



The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang

Duong Thi Ngu

Tan Trao University, Tuyen Quang, Vietnam

ABSTRACT

Published Online: July 17, 2023

The presentation not only helps students improve their communication skills but also contributes to promoting other positive relationships. However, the content and methods of education in high schools today still attach great importance to the teaching of scientific knowledge and study skills and have not paid enough attention to the education of presentation skills public speaking and presentations. That is also the reality of presentation skills of ethnic minority students in high schools in Tuyen Quang province, which this study concludes based on a survey of the actual situation. This situation is the practical basis to propose measures to improve this skill for ethnic minority students in high schools in Tuyen Quang province in Vietnam.

KEYWORDS:

reality, presentation skills, students, ethnic minorities.

1. OVERVIEW

From the time of Ancient Greece, Aristotle had " Rhetoric", to the mid-twentieth century, Carl Hovland [1], Janis, Comfort (1995) [3], Nancy Duarte, Delahunty&Garvey [4], Richard Hall (2011) [10], Business Harvard Review, De Grez [11], L., Valcke, M., & Roozen, I., 2009; Talalakina, E. V and Lytaeva, M. A [7].

In the direction of research, presentation skill is a necessary soft skill for high school students that are interested in educators around the world and are included in the National Education Program. In the United States, the Department of Labor and the Association for Training and Development have 13 skills for students, including presentation skills. The Australian Ministry of Education, Training and Science sets out 8 basic skills for learners to achieve, in which, communication skills and presentation skills are concerned. When studying the impact of creative teaching on the acquisition of presentation skills in higher education, the authors [1; p.2] concluded: to develop students' presentation skills, it is necessary to develop Reflective skills in the online learning environment, lecturers need to design and develop standardized information technology-incorporated lectures, organize practical activities to give students feedback.

Corresponding Author: Duong Thi Ngu

**Cite this Article: Duong Thi Ngu (2023). The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang. International Journal of Social Science and Education Research Studies, 3(7), 1371-1375*

Presentation is the process of changing our state of mind towards something based on some form of communication. Most of the events that we experience come from outside influences [1]. Presentation is an activity usually applied when students give a presentation on a topic of their choice or assigned by the teacher. Such talks are not designed according to ordinary conversations but on topics; because they are prepared, more like articles. Presentation is defined as a speaking activity that, if presented logically, can be of interest to both the speaker and the listener. Comfort (1995) [3]. The presentation is a formal way to get the message across to the audience Author Gupta (2008). Gupta, S.(2008). Communication skills and functional grammar New Delhi: University Science Press.

2. CONTENT

2.1. Present situation of presentation skills of ethnic minority students in high schools in Tuyen Quang province

Implementing fundamental and comprehensive renovation of education and training, the current general education goal is shifting from equipping theoretical knowledge to equipping learners with necessary competencies and qualities. One of the necessary competencies to develop for students is soft skills, including presentation. To find out the current state of students' presentation skills in Tuyen Quang, we conducted a survey and directly surveyed ethnic minority students (210 students) and teachers (70 teachers) in high schools. Minh Quang, Ha Lang High School, Lam Binh district, Tuyen

Duong Thi Ngu, The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang

Quang province. Tuyen Quang is a province in the northern mountainous region of Vietnam, where many ethnic groups live together, in which, ethnic minorities account for 50% of the province's population. For ethnic minority students, the specific results obtained are as follows.

2.1.1. Perception of ethnic minority students about the role of presentation skills

From Table 2.1, it can be seen that over 50% of the students asked do not have the correct awareness of the role of

presentation skills. Most students do not perceive presentation as an effective communication tool, and at the same time, presentations create a positive influence in many social activities, in the formation and development of personality, and building relationships. good relationship in life. Students who have not yet realized that presenting will help them know how to deal with life situations, help them say what they want to say, and learn to listen and understand others.

Table 2.1. Students' perception of the role of presentation skills

Concept of presentation skills	Quantity	Ratio %
1a. As an effective communication tool, creating a active in many social activities.	19	9.06
1b. It is a form of learning in which learners actively, explore and discover explore, discover and solve problems and develop value	24	11.42
1 C. As a form of promoting positivity, learners' movements.	65	30.95
1d. Is an activity where learners rely on capital own knowledge and experience to build their own skills	102	48.57
1e. Another idea	0	0.00

This is also a relatively consistent result with the teacher's opinions and assessments of students' understanding with

students' understanding of presentation skills and performance of presentation skills.

