MODERN METHODOLOGICAL SYSTEM OF THE RHETORICAL COMPETENCE FORMATION OF UNIVERSITY STUDENTS

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Summary

The article analyzes the problem of rhetorical competence formation of university students in the process of teaching Ukrainian for special purposes and proposes ways to solve it. Some aspects of the methodological system are proposed. Attention is focused on the peculiarities of students' rhetorical competence formation in the conditions of distance learning, in particular on the use of interactive forms and methods of distance learning, which contribute to the linguistic personality formation of the future specialist. One of the main tasks of higher education is the formation of rhetorical competence of university students. The approaches of scientists to the concepts of "rhetorical competence" and "formation of rhetorical competence" were analyzed and the conditions of rhetorical competence formation in the conditions of distance education were substantiated. It was found that scientific studies consider rhetorical competence as the ability to design effective and optimal communication for the speech situation; to realize one's own rhetorical resources in the process of professional activity, to increase the professional language image. Rhetorical education affects the formation of the language image and the trajectory of the professional career of the future specialist. Rhetorical competence involves the formation of personal qualities, the development of thinking, speech, the ability to conduct business communication according to the rules of etiquette. The process of rhetorical competence formation requires updating the methodical system, building the specifics of practical classes in the conditions of a distance learning mode and the complex realities of wartime in Ukraine.

Key words: rhetorical competence formation, language image, rhetorical model, distance learning mode, rhetorical exercises, Ukrainian for special purposes.

1. Introduction

The level of rhetorical competence formation of the university student affects his success in future professional activities. Currently, there is a need to train a specialist of the new generation, who possesses the basics of speech culture and successful communication at a high level. The rhetorical competence formation of the university student is a priority task in studying Ukrainian for special purposes, which affects the improvement of the professional characteristics of the future specialist. Mastering rhetorical skills is a complex process and requires a systematic approach, involves the use of modern technologies and new learning models.

The problem of rhetorical competence formation of the university student in studying Ukrainian for special purposes becomes urgent, it requires updating the methodological system

and building new models of education. The purpose of the study is to substantiate and develop a pedagogical model of formation and development of rhetorical competence of university students in the process of studying Ukrainian for special purposes in the conditions of the distance learning mode of education and in the complex realities of wartime in Ukraine.

The scientific novelty of the research is due to the fact that a rhetorical model was proposed in the conditions of distance education for the first time. Adapted distance tools and rhetorical measures were analyzed. In addition, active methods and forms of work, that contribute to increasing the level of rhetorical competence were determined and adjusted to the distance learning mode.

To achieve the research goal, the following tasks are to be solved:

1. To find out the essential characteristics of the basic concepts of rhetoric. To specify the approaches of scientists to the analysis of the methodical system of rhetorical competence formation in the process of teaching university students Ukrainian for special purposes.

2. To analyze distance learning tools, rhetorical measures, active forms and methods, rhetorical exercises to increase the level of rhetorical competence formation of university students in the process of learning Ukrainian for special purposes.

To implement the set tasks the following methods were used in the research: theoretical (study and analysis of scientific literature); empirical (study and generalization of pedagogical experience).

2. Modern rhetoric in the system of higher education

Modern rhetoric is focused on the ability to carry out effective interaction in the process of communication and choose a proper strategy. The issue of studying modern rhetoric as a science became relevant in the system of higher humanitarian education at the beginning of the 21st century and was caused by the demands of society. Rhetoric is a complex science that is integrated into disciplines: ethics, philosophy, history, culture, pedagogy, literature and linguistics.To date, there are more than 40 courses covering the basics of rhetorical knowledge, public speaking, oral communication, ethics of business communication, pedagogical skills, culture and technique of professional speech *(Shcherbakova, 2013)*. A more thorough study of rhetoric in higher education in Ukraine began in 2000 on the basis of the competence approach.

In order to understand the current state of the specified scientific process, it is worth considering: the competence approach of rhetorical disciplines and the features of modern implementations of educational programs; development of educational and methodological complex; prerequisites for teaching and the distance learning mode in the realities of martial law; determination of optimal ways and means of improving the quality of rhetorical education.

The educational discipline "Ukrainian for special purposes" involves familiarizing students with the theoretical foundations of rhetoric and improving practical linguistic and rhetorical skills and skills of future specialists. Students study speech technologies, techniques of verbal and non-verbal communication in the "Rhetoric" section.

We will consider the concepts of "rhetoric", "rhetorical competence", "rhetorical competence formation" in the scientific field of our research. Encyclopedic dictionaries explain rhetoric as the science of eloquence, synonymous with the art of oratory, which studies the laws of thinking and speech, develops the culture of speech and thinking, behavior, communication, acting skills; can be used in different meanings (subject, science, art, textbook, etc.) *(Kovaliv, 2007)*. The study of rhetoric contributes to the construction of one's own trajectory

of cognition and communication, culture of thinking and speech, behavior, self-expression and professional image.

