at a conference and defending qualifying work.

The elements of the internal organization of discourse are the units of its micro and macrostructure, which unites the discourse as a "sequence of speech acts into a single whole" (Teun Van Dijk, 1998:193).

There is a wide variety of classifications of presentations:

- on the purpose of the statement;

- according to the form of the message (messages having a ready-made form of the message, having a fixed form of the message, constructed on their own, in whole or in part);

- by content (transmitting the content of another text – one or several);

- by volume;

- by the nature of the audience.

According to the purpose of speaking, presentations, as well as public speeches can be divided into "informational, protocol-etiquette, entertaining, persuasive" (Иванова, 2011:35). "The goals that the speaker sets for himself can be combined, with the result that the speech can become complex" (Иванова, 2011:35). An example of a mixed type of presentation is the information and persuasive presentation.

There are some other mixed types. According to the content, the following presentations are distinguished: presentation of support for the educational process, practical, analytical, reflective, informational presentation, etc.

By the form: "a presentation with a script, a learning, self-executing, interactive, linear presentation" (Ястребов).

Depending on the design, "official-emotional, informational or informative presentations" are also distinguished " (Ястребов).

The types of oral presentation texts considered in this study (teaching presentation, presentation at the conference, defence of qualification work) are "informational by their short-term goals and trainers on long-term goals (super-task)" and are classified in terms of the main communicative situations of using the presentation monologue in the academic field of communication, namely: the situation of learning, speaking at the conference and the protection of qualifying work (Блох, 2011:93).

Thematically related types of oral texts (teaching presentation, presentation at the conference, defence of qualification work), functioning in the framework of one communicative sphere (higher education), make it possible to identify a separate genre of academic discourse – the genre of oral academic presentation. The distinguished types of presentations (educational presentation, performance at the conference, defence of qualification work) combine a clear compositional structure, and thematic unity. This is a class of sounding texts distinguished on the basis of commonality factors of the communicative sphere (academic), structural-linguistic similarities (the presentation is based on the traditional three-part scheme; the object of its reflection is a well-defined area of scientific knowledge; terms, concepts,

scientific apparatus related to this area knowledge), the standard of the communicative situation (the presentation is a typical communicative situation, characterized by the use of standard speech techniques and tools) fake communicative goals (impact through information, joint discussion of scientific ideas, motivation for research and training activities).

. The classified types of oral presentation texts are characterised by not only similarity features, but also by a number of special features that distinguish presentations from each other.

An effective teaching presentation is differed from a conference speech or qualifying work defence by its simplicity. The monologue in the teaching presentation *"his speech is detailed and thorough, because the speaker appeals to this type of audience with whom he cannot rely on understanding from half-words with thanks to general knowledge)"* (Бергельсон, 2002).

Speaking at the conference, in many respects, occupies an intermediate position between the teaching presentation and the qualifying work defence. The latter, by the type of textual development syntactic identity, and lexical structure, is a largely approaching writing.

Speech at the defence of qualification work, as a particular type of monologue presentation speech, as opposed to a teaching presentation, is speech produced in front of a group of people with common experience and knowledge and can be minimized, thanks to reliance on a set of common background knowledge. As a rule, those few people who are present at the defence are familiar, prepared for the discussion of the problem and have shared knowledge and experience, so many details when discussing certain issues during a speech can be omitted.

The teaching presentation and presentation at the conference require greater accuracy, clarity and completeness of speech expression than speech on the protection of qualifying work. The teaching presentation is more to the educational discourse, and the performance at the conference and the protection of qualifying work to the scientific.

There is also a difference in the area of the particular goals of each type of

oral presentation, which determines the nature of their stylization. So, the purpose of the teaching presentation is the socialization of a new member of society, the popularization, propaganda and transfer of new scientific knowledge, the formation of skills in their use. The addressee of the teaching presentation is future specialists. The objectives of speaking at the conference and on the protection of qualifying work are the presentation and theoretical generalization of the author's many years standing experimental research on relevant issues and the formation of a system of new scientific knowledge. The addressee of a speech on the defence of qualification work is a narrow circle of fellow scientists of the relevant specialty, and when speaking at a conference this can be a wide range of public: fellow scientists, future specialists, users of scientific knowledge. All the above-mentioned features leave their mark on all the language levels of the types of oral texts under consideration.

The teaching presentation in the work refers to a kind of academic discourse, a type of institutional communication, the purpose of which is to transfer the information of educational and scientific content to the students. This is a single monologue utterance of a scientific subject related to didactic aims and created specifically for the educational purposes. It combines the conventional features of scientific, educational and rhetorical discourses. A teaching presentation as a scientific text is used in the field of education and training for the transfer of scientific knowledge and the object of its reflection is a certain level of a particular science embodied in scientific knowledge. *"Teaching presentations serve as an auxiliary tool for the teacher, facilitating the perception of new information by the student and allow rational, demonstrative and visual presentation of the material. Using even the most ordinary tools in a presentation is extremely effective. A masterful presentation draws the attention of students and awakens an interest in learning"* (Павлова, 2017).

Although the analysis showed that the form of interaction during the lecture is not only verbal (Рябих, 2011: 155-156), the use of audiovisual and other means of learning is undoubtedly less important while the main role belongs to the verbal form of interaction. The verbal interaction is predominantly a monologue, although

there are elements of dialogue (Рябих, 2011: 155-156). It gives grounds for distinguishing between a monologue and a dialogue block. Elements of the monologue block are mainly represented by standard syntactic structures (sentences of narrative, inductive structure: simple, complicated, complex). Also, the monologue block is represented by non-standard elements, which include, the explication, explication models that are defined as formally redundant structures that are characterized by the overlap of the content plan and are represented by two types: the dismemberment of the syntactic expression structure and the extension of the syntactic expression structure (Рябих, 2011: 155-156).

The duality of the teaching presentation, its simultaneous correlation with the sphere of science and education largely determines its structural-compositional and semantic features.

A teaching presentation has a number of special characteristics that distinguish it from other types of presentations and forms of scientific presentation. One of these characteristics is the amount of knowledge available to the addressee. The addressee factor determines the discourse features generated in the course of the teaching presentation. The author of the text intentionally plans and carries out the transfer of scientific information in such a way as to optimize its perception and understanding of the audience. The characteristic of the educational presentation as a product of scientific and educational activities is that *"scientific information is broadcasted in the form that the author (speaker) considers the most effective for an audience"* (Блох, 2011:89). In a teaching presentation, scientific knowledge is presented in a modified form, it *"is subjectivized according to the scientific views of the author-orator, his rhetorical competence, on the one hand, and the level of scientific preparedness of the students-audience, on the other"* (Блох, 2011:89).

A feature of the teaching presentation, also determined by the addressee's factor, is its popularization. The method of popularization includes the use of rhetorical exclamations intended to stimulate students' mental activity, the incentives to share the teacher's point of view, repetitive actualizers (reproducing the speech segment in a similar lexical-syntactic form with a brighter intonation

modulation), analogies (speech reception of correlating abstract concepts clear, understandable and accessible to the student subject).

The educational, developing, educational aims are among the objectives of the teaching presentation (Карасик, 2010:10).

The teaching presentation simultaneously solves two basic tasks: the new knowledge transfer, expanding the cultural, scientific and socio-political horizons of students and the formation of worldview, public consciousness, ideological and moral principles of behaviour on their basis.

The presentation of the scientific report at the conference is a kind of academic discourse, a kind of institutional communication that meets the goals of scientific communication and verbalizes scientific knowledge in the form of a single-language speech work of public addressing on scientific topics with stable, repetitive and reproducible features.

The main goal of public speaking, facing the researcher at the conference, is an extension of the participants' views boundaries the surrounding world on the theme of the study. Speaking at a scientific conference, he pursues the goal of *"informing listeners and his main aim in public speaking is to transmit certain information, knowledge, scientific data, in other words, the information transfer"* (Анисимова, 2012:212). This goal gets its *"actualization in the tasks of speech to tell about the results of a scientific experiment, to present a new procedure of scientific analysis, and to form the students' new knowledge"* (Анисимова, 2012:212). *"Knowledge can be both subjective (those new to the listener) and objective (that is, new to all people — a report, report, testimony, etc.)"* (Анисимова, 2012:212).

The main function of the oral presentation with a report at the conference is the finding of scientific truth and its recognition.

The defence of qualifying work in the form of a presentation in the academic field of communication is a genre variety of academic presentation that represents new scientific knowledge. Speech at the defence is one of the key points in the he qualifying work presentation. This is also a special kind of monologue, a speech – a

speech to a group of people with common experience and knowledge.

The purpose of the speech on the defence of qualification work is to present and theoretical generalization of the author's many years of experimental research, but to the relevant problems, to prove the hypotheses and propositions put forward.

The functions of oral presentation on the protection of qualifying work and when speaking at the conference are the same.

The key to accessibility of the presentation for the listeners' understanding is the clarity and transparency of the speech structure, which allows the collective listener to become an active participant in communication. The presentation of the speech in most cases, is based on the traditional three-part scheme: introduction, main part, and conclusion. Such a construction of public speech is conventional and the audience expects such a composition. Actually, such an architectonics of the speech contributes to the perception of oral performance by the audience. Introduction and conclusion are essential elements of a presentation.