Table 2.2. Teacher's assessment of students' understanding of presentation skills

Assess students' understanding of presentation skills		Quantity	Ratio %
2 a.	Very good	5	7.14
2 b.	Good	13	18.57
2 c.	Normal	40	57.14
2 d.	Not understanding	twelfth	17.15

Teachers generally assess students' basic understanding of presentation skills at an average level (57.14%). Many teachers assess that students do not understand presentation well, and have never had access to this important skill.

At the same time, to find out about students' perception of the characteristics of presentation skills, we surveyed teachers

about the content of putting presentations into students' learning activities, the results showed that students did not there are many conditions to access presentation activities at school. This is also considered a major limitation of current teaching in high schools and a limitation of the teaching process that needs to be quickly overcome.

Table 2.3. Students' perception of the characteristics of presentation skills

Features of presentation skills	Quantity	Ratio %
3 a. Student-built skills are relevant and responsive requirements of the current social situation.	13	6.21
3 b. Students develop skills in the following steps:		

Duong Thi Ngu, The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang

Practice → Test → Failure → Like suspect → skill.	25	11.9
3 c. Presentation skills are built only through practice.	23	10.95
3 d. Social exchanges build skills in each individual student.	30	14.28
3 e. Presentation skills are only acquired during the course of study Practice is thanks to the instruction and instruction of the teacher.		
3 f. Learners always rely on their existing knowledge to build Build presentation skills.	22	10.47

Students evaluations of the presentation skills are very neutral. Still, many students (46.19%) choose option 2e – not a feature of presentation skills. The above results show that students do not have many conditions to learn about presentation skills.

Thus, the evaluation results from both students and teachers show that students' awareness of presentation skills is still

limited. Therefore, to form presentation skills for students, it is necessary to supplement students' awareness of presentation skills in many different ways such as developing innovation-oriented teaching content and guiding students on their own. learn and practice presentation skills, and build topics to foster knowledge and skills according to modern teaching theory for students.

2.1.2 . Status of skill implementation student presentations

Table 2.4. Students self-assess their skills present

Students self-assess their skills present		Quantity	Ratio %
4a.	Very good	15	7.16
4b.	Good	19	9.04
4c.	Normal	139	66.19
4d.	No skills yet	37	17.61

Based on the statistical results, the majority of students are asked to self-assess their skills their own presentation is at a normal level (66.19%). Some students rated themselves as unskilled (17.61%).

Survey results of teachers on skills student presentations

Table 2.5. Teacher assesses skills student presentations

Teacher assessment of skills student presentations		Quantity	Ratio %
5a.	Very good	7	4.31
5b.	Good	15	21.42
5c.	Normal	36	51.42
5d.	No skills yet	16	22.85

The survey results show that students do not have the skills present. This is one of the major gaps existing in the surveyed high schools. This is also evidence to be able to confirm that the research orientation of the topic is completely appropriate in the context of current general education innovation with the goal of "helping learners master general knowledge; know how to effectively apply knowledge to life and self-study for life; have a suitable career orientation; know how to build and develop harmoniously social relationships; have a rich personality, personality, and spiritual life; thereby having a meaningful life and making positive contributions to the development of the country and humanity" (Ministry of Education and Training, 2018).

Organize activities to practice skills Giving presentations to students has become one of the important tasks of teaching in secondary schools, contributing to the formation of important skills for students.

When participating in presentations, students presented as unnatural, confused, uncertain, unable to say what they wanted to say, unable to combine non-verbal factors such as gestures, facial expressions, gestures, etc. When given presentation exercises in class, students often speak as if they were reading (remember the lesson and then read it again), making the presentation unnatural, and lacking in posture and style.

2.1.3. The reality of the form of skill training present

Duong Thi Ngu, The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang

When teaching, students use *skills giving presentations*, aimed at helping students: Review and consolidate old knowledge, skills and techniques (65.58%); Acquiring new knowledge (15.56%); Generalization and systematization of knowledge (4.99%); Forming skills and techniques (13.87%)

Students use *skills Lectures*, teachers mainly help students review and consolidate old knowledge, skills and techniques, other purposes have not been paid enough attention. This is a limitation that needs to be overcome of teaching organization models for students to use skills in high school presentation.

