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FORMATION OF RHETORICAL COMPETENCE OF APPLICANTS FOR EDUCATION IN THE PROCESS OF PROFESSIONAL TRAINING

The article examines the formation of rhetorical competence of applicants for education in the process of professional training. It was determined that one of the priority tasks of modern educational institutions is the formation of rhetorical competence of applicants for education. Ukrainian scientists indicate that learning the theoretical content of the basics of rhetorical competence should be combined with the practical application of exercises, tasks, methods, and techniques for mastering public speaking. Modern linguists emphasize that the formation of rhetorical competence has an interdisciplinary nature. They are convinced that the formation of rhetorical competence of applicants for education today is a complex process that requires gradual, step-by-step, systematic work in combination with the main psychological and pedagogical features of education, which are covered in various aspects in scientific and methodological sources. The reform of the content of language and literature education in Ukraine is aimed at the formation of a rhetorical personality that possesses the following abilities and skills: debating skills, the ability to think critically, to cooperate in a team, to solve problems, the ability to assess risks and make decisions, the ability to perceive and reproduce the appropriate information in a rhetorical environment.

The article describes the practical importance of rhetorical competence: the development of the ability to actively listen and pay attention to what is heard or read, the ability to analyse examples of public speech from the point of view of its expediency and effectiveness, construction and language design; the ability to discuss different models of public speaking; formation of the culture of conducting discussions, disputes, etc., the ability to follow the rules of communication and speech culture. Article presents educational communicative and rhetorical tasks, which should be used during professional training for the formation of rhetorical competence. Therefore, rhetorical competence is very important for the future specialist, because it contributes to the successful implementation of any communicative goals. Knowledge of rhetoric is necessary during the formation of both a specialist and an individual, this knowledge contributes to the improvement of rhetorical competence during education.

Key words: rhetorical competence, rhetorical activity, rhetorical skills, language, speech, rhetorical means, rhetorical exercises.

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ФОРМУВАННЯ РИТОРИЧНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ У ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

У статті розглянуто формування риторичної компетентності здобувачів освіти у процесі професійної підготовки. Визначено, що одним із пріоритетних завдань сучасних закладів освіти є формування риторичної компетентності здобувача освіти. Вітчизняні науковці вказують, що засвоєння теоретичного змісту основ риторичної компетентності має поєднуватися з практичним застосуванням вправ, завдань, методів, прийомів для оволодіння ораторською майстерністю. Сучасні лінгводидакти наголошують, що формування риторичної компетентності має міждисциплінарний характер. Вони переконані, що формування риторичної компетентності здобувачів освіти нині – комплексний процесом, що вимагає поступової, покрокової, систематичної роботи у поєднанні з основними психолого-педагогічними особливостями навчання, які різноаспектно висвітлені в науково-методичних джерелах. Реформа змісту мовно-літературної освіти в Україні зорієнтована на формування риторичної особистості, яка володіє такими вміннями і навичками: дискусійні вміння, здатність до критичного мислення, до співпраці в команді, до вирішення проблем, уміння оцінювати ризики та приймати рішення, уміння сприймати та відтворювати відповідну інформацію у риторичному середовищі. У статті описано практичне значення риторичної компетентності: розвиток вміння активно слухати й уважно ставитися до почутого або прочитаного, вміння аналізувати зразки публічного мовлення з погляду його доцільності й ефективності, побудови й мовного оформлення; вміння обговорювати різні моделі публічних виступів; формування культури ведення дискусій, диспутів тощо, вміння дотримуватися правил спілкування і культури мовлення. Представлено навчальні комунікативно-риторичні завдання, які варто використовувати під час професійної підготовки для формування риторичної компетентності. Отже, риторична компетентність для майбутнього фахівця надважлива, адже вона сприяє успішній реалізації будь-яких комунікативних цілей. Знання з риторики необхідні під час становлення як фахівця, так і особистості, вони сприяють покращенню риторичної компетентності під час навчання.

Ключові слова: риторична компетентність, риторична діяльність, риторичні уміння, мовні, мовленнєві, риторичні засоби, риторичні вправи.