Moreover, it must be carefully thought out and at the same time it should be fluent and natural. The introduction performs the following functions: informing about the topic of a speech, explaining the cause and purpose of the speech, appealing to the interests of the audience, establishing a logical connection with previous performances. In the introduction, functional (attracting attention, making contact, motivating listeners) and meaningful tasks (orienting listeners, setting context) are solved. The main idea of the speech can be presented in the form of aphoristic, understandable and logical position, which will give the audience the opportunity to understand what is being said and will cause interest in the topic in question. To make the point of the speech clear, its content should be as structured as possible.

The main part of the rhetorical speech is especially significant, it contains key information, evidence and explanation of the ideas and statements put forward, as well as their legality, leading the audience to the required conclusions. The main part of the presentation is aimed at the content opening and understanding the speech main goal.

In the main part of the presentation, typical compositional models can be used*: "characterization, classification, reasoning itself, proof and narration"*, singled out by O.Zgurska. The concept of a typical compositional model of the text *"is characterized by a certain simplicity and, in reality, elements of different types can be included in the indicated functional-semantic types and be combined with each other"* (Згурская, 2011:29).

In the conclusion, the reported information is summarized, the conclusions arising from the main goal and the central idea of the speech are stated, the urgency of the problem, the legitimacy of the propositions put forward, the fruitfulness of the applied method are emphasized. The main purpose of the conclusion is to place accents, focus on the main point, and summarize the presentation.

The structure of the presentation depends on the topic of the presentation, the nature and size of the audience, the duration of the presentation and a number of other reasons. The effective interaction of the participants of the presentation discourse is regulated by *"taking into account the principles of expediency and appropriateness of speech"* (Блох, 2011:111). The organization of the text that is optimally relevant to the topic of the speech, the specific problem under discussion, the possibilities of the audience, the communicative situation is considered appropriate. As applied to the structure of the text, *"expediency means conformity of its structure with rhetorical goals and objectives"* (Блох, 2011:111).

The structure of the presentation is based on *"organization strategies, which are updated on the language level using discourse structuring signals (signals of the beginning and end of discourse, change of topics, roles, response, involvement of participants)*. With the help of these universal metacommunicative semiotic units of discourse structuring, the presenter seeks to achieve the planned goal in the most effective way, achieve the best understanding of the audience, and facilitate the process of decoding information for it. In order to ensure the communicative adequacy of his own speech behaviour and the reaction of the audience, the speaker resorts to meta-communication statements (signal about the start of the presentation, presentation of communicants).

The presentation text involved in the acts of communication is the unity of the verbal and pictorial components that make up the message as one visual, semantic and functional whole, providing a comprehensive pragmatic impact on the addressee. The informational content of the presentation text is presented in several forms: tables, graphs, charts, diagrams, photo illustrations expressively complement the oral presentation speech. Being an additional data medium, the illustration is directly related to the content of the presentation, creating optimal conditions for its perception and understanding.

Using several channels of information transfer, the presentation allows the speaker to more freely, unhurriedly present his position orally. The information is transmitted simultaneously through the auditory, visual and kinaesthetic channels, which causes the redistribution of the information load between them.

It would seem that the use of the additional channels of information transfer should contribute to the best presentation of the material of the academic presentation in oral form and understanding of the author's intention. However, the simultaneous regulation in the process of a report by several channels of information transfer may also negatively affect the speaker's speech behaviour, in the absence of proper skills to manage these channels.

A distinctive feature of the oral monologue discourse of the presentation is also its heterogeneity, due to the communicative requirements of the content, various ways of presentation and language features. Presentation speech in educational and scientific discourse (in its scientific and academic varieties) combines the conventional features of a public speech and a scientific text. These properties are reflected in the features of the building presentation of speech, which is a *"hybrid style education, combining the features of the official style and colloquial speech"* (Блох, 2011:108).

The specificity of the presentation is in its complex, oral and written character. Presentation speech is, but most of the prepared speech, which exists in two forms – oral and written, and, as a rule, is implemented on the basis of written text intended for oral disclosure. At the same time, the degree of difference between the written

basis and the oral implementation of the presentation text varies depending on the qualities of the speaker, the audience, the specific circumstances of communication, the topic of the speech.

Presentation speech has its own characteristic features and represents some very complex organized *"set of speech varieties, embodied in one genre",* also determined by the chosen methods of disclosure and the degree of preparedness of the speaker. We can distinguish the following degrees of preparedness of the presentation speech and ways of its disclosure: statements delivered with full support of the written text, speech learned by heart, improvisational method of presentation, partially prepared, unprepared, spontaneous speech. Each of these types in the oral presentation can be combined with other types. A monologue presentational speech can be both prepared and unprepared, thorough and relaxed. (Рябих, 2014:75). In accordance with the typology of types of stylization, a presentation speech can be characterized as an oral prepared speech with elements of spontaneity.

For the implementation of the communicative intent (strategy) of the addressee in the discourse of the presentation (emotional and intellectual impact on the audience), different tactical techniques are used, aimed at persuading and informing and implemented by means of language techniques and means.

The understanding of oral speech is greatly influenced by the predictability of its content by listeners. In all types of oral presentation texts we are considering, special means of attracting, directing and activating attention are used.

1.3. The role of prosody in non-verbal communication

It is known that the verbal communication is the most studied type of human communication. Most people have the skills of verbal communication – the understanding of words. One can translate the verbal language into a message created using any other sign system. However, in addition to the linguistic form of communication, there is also the non-verbal which includes intonation, pauses, poses, gestures, facial expressions. The unreliable aspects of communication convey

much more information than words. Nonverbal communication is valuable in that it is, as a rule, unconsciously and involuntarily. Therefore, through non-verbal communication, unconscious messages are received and transmitted that may not correspond to the spoken words.

The transmission of any information is possible only with the help of signs, more precisely – sign systems. Communication as a way of social and psychological interaction of people can take place in a mixed form – verbal and nonverbal (Тер-Минасова, 2000). In the communication process, nonverbal communication is an integral part of it and is interconnected with verbal communication. Non-verbal communication is the exchange of non-verbal messages between individuals, as well as their interpretation (Фалькова, 2007:46). Non-verbal communication is understood as the interaction between communication participants with non-verbal (paralinguistic) means (Бацевич, 2014:59).

We adhere to the definition that nonverbal means of communication are elements of a communicative code that have a non-native (but sign) nature and together with the means of the language code serve to create, transmit and receive messages (Бацевич, 2014:59).

In addition, attempts were made to construct a dictionary of gestures. Scientist B. Birdwhistell proposed the division of the human body into 8 zones: face, head, right arm, left arm, right leg, left leg, upper body, lower body. The essence of the construction of the dictionary is reduced to the fact that the units – *"kin*s" – were associated with certain zones, and then one can get *"recording"* the movements of the body. But at the same time, the uncertainty of the unit does not allow this method of recording to be sufficiently reliable (Антипова, 1979:98).

A method similar to the principle was proposed for the study of facial expressions, facial expressions. In general, the literature provides more than 20,000 expressions of facial expressions. To somehow classify them by P. Ekman, the proposed method is called FAST (Facial Affect Scoring Technique). The basis is the principle of splitting the face into three zones by horizontal lines (eyes, forehead,

and zone of the nose, mouth and chin). Next, six main emotions are distinguished, which are most often expressed with the help of mimic means: joy, anger, surprise, disgust, fear, and sum. Fixing emotions *"by zone"* allows you to record more or less clearly mimic movements (Андреева, 2010:99).

It is noteworthy that the nonverbal system of communication represents communication with the help of *"non-verbal sign systems"*. Consequently, non-verbal communication is represented by various subsystems, including such as "visual, acoustic, tactile, and olfactory".

Among the scientists, the detailed classification of non-verbal means of communication was developed by F. Batsevych (Бацевич, 2014:7). He proceeded from the fact that non-verbal communication is divided into several types, depending on the sensory system of perception: acoustic, optical, tactile-kinesthetic, olto-factor, temporal. Each of them forms its own sign system.

Consequently, communication, in addition to the universal language means, includes other sign systems, called non-verbal communication.

Classification of non-verbal means of communication by F. Batsevych is presented in Table 1.1.

Table 1.1

Classification of non-verbal means of communication (Бацевич, 2014:60).

Acoustic		Optical				Tactile-kinetic	Olfactory	Temporal
Extralinguistics	Prosodic	Kinesics	Proxemica	Grafemic	Appearance	Takesic	Scents	Chronemic
- pauses - cough - sigh - laughter - crying	- the pace of speech - tone - timbre - volume height - the language of speech - a way of articulation	meaningful movements: - facial expressions - posture of the body - gestures - the move - eye contact	- the distance between the speakers - the distance - the influence of the territory - influence of orientations - spatial placement	- handwriting - the specificity of the sub-and superstructure signs - the specifics of the placement of punctuation marks - symbolism of the abbreviation	- physiognomy - Type and dimensions of the body (growth, skull shape, etc.) - clothes, his style - decorations - hairstyle - cosmetics - personal	- handshake - kisses - touches - stroke - patting	- the smell of the body - the smell of cosmetics	- waiting time for communication - time spent together in communication - the time during which the speaker's message continues - time of heatsiation

			of interlocutors		items			

Optical nonverbal means of communication include kinesic, proxemic, graphite, as well as appearance.

When studying the problems of non-verbal communication (communication) and non-verbal behaviour in general subjects of interactive activities, distinguish, as a rule, a special direction – kinesic, that is, such a *"scientific direction that studies the reflection of human behaviour in its nonverbal manifestations"* (Олійник, 2016:120).