Table 2.6: Status of using skills high school presentation

TT	Types of models	Usage (%)		
		Frequent	Sometimes	Never
1	Full-class form	95.38	4.62	0.00
2	Group form	15, 25	24.43	60.32
3	Personal form	88.50	11.50	0.00

In Table 1.7, the following comments can be drawn: Teachers' use of teaching organizational forms for students to use skills Presentations in high schools are still monotonous, most teachers only use one form, the whole class and the individual form, and the group forms pay little attention this is a huge limitation.

2.2. Status of skill training Presentation to ethnic minority students at high school in Tuyen Quang province

Through investigation, survey, learn the reality of learning and *training skills During the presentation* of students at the schools in the study area, we obtained the results of the perception of ethnic minority students about the role of practicing presentation skills as follows:

Table 2.7: Students' perception of the role of practicing presentation skills

Content	Plan	Number of picks	Ratio %
The importance of practicing presentation skills Currently	7a. Very important	13	6.2
	7b. Important	60	28.57
	7c. Normal	137	65.23
	7d. Not important	0	0.0

Students have not properly assessed the role of practicing presentation skills (mainly choosing the normal option), which shows that students are not aware in training and self-improvement to practice presentation skills, in order to

improve self-efficacy. Have not taken the trouble to learn and foster presentation skills; have not made a plan for self-study, self-training to practice presentation skills in the process of studying at school, in the process of self-study.

Table 2.8: Survey results on the effectiveness of fostering students presentation skills

Content	Plan	Number of picks	Ratio %
Evaluation of the effectiveness of fostering students presentation skills	8a. Very good	23	10.97
	8b. Effective	25	11.9
	8c. Normal	145	69.04
	8d. Ineffective	17	8.09
	8e. Another idea:.....	0	

Evaluating the effectiveness of fostering presentation skills for students of schools in which students choose the normal option,

students think that teaching is heavy on general theory, less content for teachers to experience, exchange and practice for

Duong Thi Ngu, The Status of Training Presentation Skills of Ethnic Minority Students in Tuyen Quang

students to practice presentation skills to improve presentation skills. The assignment of tasks for students to perform presentation activities to concretize learning content into practical activities is still limited. The evaluation of the results of improving presentation skills for students has not been quantified, so there are no specific conclusions to help students know what level they have reached. This is also a skill that helps students to express themselves, express their thoughts, emotions, and content of the lesson, the society, and confidently analyze and evaluate in front of the group. It is a measure capable of overcoming the difficulties and situations that we are concerned about.

3. CONCLUDE

The survey results on the status of presentation skills of ethnic minority students in high schools in Tuyen Quang province and the situation of skill training giving presentations to ethnic minority students in some high schools in Tuyen Quang province help us have a more comprehensive view of the problem of presentation skills of students from ethnic minorities and from there suggest a system of basic and necessary presentation skills to practice. Research on educational development trends, innovative directions in teaching in general, and methods to promote learners' self-study and self-control through teaching presentation skills in particular with the orientation of enhancing self-study capacity, self-study of ethnic minority students as a basis for choosing education and training design solutions.

4. ACKNOWLEDGE: *This research is funded by Tan Trao University in Tuyen Quang, Vietnam.*

REFERENCES

1. Carl Iver Hovland, Irving Lester Janis, Harold H. Kelley (1953), *Communication and persuasion: psychological studies of opinion change*, Greenwood Press.
2. Byrne, D. (1989). *Teaching Oral English*. London: Longman
3. Comfort, J. (1995). *Effective Presentation*. Oxford: Oxford University Press.
4. Nancy Duarte, Slideology (Sebastopol, CA: O'Reilly Media, 2008), xviii.
5. Delahunty, GP & Garley.JJ(1994). *Language grammar and commu*
6. Ellen Kaye (2002), *Maximize Your Presentation skills: How to speak, look and act on your way to the top*.
7. Lytaeva, MA, & Talalakina, E. V, 2011. Academic skills: Susnost, model, praktika [Academic skills: Nature, model, experience]. *Journal of Educational Studies*, 4, 178-201
8. Gupta, S.(2008). *Communication skills and functional grammar*. New Delhi: university Science Press.
9. Harmer, J (1998), *How to teach English*, Longman
10. RiChard Hal (2012), *Simple Presentations*, Alphabooks, Culture Publishing House.
11. Business Harvard Review (2014), *Pocket Manual - Presentation Skills* News Publishing House.
12. De Grez, L., Valcke, M. and Roozen, I. (2009) Impact of an innovative instructional intervention on the acquisition of oral presentation skills in higher education. *Computers & Education*, 53, 112-12. <https://doi.org/10.1016/j.compedu.2009.01.005>