Introduction. As a result of Ukraine's integration into the European and world educational space, it became necessary to prepare future professional specialists for more consolidated intercultural communication (Skrypnyk, 2020: 317). The need for the formation and development of a nationally conscious, spiritually rich, European-integrated language personality in an independent Ukrainian state dictates the need to generate knowledge and skills in applicants for education (Lebed, 2022: 98). Young professionals encounter professional challenges and difficulties already at the initial stages of integration

into the professional community. The difficulties of adapting to organizational norms and rules, the imbalance and conditions of competition in the modern labour market, the risk of losing a job due to socio-political and socio-economic instability additionally increase the concerns of young professionals regarding their professional potential (Kolomiets, 2023: 39). In the context of the modernization of education, which is declared in the Laws of Ukraine «On Education», «On Higher Education», the State National Program «Education» (Ukraine of the 21st century), the National Doctrine of the Development of

Education of Ukraine in the 21st Century, the Concept of Language Education of Ukraine, the Pan-European Recommendations on of language education, the problem of forming the rhetorical competence of participants in the educational space is of particular importance to the National Strategy for the Development of Education in Ukraine. Rhetorical education is designed to develop a system of personal qualities, including: the culture of thinking, speech, behaviour, communication, performance skills, «that is, everything that modern youth needs to achieve success both professionally and in personal life» (Yants, 2014: 18).

Problem statement. According to O. Horoshkina, «rhetoric is based on rhetorical laws – conceptual, audience modelling, strategic, tactical, verbal creativity, effective communication, system-analytical, etc.» (Kucheruk, 2016: 106). Now the formation of applicants for education rhetorical competence is a complex process that requires gradual, step-by-step, systematic work in combination with the main psychological and pedagogical features of education, which are covered in various aspects in scientific and methodological sources. Changes in the content of language and literature education in Ukraine now focus us on the formation of a rhetorical personality that possesses the following abilities and skills of the 21st century: debating skills, the ability to think critically, to cooperate in a team, to solve problems, the ability to assess risks and make decisions, the ability to perceive and reproduce relevant information in a rhetorical environment.

Analysis of research publications on the topic. The theoretical foundations of the formation of rhetorical competence are substantiated in the studies of the classics of rhetorical science (Aristotle, Cicero, Quintilian), the conceptual ideas of the formation of the rhetorical competence of pedagogical workers are outlined in the teachers works (T. Gudymy, V. Nyscheta, S. Tolochko, T. Sadova, T. Simonenko), as well as in the studios of modern researchers of rhetoric, rhetorical competence, rhetorical culture, culture of communication, the foundations of the development of rhetorical competence (N. Golub, L. Horobets, S. Glazunova, O. Horoshkina, T. Hruba, N. Dyka, S. Karaman, O. Kucheruk, L. Matsko, N. Myronchuk, V. Nyscheta, M. Pentylyuk, A. Pervushyna, L. Ruskulis, G. Sagach, etc.).

The aim of the work is to outline the essential characteristics of the rhetorical competence of applicants for education based on the analysis of scientific research, to present separate methods of work on the development of rhetorical abilities.

Presenting main material. The inability to convey information, poor speech, ignorance of rhetorical

rules and the basics of practical rhetoric reduce the effectiveness of communication. In this context, the problem of formation of rhetorical competence of applicants for education acquires special importance. In order to achieve a successful result during the training of education seekers regarding the formation of rhetorical competence and rhetorical skills, it is necessary to support motivation, interest, needs, and reflection in the educational environment. Ukrainian linguists (N. Golub, O. Horoshkina, S. Karaman, S. Omelchuk, N. Ostapenko, M. Pentylyuk, etc.), relying on the psychological-pedagogical and theoretical context, methodically interpreted the structure of educational and cognitive activity in the range of which the following components are singled out: motivation, educational tasks in certain situations, educational actions, control (self-control), evaluation (self-evaluation) (Holub, 2008: 5). In our opinion, such a structure can be acceptable for the formation of rhetorical competence of applicants for education of the learning space, it will contribute to the formation of the ability to construct a speech according to the rhetoric laws, the ability to combine verbal and non-verbal means in pedagogical interaction.