The system of signs includes gestures, facial expressions, pantomime, as well as posture of the body, gestures and eye contact, movements that accompany verbal communication and are perceived by communicants by sight: gestures, facial expressions, posture of the body, specific signs of handwriting, etc. Means of kinesics are largely nationally and culturally determined; their mismatch in various national linguo-cultural communities can cause communicative failures in intercultural communication or even provoke a cultural shock (Бацевич, 2012:80). In general, this optic-kinetic system acts as a more or less clearly perceived property of general motility, mainly different parts of the body (hands – and then we have gesticulation, the face – and then we have facial expressions, poses – and then we have a pantomime). This general motility of different parts of the body reflects the emotional reactions of a person, which makes communication more nuanced. These nuances are ambiguous when using, for example, the same gestures in different national cultures. Kinesics examines the reflection of a person's behaviour in its nonverbal manifestations, which can become decisive in the interpretation of statements (Ольгович, 2009:83).

Scientist G. Creedlin under the *"kinesics in the broad sense understands the doctrine of the language of the body and its parts", and in the "narrow (more prevalent today) – the doctrine of gestures, or sign movements of the body and its parts"* (Крейдлин, 2004:230)

It is noteworthy that kinesika as a direction of study of non-verbal

communication was widely developed in the second half of the XX century in the works of such researchers as V. Belikov (Беликов, 1994:80), I. Seryakova (Сєрякова, 2012), R. Birdwhistell (Birdwhistell 1952:75), G. Creedlin (Крейдлин, 2004:230), I. Gorelov (Горелов,1980:150), G. Zaitseva (Зайцева, 2010:80), V. Labunska (Лабунская, 1999:140) etc.

It is noteworthy to mention that the fact that studies in the field of nonverbal communication are very relevant in the study of the reflection of human behavioural features in its nonverbal manifestations, which include facial expressions, pantomime, "vocal mimicry", spatial drawing and expression.

Mommy – changes in the face of a person who can be observed in the process of communication. According to F. Batsevich, facial expressions are the most important means of non-verbal communication (Бацевич, 2014:62). The facial expressions include all changes that can be observed on the person's face: movements of the facial muscles, vision and its direction, as well as psychosomatic processes (eg, reddening of the face). Mimicry shows human emotional reactions. There are three factors that influence the formation of mimic expression of emotions:

1) the existence of congenital type-specific mimic schemes corresponding to certain emotional states;

2) the acquisition of educated, socialized means of manifestation of feelings subject to arbitrary control;

3) the existence of individual expressive features that add to the species and social forms of mimic expression of specific features that are specific to a particular individual (Корнева:89-90).

A special place among the mimetic means is a smile. Most of the smiles are pragmatically adapted gestures, that is, units that have become stable and habitual for people of a particular ethnic group or culture. They are relatively commonly used and conventionally interpreted by people in the process of oral communication (Крейдлин, 2001:71-72).

In terms of engaging partners in dialogue interaction in the social field of

interaction, in works it is often noted that kinesics plays an important and essential role in the life of society. In particular, it is emphasized that in the field of gesture communication it is possible to distinguish and interpret the meaning of gestures (the mental state of the partner, his relation to the participants of the contact and the discussed issue, the expressed expression, without words, or stopped by the consciousness; the relation is not to any, but to emotionally significant information, etc.

The word *"gesture"* comes from the Latin word *"genere"*, which means *"to wear / to bear responsibility, to control, to perform"*. Partridge 1959 etymological dictionary states that the direct ancestor of the word gesture (or rather its English equivalent of the word gesture) is gesture, derived from medieval Latin, the meaning of which can be described as *"a way of wearing something or mode of action"* . According to M. Nepp and D. Hall, gestures are the movement of a body (or some of its part) used to convey thoughts, intentions or feelings. Such actions often occur with hands, but facial and head are also involved in gesticulation (Непп, Холл,2015:261). N. Formanovska defines a gesture as a kinetic unit, which has a pantonic and mimic form of expression. In the dictionary of O. Akhmanova gesture is defined as a system of various kinds of body movements, especially hand movements, as part of a communicative act and as a subject of kinesics. X. Ryukle believes that gestures are expressive movements of the head, hand or brush, which they make for the purpose of communication, and which may accompany reasoning or condition. M. Kozzolino believes that a gesture is an action or movement of the body, with which a person signals to another person his presence, his intentions in relation to objects.

Consequently, a gesture is a socially formed and established movement that conveys a certain mental state. Having social origin, facial expressions and gestures of biological nature contain elements of an innate nature. For example, mimics of fear, gestures of threats come from biologically appropriate protective movements that are observed in the behaviour of the animal. Mimics and gestures in the process of verbal communication give the opportunity to increase the semantic accents of

information transmitted, to increase the emotional effect of the awareness of its significance. However, it should be borne in mind that unjustifiably hypertrophied facial expressions and gestures, deprived of meaningful background, may complicate the perception of information, or even simply disorient the recipient. Gestures are classified into universal, national, subnationally marked and individually specific (Pojatos. 1981:380), (Wodall, 1996:14).

The eyesight of a person and his associated signals are directly related to the veracity of the information that is spoken aloud. The direction of the point of view points to the focus of attention and, at the same time, is a signal of feedback, indicating the attitude to the interlocutor, his message and the situation in general (Рядова). Like other nonverbal communicative means, the view is treated differently in various ethno-speaking communities. Visual communication *"eye contact", "eyepiece"* (Ставицька, 2006:72), *"oculistry"* (Фалькова, 2007:50)) is a new field of research. Like all non-verbal means, eye contact has the meaning of completing verbal communication. A visual contact transmits a wide range of feelings and emotions of a person. Visual contact can lead to the beginning / end of the conversation; during the conversation he / she can express / disregard the interlocutor. E. Falkov compares a view with a touch, he psychologically reduces the distance between individuals (Фалькова, 2007:48).

An essential element of kinesics is the posture – the location of the body and the movements that the person uses during communication. This is one of the least-regulated forms of non-verbal behaviour, therefore, observing it, you can get good information about the state of the person. From the posture one can draw a conclusion whether a tense person, whether set up, is set up for conversation or wants to leave as soon as possible (Фалькова, 2007:48-49).

Proxemica is a special area that studies the ways of perception and the laws of the use of space in communication, its structure and functions, the influence on the organization of the language code, etc. (Бацевич, 2012:150). The founder of Proxemy – E.Holl proposed a special methodology for assessing the intimacy of communication based on the study of the organization of its space (Hall, 2013:75).

He singled out the following areas in human contact: intimate zone (0 – 50 cm), to which only close, well-known people are allowed. This zone is characterized by trust, a non-voice voice in communication, tactile contact, touches. Studies show that violations of the intimae zone leads to certain physiological changes in the body: increased heart beat, increased emphasis on adrenaline, blood flow to the head. Premature invasion of the intimate zone in the process of communication is always perceived by the interlocutor as an attempt to inviolate him; personal or personal area (50 – 120 cm) for everyday conversation with friends and colleagues involves only visual-visual contact between the partners supporting the conversation; a social zone (120 – 400 cm) is usually observed during social meetings in the offices, halls and other office areas, usually with those who are not very well aware; A public area (over 400 cm) involves communication with a large group of people – in a lecture hall, at a rally.

To optical non-verbal means of communication belongs also graphemic. Graphemic can be defined as a section of graphic linguistics, as a science of graphic constitutive elements of the written language, their functions and properties, as well as the system of their organization. Graphemic is primarily concerned with the study of the functional properties of graphic elements isolated from it" (Амирова, 2015:53). Thus, the graphemician provides a system-functional description of the written language. At the same time, orthography is the source material for taxonomy realized by graphemic.

Graphemic deals with the functional load of the main structural units of this section of graphic linguistics – graph.

At the beginning of the twentieth century, Baudouin de Courtenay defined the simplest elements of the letter – *"graphs, the hallmark of which is their indivisibility ... <...> Defined grapheme becomes the letter as well as the phoneme, which becomes a sound"* (Бодуен де Куртене, 1963:213–214). At the same time, however, the use of terms from one sphere of linguistic thinking in the other should be avoided. For example, it is incorrect to define the *"deaf"* and *"dumb"* letters, because these terms are acoustic rather than optical (Бодуен де Куртене, 1963:219).

Thus, the elementary structural unit of the graphic level is a grapheme with a certain fixed set of constructive elements (graphs), which to some extent can be correlated with a phoneme. Graphemic is a section of linguistics that studies the patterns and rules of phonemes in a letter.

Of great importance for establishing meaningful and emotional contacts in communication is the appearance of a person. On its basis, the first impression of a person is formed, which often determines the development of further relationships. The appearance of a person consists of a bodily appearance, clothes, manners to behave, habits. To some extent, the appearance may consciously change, but in essence remains conservative. Body look is a characteristic expression of a person that occurs under the influence of thoughts, feelings, relationships that are dominant in certain situations or life spans. An essential addition to it may be a hairstyle, clothing, and other attributes of the toilet, on the basis of which are made judicious judgment about a person, his belonging to a certain group, profession, etc. Yes, a military uniform requires from the one who wears it, stretching, and discipline. According to the manners inherent in a person, one can get information about her education, self-esteem, attitude towards others.

As a special kind of non-verbal communication distinguish tactile-kinesthetic, based on tactile-muscle sensitivity. Genetically, such sensitivity is one of the most powerful channels for obtaining vital information. In particular, tacisy is a type of non-verbal communication, a paramount component, associated with the tactile perception system; includes the most varied touches (haptic): squeezing, kissing, stroking, polishing, hugs, and the like. (Бацевич, 2010:120).

Indeed, in today's social world language and non-native (in particular, kinesthetic) phenomena as means of communication, are the basis of communication in all its various manifestations. Consequently, in the process of dialogical communication communicants resort to the use of not only different verbal and nonverbal means, but also to different tactile sensations. The comparative comparison of which V.Konetsky, M.Neppo, D.Hollu has made it possible to establish that in the process of dialogical communication people use various types

of touches (handshakes, kisses, patches, hugs, etc.). (Полеева, 2014:140), (Cienki, 2008:490).

People touch each other for a variety of reasons, in different ways and in different places.

With the help of tactile-muscle sensitivity one can find a fairly wide range of characteristics of another person: his physical strength, some features of the person's plan, relationships, mental condition, etc. Keeping, for example, in the hand of the hand of another person, depending on the circumstances, it is possible to reach a certain degree of conclusion about her mental state, mutual understanding and contacts, attitude to the situation, intentions. Haptic (tactile) communication is communication through tactics. In one group of cultures the tastes are extremely common, while others are completely absent. Cultures belonging to the first type are contact, cultures belonging to the second type are distant. The contact crops include the Latin American, Eastern, and Southern European ones. In contrast, North American residents, Asians and residents of northern Europe belong to low-contact cultures (Фалькова, 2007:49-50). Tactile contacts often act as meta-communicative markers of individual phases of communication. Particularly important they have at the beginning and end of the conversation. The most common among them is a handshake – a symbol of trust and a sign of respect (Корнева, 89).

Tactile feeling (touch, kinestetik) as one of six kinds of feelings is "the ability to feel the touch, to perceive something as receptors" (Беликов, 1994:84). There is no doubt that kinesthetics is associated with the haptic components of the nonverbal system of communication represented by the *"sensory (skin) receptors",* and the term *"haptic"* is etymologically linked with the Greek word *"hapto"*, that is, *"touching / grabbing"* (Мещерякова, 2003: 95), as well as synonymous relations with the term "touch" or "tactile sense" (Мещерякова, 2003: 95). It is for this reason that the object of the study of haptics and kinesiesthetics is the phenomenon of touch.

According to the explanatory dictionaries, the notion of *"touch"* is inextricably linked with the verbs touched / touched. In this plan, we can literally assert that the touch is the action of one subject in relation to another, and a comparative comparison of the behaviour of representatives of different cultures allowed such researchers as V. Konetska (Конецкая, 1997: 90), O. Leontiev (Леонтьев, 1967), M.Nepp, D.Holl (Непп, Холл, 2015:160) establish that in the process of interactive interaction people use different types of touches (kinestetic actions that accompany the communicative exchange) (handshake, kisses, patches, hugs, etc. In other words, kinestetic actions melded in a communicative exchange and usually accompany individual linguistic acts

Olfactory communication, which involves such a nonverbal means of communication as a smell, is recognized as equitable in a number of nonverbal means of communication, such as kinesics (sign language), oculus (eye language), haptic (tongue of tones), proxemic (space of communication), etc.

Consider temporal means. Chronemic is the use of time in a non-verbal communicative process. For communication, time is no less important than words, poses, gestures and distances. The perception and use of time is part of non-verbal communication and is quite different in different cultures. Studies of the chronology of different cultures make it possible to distinguish between two main models of time use: monochromatic and polychronous. In the context of a monochrome model, time is represented as a road or a long tape, divided into segments. This division of time into parts leads to the fact that a person in this culture prefers to deal with only one thing at a time, as well as distributes time to business and emotional contacts. In the context of the polychrome model, there is no such distinct division; a person can deal with a few things at once. Time in such cultures is perceived as spiral trajectories that intersect or in the form of a circle. In the extreme case, there are cultures in which there are no words related to time in general (for example, North American Indians). Chronemic also examines the rhythm, movement and timing of the culture. So in big cities usually go down the street faster than in villages.

Different cultures use formal and informal types of time. The informal time is due to the fuzzy count: "after a while", "later", "in the afternoon ". The calculation of the formal time is carried out with accuracy: "for the second hour", "tomorrow at 15:30". One of the most common obstacles to communication is the situation where one interlocutor operates with formal time, and his opponent, who belongs to another culture, is informal. The first comes to a meeting at 2 o'clock in the afternoon, and the second is about the second half of the day, if it comes at all (Фальокова, 2007:52).

Acoustic means of communication include such classes as extra linguistics and prosody.

The extra-linguistic system of signs is an "add-on" to verbal communication. Extralinguistic system implies the inclusion of pauses in the language as well as other means, such as coughing, crying, laughing, and so on.

The prosodic determines the pace of speech, the tone of the speaker, its tone (intensity, duration). The prosody also includes accentuating-rhythmic speech decoration – phrasal emphasis, syntagmatic accentuation, logical emphasis, distinction from verbal accent – that is, the mode of speech, as well as the way of articulation.

Some phonetists associate prosody and intonation. However, most scholars hold the view that intonation and prosody are not synonymous but interconnected concepts. "Prosody" is a system of supra-segmental components of the sound device of the language: stress, tempo, timbre, rhythm, tone, melody, volume, pause, considered in the aspect of their physical and receptive characteristics. "Prosody" phenomenon is substantial, consisting of material means of broadcasting: frequencies of the main tone, intensity, duration (acoustic level) and lack of language sound, which at the level of perception corresponds to breaks in sounding. Prosody means are not superimposed on segment units, but they are actually contained in sounds. Therefore, the concept of prosody enters the spectrum, which is the acoustic characteristic of a single sound, as well as the accompanying acoustic characteristics

of the composition, syntagma, and utterances.

Intonation is considered as a complex of prosodic means, the complex unity of such components as melody, phrasal and logical emphasis, rhythm, timbre and pause, or as a complex structure of multilevel interconnected and mutually related features: frequency of the main tone, intensity, duration; and the corresponding complex structure of the constituent elements of any of these characteristics, which contribute to the intonational form and significance, as well as to the expression of the intensity of emotion (Антипова, 1979:18).

The term "prosody" is synonymous with the term "supersegmental (or supra-segmental) phonetics", and is usually used in relation to all the supersegment units, and the term "prosody" is used most often only in relation to the syllable and phonetic word.

Prosody and intonation consist of the same "building material": frequency of the main tone, intensity, duration, and also such indicator as lack of speech signal. At the level of perception, the indicated parameters correspond with such concepts as: tone height / melody, force / volume, longitude / tempo, timbre / voice quality, interruption in sound / pause.

Prosody and intonation are similar, because they are composed of identical phonetic phenomena. At the same time, these are two different objects, the difference between which lies in their sphere of action.

Due to the fact that prosodic characteristics are inherent in both prosody and intonation, the problem arises in certain spheres and the boundaries of their actions.

In modern linguistics, there are two opposing approaches to solving this problem. Proponents of the first believe that the sphere of action of the prodigy is a syllable, but the sphere of intonation action is a phrase.

Opponents of this approach divert prosodic characteristics to a broad vocal field and elements of the division of speech and the unification of its dissected parts (such as syllable, phonetic word, phrase, etc.). The intonation is defined as a phonetic subsystem, which is self-motivated precisely by prosodic means, and therefore intonation does not include the organization of rhythms, the organization of

warehouses, while the precursor accommodates these concepts in itself (Бурая, 2008:121).

Moreover, by intonation, the sphere of expression of the values of the communicative units of speech is fixed, and the phenomena that form the structural organization of the intonational model or its variant are called prosodic. Prosody is a concept more common than an intonation, because it organizes the most sound sequences (from composition to text).

The term "intonation" applies to linguistic units not lower than syntagma. Intonation, to some extent, is a phenomenon of a higher level than a penetration, because the concept of intonation also includes a meaningful aspect. The precursor can accommodate only the means of organizing language units. Thus, the intonational signs are correlated with abstract, phonological, and prosodic signs with non-functional ones. It is therefore advisable to distinguish between the terms "prosody" and "intonation" with respect to functions, namely: the constitutive (the organization of language units in one) and the delimitative (segmentation of speech flow) are functions of procession, and communicative, modal-emotional, culminating, syntactic, and semantic functions of intonation.

"Intonation is a rhythmic-melodic means of broadcasting ... includes a number of elements: melody, tempo, rhythm, interval, intensity (force of pronunciation), voice of voice ..." (Мещерякова, 2003:354).

The researcher of English speech intonation A. Garntseva notes that English intonation is a complex structure of primary and secondary indicators such as: range, voice tone of speech, tempo, interval, timbre and rhythm.

In assessing the functions of intonation in the speech stream, R. Trudgill, noticed that speech intonation carries not only basic information about the content of speech but also informs about the state of the speaker, his feelings and mood as well as his social status, age (Trudgill, 1997:120).

Additional information performs the same function that in other situations can perform a gesture, a smile, so it is very difficult to draw a line between linguistic and extra-linguistic means.

In official business speeches, the means of its information segmentation are of particular importance, due in the first place to the need to highlight important elements of the statement, economical and adequate expression of the main content of the message and to achieve the main functional and pragmatic goal. Among the communicatively significant elements of the message, special attention should be paid to prosodic design of the keywords that are the most emotionally and communicatively loaded words in the sentence, and differ-intonational and semantic activity as an actualizer of text content (Дворжецкая, 2008:12). They are mainly made using the following parameters: logical emphasis, which highlights the communicative centre of the proposal; slowing down the tempo of speech when allocating communicatively meaningful information; interruptions of a gradual downward scale; the use of complex nuclear tones; raising the tone level or flexibility of chabroadcasting on the highlighted word.