Characteristic features of a rhetorical personality, as substantiated by V. Nyscheta, are the possession of communicative competence, the readiness to receive the necessary information, to convince of the correctness of one's opinions, to influence decision-making, to defend positions based on a tolerant attitude to the values and interests of other people (Nyshcheta, 2011). During the rhetorical activity of an individual, rhetorical skills are formed. Accordingly, the formation of rhetorical skills is based on the text. A rhetorical text acts as a means of reproducing coherent speech, that is, a statement whose parts are connected by a theme, main idea, and structure.

S. Horobets emphasizes that the level of formation of rhetorical competence is influenced by individual characteristics of memory: speed, accuracy, strength of memory and readiness to reproduce heard information, and studying the «Rhetoric» section in an educational institution contributes to effective memorization of an orator's speech (Horobets, 2021: 29) and is designed to teach the learner to master the art of speech, to creatively use various speech technologies, techniques of verbal and non-verbal communication, etc. Also, a necessary condition for high-quality rhetorical training of applicants for education is a holistic perception and text understanding, which encourages the realization of acquired knowledge, abilities, skills in rhetorical activity, the ability to prove, explain, convince in accordance with the communication situation and effectively influences

the improvement of purposefulness, productivity and dynamism in decision-making.

We completely agree with O. Horoshkina, who believes that the effectiveness of a teacher's rhetorical and pedagogical activity depends, «on the one hand, on the use of the mechanism of speech influence, which can involve consecutive actions of the teacher: emotional and speech «contagion» (capture), suggestion, persuasion, imitation of an authoritative rhetorician, etc.; and on the other hand, from the mechanism of receptive activity of the listener (interlocutor, student): perception, understanding, evaluation, perception of information, or acceptance of arguments» (Kucheruk, 2016: 112). The speaker must remember the beginning of the spoken text in order to most accurately convey the voiced information. N. Dyka and O. Glazov note that applicants for education should take care of «enriching the active vocabulary with the names of feelings, emotionally charged words, performing exercises and tasks, performing which students will analyse and express their own feelings, which will contribute to the improvement of emotional competence, the development of empathy, and therefore success in communication» (Dyka, 2016: 110).

According to N. Golub, the concept of «rhetorical competence» is «the speaker's ability to use effectively linguistic and rhetorical knowledge, skills and experience to harmonize all types of communication, achieve a communicative goal, and affirm the highest moral, ethical and patriotic ideals of society» (Golub, 2012: 137–138). S. Tolochko emphasizes that this is a theoretical and practical ability to «produce various texts of persuasive speech in various types of social and interpersonal communication and public speech for motivated and reasoned delivery of information» (Tolochko, 2019: 333). We believe that rhetorical competence is a combination of both theoretical and practical knowledge and skills during communication, in accordance with the speech situation, taking into account the individual and psychological characteristics of the participants of the educational space, as well as competent mastery of the technique of expression.

Taking into account the actualization of the rhetoric of interactive communication, S. Tolochko defines the following linguistic and rhetorical requirements for the future teacher in order to implement correct and productive interactive interaction: politeness and tolerance in the process of written online communication, conciseness and clarity of online messages, the ability to conduct oral online communication, correct response to messages, maintaining attention and managing expectations of

education seekers, constructive resolution of conflict situations, etc. (Tolochko, 2020: 56).

Rhetorical competence should be formed during school and higher education in the process of mastering academic disciplines. The process of building the concept of conducting a lesson acquires special importance in rhetoric. Firstly, it is necessary to think through the coverage of the topic of the lesson in advance, secondly, to analyse this topic, thirdly, to choose problematic questions, fourthly, to take into account the specific features of the audience, age category, fifthly, to select such means of speech and ways of expressing one's own thoughts, which would enable students to master the proposed material, and which would help to avoid conflict situations, and it is also necessary to predict the probability of questions that may arise during the teacher's speech to the applicants for education, and to give concise answers. At the end of the speech, the teacher summarizes and generalizes about everything that was said. This will provide meaningful, clear, structured presentation of thoughts. It is also worth taking into account the effectiveness of visualization (use of diagrams, drawings, graphs, video fragments, presentations, audio recordings, etc.) and visualization of the discussed problem.