At present, sufficient descriptive and experimental material has already been accumulated on the patterns, structure of prosodic phenomena and their variability in social, territorial and stylistic aspects. However, one can not neglect the fact of prosodic modifications in speech as a consequence of the reorganization of the life of society at the present stage.

Prosody is much more than other subsystems of language, and it is a materialized psychic expression of personality, and in this sense, analyzing the prosodical organization of the speech of an individual, we directly examine him, his social, physical and psychic components. Therefore, in order to obtain an objective picture of contemporary society and its language, it is necessary to study the speech structure of its members, various social, professional, gender, age groups, as well as physical and psychological.

In general, we can conclude that the analysis of all systems of non-verbal communication shows that they undoubtedly play a large supporting role (and sometimes independent) in the communicative process. All elements of non-verbal communication help to reveal the entire content side of information, which is possible only if the participants understand the meaning of the characters used in the

communicative process. With the ability not only to strengthen or weaken the verbal influence, all systems of non-verbal communication help to identify such a significant parameter of the communicative process, as the intention of its participants. Together with the verbal communication system, these systems provide the exchange of information necessary for people to organize a joint activity.

1.4. Prosodic characteristics of academic public presentation

The information contained in the academic public presentation is mainly perceived through auditory analyzers, therefore the study of prosodic presentation of an academic public presentation is central to the understanding of the cognitive mechanism of perception. Cognitive strategies are given by the lecturer when they are produced and can be detected in the perception. Cognitive strategies are understood as a way of solving mental problems (including those that are verbalized in speech activity) tasks. (Полеева, 2014:117). Thus, in the process of producing speech, cognitive strategies are implemented as speech, and have a dual cognitive-speech essence.

The public speech is treated as a speech addressed to a large audience, and, therefore, requires special qualities of publicity, i.e. wide use of super-segment means, ensuring appropriate loudness of speech, special syntactic construction, etc. (Ахматова, 1969:334).

Prosody of academic public broadcasting requires a natural and unobtrusive sound. This means that reading or reciving a memorized text by presentation will inevitably reduce the effect that linguistics entails. But even if the above conditions are met, the success of a public presentation is not guaranteed, if the speaker sounds monotonously and indistinctly, or vice versa is too exalted (Федорів, 2008:80).

It should be noted that the expression of participants in academic discourse is primarily due to the status, representative function of the communicant (Щербакова, 103). Thus, it is through modality that the language of matter reflects its anthropocentric nature. Based on the above, the position of the subject is defined as

the measurement of the attitude, and includes features relating to the ways in which the authors present themselves and communicate their own judgments, thoughts and obligations (Hyland, 2015:176).

There are parameters that show the greatest correlation with the functional-pragmatic type of academic public speech – melody, volume and tempo.

Despite the universal nature of the individual speech phenomena inherent in academic public speech, **the melody** of the statement is the most important intonation parameter within the cognitive frame of the native English, namely: the tone level, its range, and changes. In this case, the specific values of intonational models arise only in a certain context, for a particular style and type of English speech (Федорів, 2009:257).

The descriptive character of academic narratives is mainly characterized by the use of downward final tones, whereas non-finals are pronounced on an average level with frequent use of low upward terminal tones (Соколова, 2001:161). The preterminal part of the statement is characterized by an even or descending melodic pattern with possible sliding tones within the intonation unit. At the same time, the stressed and unstressed segments do not particularly contrast with each other, that is, in general, academic speech is characterized as calm, formal, regulated by the situation of communication. In order to express speech, the speaker can use high descending tones, sudden ascents in downstream segments and contrasting accentuation of semantic message centres (Соколова, 2001:165).

Academic speech records a high percentage of complex (high downstream + low ascending, descending ascending, ascending-descending ascending) and high descending tones. The contrast between the accentuated and unstressed segments is negligible, but more often there is an alternation of the downward and upward motion of the tone in the intone group, especially in the list (Соколова, 2001:184)

A public academic presentation has leading function: persuasion and emotional impact on the audience. It is marked by the emphatic allocation of semantic centres with the help of descending and upward tones, and they are used contrastingly in more and less formal sections of the presentation. The pre-terminal

part of the intone group is mostly downhill, often interrupted by sudden upsurge, and the high and low tone level of the preterminal part alternates depending on the greater or lesser importance of information (Соколова, 2001:189).

The meaning of the message is also formed under the influence of a factor such as **loudness**. The loudness variation allows the speaker to control the attention of the audience and focus it on key points, but too silent or too loud voice can lead to a breach of communicative communication between the speaker and the audience, because too loud voice can be annoying or perceived as supremacy or despotism, and especially silent voice – along with the difficulties of perception and understanding of information – is associated with lack of enthusiasm from the speaker. A scream or almost whisper is seen as a deviation from the norm and may be misconstrued. For a better understanding by the audience, speakers should speak clearly, calmly and confidently.

As a rule, in academic discourse, the loudness is mostly average with slight variations on the verge of phonopoiesis (Соколова, 2001:161) and gradual contraction at the end of each structural-semantic part of the text; in semantic centers the loudness increases (Соколова, 2001:164). But the high loudness is characteristic of academic public discourse (Соколова, 2001:183) Persuasion is often characterized by high and ultra-high loudness with a decrease in important words or phrases (Соколова, 2001:188).

The temporal characteristics of public speech – speed and pause – also depend on the functional-pragmatic type of presentation. For academic discourse there is a moderate or slow pace without significant variations, with syntactically delimited pauses, which can sometimes be used to allocate semantic centers, which may also have a slight acceleration or slowdown. The temporal characteristics of news are characterized by overwhelming stability with deliberate deceleration for emphasis. Public academic presentation in this case is characterized by increased frequency and duration of semantic pauses, as well as occasional pauses of hesitation (Соколова, 2001:183).Speaking style – moderately slow, especially when highlighting important information; less relevant information is pronounced faster.

The phonaphases are separated by long pauses; a large number of long pauses are recorded for the allocation of important information, short for the support of the breathing process, hesitative – for the presentation of the coloration of "naturalness", rhetorical phonation stops – to have a stronger impact on the public (Соколова, 2001:188).

The pause takes a special place among the components of intonation. Being a functionally suprasegmental phenomenon, physically it is a special, "empty" segment. Most often, a pause is defined as a break in the sound or the termination of phonation for a certain (usually quite long) time. (Светозарова, 2012:42).

The pause is understood as "a break in speech, which is usually acoustically corresponding to the absence of sound, and physiologically – a stop in the work of speech organs" (Светозарова, 1993:369).

Depending on the location in the speech allocate inter-syntactic, intra-syntactic, or logical pause. An intersyntagmic pause separates one syntagm from another and is located between words characterized by the least close semantic link. An intra-syntax logical pause occurs inside the intonation group and serves the purpose of isolating a specific sentence term, divides speech into logical (semantic) segments. The logical pause can be connecting and separating. The connecting pause follows an increase, and the separation pause follows a decrease in pitch.

The use of logical pauses in academic discourse is a necessary condition for the implementation of argumentation. The logical pause can be used to create a prosodically marked intonation group – thesis. There are also pauses of uncertainty, which can be either inter-syntactic or intra-syntactic.

The pauses of uncertainty are the moments in the production of a statement, when the speaker suspends (slows down) his speech in search of the next word or a syntactic construction suitable for an adequate expression of thought. In contrast to the pauses of uncertainty, logical pauses, as a rule, complete a syntagm, a phrase or a superphrase unity, adjoin the previous utterance, while pauses of uncertainty are more often related to the part of the utterance that follows the pause (Антипова, 1979:101).

The intra-syntactic and inter-syntactic pauses can be either syntactically conditional or non-conditional.

The syntactic conditioned division corresponds to the logical-syntactic structure of the utterance, therefore, the boundaries of semantic-syntactic unity are intonationally marked. The syntactic unconditioned division does not reflect the syntax-sense links of the utterance and can be embodied either in the intonational combination of several syntactic integers into one syntagma, or in the intonational separation of one semantic-syntactic unity into several syntagmas.

The intonational-syntactic logical pause divides the speech of the speaker into speech cycles in accordance with the semantic and grammatical connections between words (Цымбаль 2012:144).

Speech cycles are called semantic groups within a sentence, consisting of one or several words. The intonational-syntactic pause in the sounding speech separates the homogeneous parts of the sentence, inset constructions, and appeals. Logical pauses within the speech cycle are non-syntactic. Due to the implementation of a non-syntactic logical pause, or a pause of uncertainty, a rhythmic unit breaks in the middle of the speech action. The place of localization of such pauses, as a rule, is not linguistically motivated.

It should be noted that the perception of melodic, dynamic and temporal parameters of speech is culturally determined, that is, for representatives of different lingvo-conceptual spaces, the idea of the norm and the deviation from it will vary. Oriental cultures, for which the frank emotion is interpreted as aggressiveness and a threat to their own security, are generally more sensitive to increased volume and abrupt changes in other prosodical parameters. On the contrary, Southern peoples are more likely to perceive restrained formal speech as alienation and lack of motivation for communication. Even in smaller social-group cells, there may be specific codes that are accepted only in this circle and alien and incomprehensible beyond its borders. This means that in each case the sender of the message must take into account all components of the speech act – the national-cultural context, the permissible degree of proximity of the contact, the particularity of the mental code

of the addressee.

It is natural that the level of mutual understanding and mutual perception among communicants in a polyethnic and multicultural space will depend not only on how far the speaker will be able to take into account all extralinguistic factors: the background knowledge, views, instructions, goals of the addressee, but also how he understands the essence of the problem of interethnic cultural bar ' and how skilfully he adapts his speech to a certain linguistic and cultural environment (Карт, Фокс, 2005:170).

Thus, the outline of the general and differential prosodic characteristics of the discourse of an academic public presentation is intended to harmonize the understanding between the sender and recipient of the message and ensure the success of the communication process.

Conclusions to Chapter 1

The academic discourse is a type of institutional discourse and is a status-oriented communication, that is, the speech interaction of representatives of certain social groups that realize their status-role capabilities within the established norms and rules that are conventionally determined within the framework of a given social institution. Academic discourse is a language material of a certain cultural and object relatedness.

Based on the classifications available in the literature, a classification of presentations of academic discourse was developed, the bases for which were the main communicative situations of the use of a presentation monologue in the academic sphere of communication (training, speaking at a conference, the protection of qualification works). Specific characteristics of the discourse of the presentation, due to its communicative and pragmatic orientation, are its heterogeneity (due to various presentation methods and language features, including lexical and syntactic composition), structure, and demonstration tools.

A special role in the oral presentation in the communicative-pragmatic aspect belongs to prosody. The degree of preparedness of the speaker, the simultaneous use of several communication channels, and style heterogeneity has a significant impact on the prosodic organization of presentation speech.

Despite the fact that over the centuries of its development, rhetoric as a science has developed a wide range of rules on the structure of public speech, the features of its lexical-grammatical content and stylistic design, depending on the goal pursued by the speaker, organizing audio-visual support message, requirements for the manner of filing material and even the appearance of the speaker, achieving absolute success during public speaking is sometimes difficult, even if the speaker and audience communicate in the same language.

Consequently, the successful implementation of the discourse of public academic presentations is determined not only by the verbally coded content of the message, but also by a number of prosodic factors, which in a linguistically and culturally heterogeneous environment cause a heterogeneous impact on the

audience, reducing the overall effect of the message. Using universal models of public broadcasting, the addressee will be able to reduce the distance, harmonize communication and smooth communication barriers, while taking into account the socio-group component of the recipient's cognitive process will avoid communicative failures.

CHAPTER 2

THE AUDITORY ANALYSIS OF THE PUBLIC ACADEMIC PRESENATIONS

2.1 The Programme of the Experimental Phonetic Research

Despite the fact that a lot of time passed since the formation of experimental phonetics, this field of science still attracts the attention of many scientists of linguistics. The reason for this is that the application of experimental methods during phonetic studies provide accurate resulting materials.

The formation of experimental phonetics was accompanied by an interest to the variety of speech sounds. The experimental methodology makes it possible to itemize the types of sound formation mechanisms. The foundations of experimental phonetics firstly appeared at Kazan University at the end of the 19th century (Martyanov, Kulsharipova, Oglezneva, 2017:1). It is significant to evaluate and discover the role of phonetics in the formation of the scientific knowledge system, because in the conditions of multilingualism, the sounds of native speech implicitly act as a method to formalize mental spaces. The instrumental research is aimed at characterizing the acoustic element of speech.

Experimental phonetic methods help the scholar define phonetic differences and characteristics of sounds. With their help, you can clear the accurate articular properties of a sound. With their help, you can observe a particular sound or spectral analysis or explicitly establish differences in the individual distinction in speech.

To get an answer to numerous questions in the field of phonetics, most experimental phonetic methods are required, that present a diversity of techniques and ways for working with the objects. Methods of experimental phonetics occured in the depths of linguistics. Experimental phonetic methods are tremendously differ: from spectrographic and cinematoradiographic to auditory.

A researcher who employs experimental phonetic methods shouldbe informed that all recording devices imminently give larger or smaller distortions, and all sorting instruments give smaller or larger discrepancy.

The purpose of the experimental-phonetic study was to determine the specifisity of prosodic actualization of communicative-pragmatic intentions in public academic presentations.

The programme of experimental-phonetic research consists of the following stages:

1) selection of experimental material;

 2) auditory analysis of the experimental material;

4) linguistic interpretation and generalization of experimental phonetic study results (Heydarov, Habibova, Jafarov, 2019:3).

The research material was obtained from open sources, namely: interactive training courses, Internet. The experimental material was recorded on digital media.

A questionnaire was conducted during which the data was collected and taken into account. Questionnaire is a useful technique to investigate particular kind of information.

Questionnaires are a useful option to consider when conducting a survey. The questionnaires include increased speed of data collection, low or no cost requirements, and higher levels of objectivity compared to many alternative methods of primary data collection (Brancato, S. Macchia, M. Murgia, 2004:5).

Questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions. Specifically, answers obtained through closed-ended questions with multiple choice answer options are analyzed using quantitative methods and they may involve pie-charts, bar-charts and percentages. Answers obtained to open-ended questionnaire questions are analyzed using qualitative

methods and they involve discussions and critical analyses without use of numbers and calculations.

Questionnaires must be undertood by respondents. It is essential that the words used in questionnaires have the same meaning for all the respondents and at the same time match to the concepts to be measured. In addition, one should ask questions on which the respondents an virtually obtain the necessary information.

In order to be understood accurately, questions should be simple and clear which have the identical meaning for all members of the survey.

The questionnaire structure must encourage respondents to give the answer as accurately as possible. So, the questionnaire should focus on the topic of the survey, be brief, promote respondents' opinion and direct them to the adequate information source. Respondents should feel that compliting in the questionnaire is an interesting and amusing task. (Brancato, S. Macchia, M. Murgia, 2004:5).

The sequence of the questions should be clear to the respondents, so that the questionnaire follows a logical stream. Questions must be arranged logically.

Apart from creating a fluent logical flow of the questions, one should be aware that the order of questions can have a strong influence on the results. Thus, the questions must be examined with respect to their context. The respondent's interpretation of a particular question may be affected by previous questions.

Respondents were asked to complete the questionnaire (ANNEX F)

1) Is the lecture adequate to perceive (according to tempo)?
2) Is the lecture is well-structured?
3) Is the lecture brief and definite? Or unclear and vague?

Moreover, there was a questionnaire to evaluate the criteria of nonverbal aspects in each presentation. We used a set of questions which helped to define particular nonverbal signals: (ANNEX G)

1) Is eye contact being made? If so, is it overly intense or just right?

2) What is her/his face showing? Is it mask-like and inexpressive, or emotionally present and filled with interest?

3) Does her/his voice project warmth, confidence, and interest, or is it strained and/or impassive?

4) Is her/his body relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?

5) Is there any physical contact? Is it appropriate to the situation?

6) Does the presenter seem flat, cool, and disinterested, or over-the-top and melodramatic?

7) Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

8) Do you hear sounds that indicate caring or concern? (Maria Bujalkova, Zrnikova, 2016:9)

Based on a survey of respondents, we analyzed fragments of the given lectures and identified the main characteristics of public academic presentations.

2.2 The Material of the Research

We used five lectures as texts of academic teaching presentations. The academic teaching presentation is a kind of academic discourse, a type of institutional communication, the purpose of which is to transfer learner's information of educational and scientific content. This is a single monologue utterance of a scientific subject related to didactic target installations and created specifically for educational purposes.

All lectures used were the same for academic purposes: these are introductory lectures for various courses. Academic disciplines, universities (lectures from academic departments of museums were also taken) and lecturers' personalities are differed.

The material of such lecturers was used:

1. Dr. Barbara Oakley (Ramón y Cajal Distinguished Scholar of Global

Digital Learning, McMaster University Professor of Engineering, Industrial & Systems Engineering, Oakland University). Lecture "Learning How to Learn: Powerful mental tools to help you master tough subjects" of McMaster University (introductory lecture to the course) (Annex A).

2. Andrew Ng (CEO/Founder Landing AI; Co-founder, Coursera; Adjunct Professor, Stanford University; formerly Chief Scientist, Baidu and founding lead of Google Brain). Lecture "Machine Learning" of Stanford University (introductory lecture to the course) (Annex B).

3. Professor Laurie Santos (Professor Psychology). Lecture "The Science of Well-Being" of Yale University (introductory lecture to the course) (Annex C).

4. Jason A. Roy, Ph.D (Professor of Biostatistics Department of Biostatistics and Epidemiology). Lecture "A Crash Course in Causality: Inferring Causal Effects from Observational Data" of University of Pennsylvania (introductory lecture to the course) (Annex D).

5. Sarah Meister (Curator Department of Photography). Lecture "Seeing Through Photographs" of The Museum of Modern Art (introductory lecture to the course) (Annex E).

2.3 The Criteria of the Auditory Analysis of the Public Academic Presentations

For the description of prosodic organisation, we used the terminology presented in the survey by O.M. Alexiyevets (Алексієвець 2002: 63):

- types of Heads – Descending (Stepping, Falling, Sliding, Scandent), Ascending and Level (High Level, Medium Level, Low Level) Heads;
- terminal tones: Falling, Rising, Rising-Falling, Falling-Rising, Mid-level;
- tempo of the utterance: slow, decelerated, moderate, accelerated, fast.
- pauses: short, very short, moderate, long, extra long.
- loudness: low, decreased, normal, increased, high.