The practical significance of rhetorical competence lies in the fact that applicants for education must first of all develop the ability to listen actively and pay attention to what they have heard or read, to analyse samples of public speech from the point of view of its expediency and effectiveness, construction and language design; discuss different models of public speaking; to form a culture of conducting discussions, disputes, etc., to observe the rules of communication and speech culture (Klymova, 2015: 8).

In particular, when working with rhetorical texts, it is necessary to take into account the difference between written and oral speech. The structure of the written text is built in a certain order, which ensures the coherence, integrity, and completeness of the sentences. In oral speech, due to the use of techniques such as inversion, the syntactic construction loses its integrity and even an obvious connection is broken (Ponomarova, 2010).

An important place in the formation of the rhetorical culture of applicants for education is occupied by educational communicative and rhetorical tasks that awaken the speaker's interest in independent work on texts. Therefore, thanks to the skills of rhetorical culture, participants in the educational process can effectively communicate, organize and creatively

direct their thinking and speech activity, skilfully conduct a constructive dialogue or conversation, and also prepare high-quality public speeches.

Nowadays, learning the Ukrainian language is a means of communication and requires the inclusion of language knowledge, abilities and skills necessary for communication with native speakers of the language and culture in order to understand texts. The most common language errors: incorrect pronunciation of sounds, incorrect emphasis, incorrect use of words according to semantics, tautology, pleonasm, slur, word parasites, inability to take into account the stylistic colouring word, cacology – combining fragments of stable word combinations into a new, incorrect inflection, violation of grammatical rules, etc.

For example, applicants for education mistakenly use the expressions *добро пожалувати* instead of *ласкаво просимо*, *підписка газет* instead of *передплата газет*, *дякувати його* instead of *дякувати йому*; incorrectly emphasize the words: *рóbлю, пішу, підéмо* instead of *роблю, пишу, підемо*.

The rhetoric of the Ukrainian language pays a lot of attention to the use of supports for teaching dialogic and monological language. The supports should contain material that adds a personal emotional coloration to the statement: «По-моєму...», «Мені це подобається...», «На мій погляд...», «Я вважаю...», «Мені імponує...», «Я не хотів би...» etc.

Advice and suggestions on how to act in certain circumstances have a positive pressure in the etiquette speech of applicants for education. Let's say: «раджу тобі займатися індивідуально, щоб покращити свій результат». In response: «щиро дякую за пораду, я нею обов'язково скористаюся»; «із великим задоволенням».

Applicants for education rarely use expressions of refusal: «я вдячний за пропозицію, та не можу погодитися, бо невдало виконую функції старости»; «я не погоджуюся на цю пропозицію». These statements clearly express the position of participants in the educational process.

Greeting constructions in the speech of applicants for education are most often a manifestation of wishes. For example, «сердечно вітаю тебе із вступом до Коледжу і зичу тобі міцного здоров'я, успіхів у навчанні». Responses to greetings – «щиро дякую, дозволь і тебе привітати» (Skrypnyk, 2020: 70).

In the Ukrainian language program, considerable attention is paid to vocabulary work, as it is the result of the development applicants for education speech, contributes to the improvement of their literacy.

It is worth remembering that during the study of rhetoric, the applicants for education improve themselves as speakers of the language. We suggest

using such a system of exercises and tasks in Ukrainian language classes that will help to improve rhetorical skills.

Game techniques: 1. «Compose a collective story about a Ukrainian writer». 2. *Writing an essay:* «The melodic pattern of speech», «The will of speech and its limits in modern society», «My audience and I» (Skrypnyk, 2020: 112). 3. *Write a fairy tale with compound words:* *think-guess, joy-happiness, path-walkway, self-alone, legends-mysteries, time-epoch, dream-desire* (Skrypnyk, 2020: 103).

Role play: 1. *Work in groups.* Write a text in which all words start with the same letter. Applicants for education can independently choose one letter from the alphabet and create an essay or take a topic suggested by the tutor. 2. «*Press conference*» on the topic: «Prospects of the development of a modern educational institution» (Skrypnyk, 2020: 113).