Additionally, such non-verbal aspects as eye contact facial expression tone of voice posture and gesture timing and pace.

Conclusions to Chapter 2

Experimental phonetic methods help the researcher to distinguish phonetic features and aspects of sounds. With their help, you can explain the correct articular characteristics of a sound. Moreover, you can observe a peculiar sound or spectral analysis or explicitly set differences in ndividual distinction in speech.

In order to obtain an answer to the multiple questions in the field of phonetics, most experimental phonetic methods are required, that give a variety of techniques and ways for working with the objects.

A questionnaire was conducted during the research and the data was collected and taken into account.

Five academic presentations were used. These are introductory lectures for various courses. Academic disciplines, universities (lectures from academic departments of museums were also taken) and lecturers' personalities are differed.

CHAPTER 3

THE RESULTS OF THE EXPERMENTAL RESEARCH OF THE PUBLIC ACADEMIC PRESENTATIONS

Analysis of the Academic Public Presentations
3.1 Analysis of the academic public presentation of Dr. Barbara Oakley

Presentation of Dr. Barbara Oakley is presented in Appendix A and below, with the placement of terminal tones, pauses, and intonation phrase boundaries.

The results of the study are presented in Table 3.1.

Table 3.1

The results of the study of prosody of academic public presentation of Barbara Oakley

Types of Heads	Terminal tones	Tempo of the utterance	Pauses	Loudness
Descending stepping	Falling	Moderate	Short	Normal

Descending Stepping Heads prevails in the given presentation. The tempo of the utterance is moderate that helps the listeners to understand the information more distinctly. Falling tones are dominated which sound enthusiastic.

The results of the study are presented in Table 3.2

Table 3.2

The results of the non-verbal aspects of academic public presentation of Dr. Barbara Oakley

Eye contact	Facial expressions	Tone of voice	Posture	Gesture
Not observed	Inexpressive	Confident	Immobile	Not very energetic

3.2 Analysis of the academic public presentation of Andrew Ng

Presentation of Andrew Ng is presented in Appendix B and below, with the placement of terminal tones, pauses, and intonation phrase boundaries.

The results of the study are presented in Table 3.3

Table 3.3

The results of the study of prosody of academic public presentation of Andrew Ng.

Types of Heads	Terminal tones	Tempo of the utterance	Pauses	Loudness
Descending stepping	Falling Falling-rising	Moderate	Short	Normal

The prevailing scales are descending stepping which sounds lively and encouraging. The tempo is moderate and the pauses are short in order to catch the attention of the listeners. The loudness is normal. Falling and falling-rising tones predominate and it sounds pleasant.

The results of the study are presented in Table 3.4

Table 3.4

The results of the non-verbal aspects of academic public presentation of Andrew Ng

Eye contact	Facial expressions	Tone of voice	Posture	Gesture
Not observed	Filled with interest	Warm	Relaxed	Frequent hand gestures

3.3 Analysis of the academic public presentation of Professor Laurie Santos

Presentation of Professor Laurie Santos is presented in Appendix C and below, with the placement of terminal tones, pauses, and intonation phrase

boundaries.

The results of the study are presented in Table 3.5

The results of the study of prosody of academic public presentation of Professor Laurie Santos

Types of Heads	Terminal tones	Tempo of the utterance	Pauses	Loudness
Descending stepping	Falling	Moderate	Short	Normal

The predominance of short pauses in the lecturer's speech can be explained by her desire to clearly structure the material of an academic public presentation. In order to add to the attractiveness of an academic public presentation and to motivate the public, the lecturer uses descending stepping scale. The tempo is moderate. Also the falling terminal tones dominate.

The results of the study are presented in Table 3.5

Table 3.5

The results of the non-verbal aspects of academic public presentation of Professor Laurie Santos.

Eye contact	Facial expressions	Tone of voice	Posture	Gesture
Not observed	Smiling, emotionally present	Warm confident,	Relaxed, open	Finger pointing

3.4 Analysis of the academic public presentation of Jason A. Roy, Ph.D.

Presentation of Jason A. Roy, Ph.D. is presented in Appendix D and below, with the placement of terminal tones, pauses, and intonation phrase boundaries.

The results of the study are presented in Table 3.6

Table 3.6

The results of the study of prosody of academic public presentation of Jason

A. Roy, Ph.D

Types of Heads	Terminal tones	Tempo of the utterance	Pauses	Loudness
Descending stepping	Falling	Moderate	Short	Normal

The lecturer of this presentation uses falling tones and sounds calm. The tempo is moderate but the pauses are long. It uses to give the prominence on a particular utterance.

The results of the study are presented in Table 3.7

Table 3.7

The results of the non-verbal aspects of academic public presentation of Jason A. Roy, Ph.D

Eye contact	Facial expressions	Tone of voice	Posture	Gesture
Nor observed	Calm, inexpressive	Strained, monotone	Immobile	Arms waving in the air

3.5 Analysis of the academic public presentation of Sarah Meister

Presentation of Sarah Meister is presented in Appendix E and below, with the placement of terminal tones, pauses, and intonation phrase boundaries.

The results of the study are presented in Table 3.8

Table 3.8

The results of the study of prosody of academic public presentation of Sarah Meister.

Types of Heads	Terminal tones	Tempo of the utterance	Pauses	Loudness
Descending stepping	Falling, Falling-Rising	Moderate	Short	Normal

The falling and falling-rising terminal tones are used in order to give more attractiveness to the presentation and to catch the listener's attention. The pauses are short and the loudness is normal. The rhetorical pause filled with laughter is found in the place where the lecturer jokes.

The analysis of non-verbal aspects of academic public presentation of Sarah Meister is not conducted as there is no a visual presentation of the given video fragment.

Conclusions to Chapter 3

Five academic public presentations were analysed. The illustrative material contained five lectures of teachers of universities and scientific departments of museums.

In general, a large variety of terminal tones is not typical for academic public discourse. Falling tones express confidence which the lecturer conveys during his presentation.

The tempo of the introductory lectures is moderate which is characteristic for the academic presentations. The pauses are not very long. They are actively used by lecturers in order to better structure the presentation material. The loudness is normal and adequate. Actually it catches the listener's attention.

All the non-verbal aspects make the public academic presentations more vivid and complete. Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile a frown. Gestures are the essential way to communicate meaning without words. Common gestures such as waving, pointing, and using fingers help to convey the information. So, these non-verbal signals can give the additional information and meaning over and above verbal communication.

GENERAL CONCLUSIONS

Communication is the complex concept. In the process of communication, prosody and intonation play an important role in the process of organizing and making statements, since prosodic-intonational components taken in the complex not only help in the transfer of thoughts, but also add psycho-emotional colour to the text, cause the interest of the speakers, listeners or the audience addressed to them information. Some phonetics identifies prosody and intonation. However, most scholars are of the opinion that intonation and prosody are not synonymous but interconnected concepts.

Prosody is a system of supra-segmental components of the sound device of speech: emphasis, tempo, timbre, rhythm, tone, melodies, loudness, and pauses, regarded in the aspect of their physical and receptive characteristics.

Intonation is considered as a complex of prosodic means, the complex unity of such components as melody, phrasal and logical emphasis, rhythm, timbre and pause, or – as a complex structure of different levels of interconnected features: pitch frequency, beep intensity, duration; and the corresponding complex structure of the constituent elements of any of the above characteristics, which contribute to the intonational form and meaning, as well as the expression of the intensity of emotion.

Academic discourse is a type of educational discourse that refers to all kinds of language used and produced in academic settings - by professionals and by students, in written, spoken and online forms.

The common ways to present academic discourse are through textbooks, conference presentations, dissertations, lectures, and research articles.

Certain features of the academic discourse of the presentation, due to its communicative and pragmatic orientation, are its heterogeneity, structure, and demonstration tools.

A special place in the oral presentation belongs to prosody. The degree of

preparedness of the speaker, the synchronous use of some communication channels, and style diversity has a tremendous impact on the prosodic organization of presentation speech.

Pragmatics of presentation speech defines the overall duration of the performance, tempo, pauses, timbre and accent-melodic characteristics.

Different five public academic presentations were analyzed.

In public academic presentations prevails descending constructions. A great number of falling terminal tones is observed in academic public discourse.

Moreover, long pauses are not typical for the actual material.

Syntactic pauses basically correspond to the actual divisions of sentences. They are certainly used by lecturers in order to make their speech well-structured and properly organised.

Making the conclusion of the non-verbal features of public academic presentations, we can summarize that facial expressions are not vivid as it is not characteristic for such type of presentations. Tone of voice can be warm or confidence, strained or impassive in order to have a close contact with the listeners. Also, we can find balanced posture which deliver the message with the openness. Gestures help and strengthen the speech and express emotions and feelings. Arm movements or arm gestures are the essential part of each presenter as it helps to convey his thoughts and emotions. The pace is moderate in order to give a chance to the listener to perceive the given information accurately.

РЕЗЮМЕ

Під час публічного виступу просодія та інтонація відіграють важливу роль, оскільки взяті в комплексі просодико-інтонаційні компоненти не тільки допомагають у передачі думок, але й додають до тексту психоемоційного забарвлення та викликають інтерес слухачів.

Незважаючи на те, що протягом століть свого розвитку риторика як наука розробила широкий спектр правил про структуру публічної мови, інколи оратору дуже важко досягти успіху під час публічних виступів.

Проблеми просодичної організації усного мовлення є одними з провідних у сучасній лінгвістиці. У цьому контексті просодична актуалізація наукової комунікації, а саме академічної презентації, є однією з актуальних.

Докладний аналіз просодичних особливостей ораторського мовлення дозволяє глибше розкрити специфіку цієї форми усного виступу. Дослідження надає теоретичну інформацію та експериментальні дані про просодичні особливості академічної публічної презентації мови.

Публічні академічні виступи мають досить формальний характер, що виявляються і у характерному просодичному малюнку висловлення: висока гучність мовлення, достатня кількість пауз, середній темп та використання емфатичного наголосу для підкреслення певних деталей та акценту уваги на головних моментах.

У процесі комунікації невербальна комунікація є її невід'ємною частиною і взаємопов'язана з вербальним спілкуванням. Воно включає в собі інтонацію, паузи, пози, жести, міміку. Невербальне спілкування цінне тим, що воно, як правило, несвідоме і ненавмисне.

Невербальні засоби комунікації є елементами комунікативного коду, що мають неприродний (але знаковий) характер і служать для створення, передачі та прийому повідомлень.

Матеріалами дослідження слугували п'ять лекціями. А саме вступні лекції різних академічних курсів. Лектори виступають - науковці та професори різних університетів та коледжів.

Ціль наукового дискурсу – передати наукові положення, наукову та технічну інформацію, вирішити наукову проблему, зацікавити адресата.

Отже, академічний дискурс можна описати як взаємодію представників певних соціальних груп, які реалізують свої статусно-рольові можливості в межах встановлених норм і правил, що умовно визначаються в рамках даного соціального інституту.

Ключові слова: академічний дискурс, публічна презентація, просодія, експериментальні дослідження, вербальна комунікація, невербальна комунікація.

RESUME

Prosody and intonation play an important role, as the intonation components of the prosodic complex not only help to convey thoughts, but also add psycho-emotional color to the text and arouse the interest of the listeners in public speaking.

Despite the fact that over the centuries of its development, rhetoric as a science has developed a wide range of rules on the structure of public language, it is sometimes difficult for a speaker to succeed in public speaking.

The problems of prosodic organization of oral language are among the leading ones in modern linguistics. In this context, the prosodic actualization of scientific communication, namely academic presentation, is one of the most relevant.

A detailed analysis of the prosodic features of the oratorian language allows us to reveal more deeply the specifics of this form of oral speech. The study provides theoretical information and experimental data on the prosodic features of academic public language presentation.

Public academic appearances are of a rather formal nature, which is also evident in the characteristic prosodic expression of the utterance: high speech volume, sufficient pauses, average tempo, and the use of emphatic emphasis to emphasize certain details and focus on major points.

In the process of communication, non-verbal communication is an integral part and interconnected with verbal communication. Non-verbal communication is valuable because it is usually unconscious and unintentional.

Non-verbal means of communication are elements of communicative code that are unnatural (but symbolic) in nature and are used to create, transmit, and receive messages.

Five lectures served as research material. These are introductory lectures of various academic courses. The speakers are academics and professors from different universities and colleges.

The purpose of scientific discourse is to convey scientific provisions, scientific and technical information, to solve a scientific problem, to interest the addressee.

Therefore, academic discourse can be defined as the interaction of representatives of certain social groups who realize their status-role opportunities within the established norms and rules, which are conditionally determined within the framework of this social institute.

Key words: academic discourse, public presentation, prosody, experimental research, verbal communication, non-verbal communication.

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ANNEXES

Annex A

Dr. Barbara Oakley (McMaster University). Learning How to Learn: Powerful mental tools to help you master tough subjects (introductory lecture to the course).

\This week| // we're going to be calking about chunks // compact packages of information chat your mind can Easily access// We'll talk about how you can form chunks// How you can use them to improve your understanding if // and creativity with the material // and how chunks can help you do better on tests// We will also talk about illusions of competence in learning// This is *//er//* when you're using ineffective study methods to fool your mind into thinking /you're learning something when you're mostly just wasting your time *//oh//* We'll cover what those less effective study methods arc and tell you what methods research has shown will work better to help you in your studies// \Final / ly| // we'll talk about something called overlearning // which can solidly ingrain information in your mind // but also can be a little like digging deeper ruts as you might spin your wheels ineffectively in learning// You can make your study time more valuable by interleaving // providing intelligent variety in your studies| // I'm Barbara Oakley// \Thanks| for learning how to loam|

Andrew Ng (Stanford University). Machine Learning (introductory lecture to the course).

What is machine /learning// You probably use it /dozens of times a day without even \ knowing it | // \Each time| you do a web search on Google or Bing // that works /so well // because their machine learning software has figured out how to rank what pages// When Facebook or Apple's photo application recognizes your friends in your pictures // that's also machine learning// \Each time| you read your email and a spam filter saves you from having to wade through tons of spam // again// that's because your computer has learned to distinguish spam from non-spam email// So // that's machine learning// There's a science of getting computers to loam without being explicitly programmed *//oh//* One of the research projects that I'm *//er//* working on is getting robots to tidy up the house// How do you go about doing / that// Well what you can do is have the robot watch you demonstrate the task and learn from \that| // The robot can then watch what objects you pick up and where to put them and try to do the same thing even when you aren't there// For me // one of the reasons I'm \ excited| about this> | is the Al // or artificial intelligence problem// Building truly intelligent machines// we can do just about anything that you or I can do// Many scientists think the best way to make progress on this is through learning algorithms called neural networks// which mimic how the human brain works // and I'll teach you about that// too// In this class// you learn about machine learning|

Annex C

Professor Laurie Santos (Yale University). The Science of Well-Being (introductory lecture to the course)

//MUSIC// I'm Professor Laurie Santos, a professor in psychology and cognitive science| // And I'm \ excited| that > | you're going to join me on this journey to learn a little bit about the science and also the practice of well-being// I started these lectures, here in Solomon College// right here in my home// to introduce a small set of students to the science of psychology// And we thought that it might be so beneficial to Yale students// we wanted to bring it to a bigger group// and that's where you come in// You get a chance to watch these short lectures on the science of happiness but /also to think about how to develop these practices in your own life// That's why we've developed through this Center for Teaching and Learning /a very cool new app// It's known as the ReWi app *//oh//* It allows you to track all these practices that science has told us can increase happiness in your life// things like savoring more and gratitude and sleeping and exercise// As you watch the lectures// we encourage you to use the app to try to track these practices in your own life// I hope *//er//* it'll make a difference// both in terms of teaching you about the science of happiness// but also giving you the tools you need to apply those practices in your daily life// We /hope you enjoy it// Check out the lectures// thanks|

Annex D

Jason A. Roy, Ph.D. (University of Pennsylvania). A Crash Course in Causality: Inferring Causal Effects from Observational Data (introductory lecture to the course)

Welcome to a crash course in causality| // I'm Jason Roy from the Center for Causal Inference at the \University of Pennsylvania|// \Every week| we hear about studies that show that > | one thing is associated with another// Some of \your friends| quickly share this on social media // while /others remain skeptical// So how do we know when correlation equals /causation// How can we tell a good study from a bad /one// \ And| if you have your own research questions //what are the best designs in analytic methods to help answer those /questions// This course will be taught on a /conceptual level| // so we will attempting to answer questions like //what are causal effects and potential /outcomes *//oh//* How do we think critically // about cause and /effect// \And| what is the intuition behind each of these statistical /methods// The course will include details *//er//* about /how to design studies // and implement causal inference methods in \ practice// \And| we'll also include examples of real data analyzed with the free statistical software R| // I'm \ excited| that > | so many of you have signed up and arc interested in this important topic// \Thank you| for being here // I hope you get a lot out of it|

Sarah Meister (The Museum of Modern Art). Seeing Through Photographs (introductory lecture to the course)

All photographers make choices// whether it's how you frame something on Instagram// what kind of camera you use// what kind of print you make// how you share that picture// The power of photography is way more complicated than people admit to// You have to learn to understand how images are constructed// I got into photography because I wanted to know something that other people didn't know *//oh//* What makes a single image important /any more// How do you make that image that people are going to run to museums /for// What is it about /me// What are we bringing to this /photograph// I think you have to contend with a lot and that is a very worthwhile experience// When you think of photographs as processes// not as products// you start really understanding what they really mean // How's the process / different// I want it to be not about grabbing the moment// but about dancing with the moment// collaborating with the moment// Can you see what I /see// \No| //No one else can see it *//LAUGH//* You can stop something and look at it in a way that you normally wouldn't see if// and I think that's part of the real fascination with still photography// It lets you *//er//* step outside yourself to kind of look at the world in a different way// /O\kay// so it's going to be half a second| //MUSIC//

1. Is the lecture adequate to perceive (according to tempo)?

2. Is the lecture is well-structured?

3. Is the lecture brief and definite? Or unclear and vague?

Annex G

1) Is eye contact being made? If so, is it overly intense or just right?

2) What is her/his face showing? Is it mask-like and inexpressive, or emotionally present and filled with interest?

3) Does her/his voice project warmth, confidence, and interest, or is it strained and/or impassive?

4) Is her/his body relaxed or stiff and immobile? Are shoulders tense and raised, or slightly sloped?

5) Is there any physical contact? Is it appropriate to the situation?

6) Does the presenter seem flat, cool, and disinterested, or over-the-top and melodramatic?

7) Is there an easy flow of information back and forth? Do nonverbal responses come too quickly or too slowly?

Do you hear sounds that indicate caring or concern?