Topics for public speaking that require the involvement of analytical and synthetic skills: «Voice – a portrait of an orator», «Problems in the communication of modern teenagers», «Lina Kostenko – a person and a poet», «XXI century: Is life possible without the Internet», «Parents, motherland is the basis of human life», «The role of presentations in professional communication».

Training exercises. 1. Exercise «*Perfect speech*». Read the tongue twister and practice pronouncing the different sounds. *Сидів горобець на сосні, – заснув – і упав уві сні. Якби не упав уві сні. Сидів би він це на сосні.* 2. Exercise «*Correct a mistake*». Why expressions are non-normative: *справи відкладали із-за нових обставин. Недостатків у нас багато. Ми не маємо достатніх навиків. Нічого в нас не получається. Ми знайшлися в тяжкім положенні. Нас заставили це зробити. Ему нічого губити. Губити голову. Губити час. Із-за власної необережності. Сварка із-за дурниці* (Skrypnyk, 2020: 90).

Creative tasks. 1. Recite a passage from a favourite work, using voice and other non-verbal means. 2. Select and write from fiction the compliments, that the characters make to each other. Analyse the communicative situation that contributed to this. 3. Formulate the recommendations «Behaviour at work during an emergency situation». 4. Write a letter in which you apologize for not coming to a business meeting that was arranged not personally, but by secretary. Explain that you made a mistake due to a misunderstanding (Skrypnyk, 2020: 108). 5. Prepare an epideictic greeting and gratitude speech to mom (dad) for a birthday, anniversary, Mother's Day (Father's Day). 6. Make the text bright, artistic, emotional, using various rhetorical

figures. Example: *І знову осінь. Дощі. Стихає спів птахів. Замовкають діброви. Поблизу озеро. Воно розташоване у затінку дерев. Дерева у вбранні. Кружляє листя. Сохнуть трави. Тягнуться до останнього тепла квіти. Пора згасання природи* (Skrypnyk, 2020: 102). 7. Prepare a short (1–2 min.) speech on one of the proposed topics: 1. Speak so that I can see you (Socrates); 2. Eloquence is the art of controlling minds (Plato); 3. Speech is an indicator of the mind (Seneca); 4. «The word is a weapon. Like any weapon, it needs to be cleaned and cared for» (M. Rylskyi); 5. He who does not know how to speak will not make a career (Napoleon). At the same time, use the following sayings and proverbs: *Що маєш сказати – наперед обміркуй; Краще мовчати, ніж брехати; Мудрий не все каже, що знає, а дурний не все знає, що каже; Слово – не горобець, вилетить – не піймаєш; Шабля ранило тіло, а слово – душу; І від солодких слів буває гірко* (Skrypnyk, 2020: 98).

Use of **innovative communication technologies** in classes: 1. Imagine yourself as a popular blogger. Prepare information for one of the topics, use technical means, use a modern press during preparation. Topics: «Non-verbal means of communication and the culture of behaviour», «Problems of speech culture in Ukraine today», «Perform a rhetorical analysis of two parliamentary speeches of people's deputies of Ukraine (choose from press materials

or TV broadcasts, talk shows)». 2. Analytical presentation on the problem «Rhetorical analysis of video fragments chosen by students»: A. Aristotle's treatise «Rhetoric» – components, content, significance for the development of the theory of persuasive communication. B. Cicero's treatise «On the Orator» – significance for the development of the theory and practice of persuasive communication. 3. Martin Luther King's «I have a dream» speech as a reminder of the canonical structure of rhetorical action (Skrypnyk, 2020: 114).

The system of exercises proposed by us is aimed at the development of rhetorical abilities and skills of applicants for education. Knowledge of rhetoric will be useful to them during their development as a person and will contribute to the improvement of rhetorical competence during their studies.

Conclusions. So, the rhetorization of education contributes to the practical and creative application of acquired knowledge about the literary language at the beginning and corresponds to the strategy of the educational process. Modern technologies enable applicants for education to independently create accompanying materials for the performance. The formation of rhetorical competence of applicants for education takes place not only in institutions of higher education, but much earlier, starting from school, and is not limited only to language lessons.

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