The concept of "rhetorical competence" is formed on the basis of the rhetoric tasks. M. Barakhtyan interprets rhetorical competence as a meaningful unity of knowledge, abilities and skills that contribute to effective communication in interpersonal and professional spheres. It outlines the content and methodology of practical classes within the study of rhetoric:

– studying the theoretical foundations of rhetoric;
– a system for performing practical and creative tasks;
– monitoring students' independent work.

The scientist is convinced that a systematic approach will help reveal the thinking and speaking potential, increase the level of communication skills. He offers to use interactive technologies of simulated learning: role play, dramatization, debates and performances. Performing special exercises and tasks: articulating gymnastic exercises, working with dictionaries, translating texts of different styles, reading texts, reciting works of art, analyzing exemplary performances, techniques for activating the attention of listeners, self-analysis of speech *(Barakhtian, 2018)*.

3. Rhetorical competence formation

It was determined with the analysis of scientific research, that rhetorical competence formation is considered in the context of the development of linguistic and communicative competences. The interrelationship of these competencies contributes to the emergence of a new term "rhetorical competence", which is considered as an integrative concept, covers a number of disciplines and includes worldview, communicative, cultural studies, thinking and speaking tasks *(Shcherbakova, 2013)*.

O. Kucheruk considers the rhetorical competence of philology students as a subjective property of a person, characterized by the ability to develop their rhetorical potential in the professional sphere and social life. The researcher proposes a scheme for the rhetorical competence formation of philology students, which can be organized into several stages: preparatory, communicative, control-reflective and final *(Kucheruk, 2015)*.

We share the opinion of Ukrainian linguists about the importance of improving the perception and understanding skills of scientific text; composing the text; establishing the interaction of participants in a communicative situation with the help of text. M. Pentelyuk offers an algorithm of text analysis as a basis for the formation of rhetorical skills: determination of the type, form, presentation of material, genre, topic, structure, means of expression, non-verbal elements, communicative task. When developing rhetorical abilities and skills, it is necessary to master the theoretical and practical foundations of rhetoric. It is reasonable to use the following types of written communication: business letter, report, abstract, synopsis, article and keeping diaries *(Pentyliuk, 2011)*.

The analysis of scientific and pedagogical studies makes it possible to determine the main approaches to rhetorical competence formation of university students in the process of distance learning when studying Ukrainian for special purposes: competence, system, humanistic, communicative, activity and contextual. Let's analyze the content of the provisions of some approaches.

A competent approach ensures the implementation of the main goal of higher education – training a highly qualified specialist, aimed at the use of practical experience. There is a shift in the emphasis of theoretical knowledge to the practical aspect of improving rhetorical skills.

The application of the provisions of the systemic approach to rhetorical competence formation is of great importance, as it ensures the integrity and unity of the methodology of rhetorical activity in professional education.

The provisions of the activity approach contribute to the creation of conditions for practical thinking and speech activity in situations of personal and professional communication; provide motivation, application of theoretical knowledge and skills in rhetorical activity, improvement of practical experience.

It should be noted that in the process of rhetorical competence formation, along with general didactic principles of learning (scientific, accessible, systematic, transparent, integrity, inseparability of learning and education), specific ones are used.

Taking into account specific principles contributes to the implementation of high-quality rhetorical training of students. Linguistic studies (N. Golub, O. Horoshkina, O. Zalyubivska, S. Karaman, O. Kucheruk, O. Raniuk, S. Tolochko, O. Shcherbakova, etc.). determine the special principles of rhetorical competence formation: cultural relevance,value, stimulation of independence and creativity, life perspective, activation of the mutual influence of teaching rhetoric and the Ukrainian language, thinking and speech activity and interactivity, stimulation of scientific and research activities of students, competitiveness and emotional comfort, creation of an active speech environment and the principle of learning to create texts that will help achieve success in rhetorical training.

Table 1

Model of rhetorical training formation of university students

Main directions		Conceptual ideas	
Knowledge of *Fundamentals of rhetoric* *Professional disciplines* *History* *Philosophy* *Culture*	*Skills to* *Read and analyze* *rhetorical texts* *Create projects* *Make a speech* *Conduct professional* *communication*	*Approaches* Competent personally oriented communicative and situational	*Fundamentals* Problematic Sociocultural Dialogization Rhetorization
Ways and means of learning			

4. Rhetorical events in the distance learning system

Distance learning is effective for the implementation of important principles of rhetorical competence formation. Higher education mainly uses distance learning tools in current complex realities of wartime using interactive technologies. Scientists define the rhetoric of interactive communication as the art of effective communication, information communication using video text, voice using Internet resources.

Modern rhetoric of interactive communication uses "methods of agitation, propaganda, psychological pressure, as well as manipulative means of influence" and defines the rhetoric of interactive communication as the art of effective communication, perception of information using voice or video text with the help of interactive resources. Actualization of the rhetoric of interactive communication is possible through the use of online communication tools,

digital technologies (websites, blogs, forums, chat rooms, educational platforms, cloud services) *(Tolochko, 2018).*

We consider the formation of basic rhetorical abilities and skills in the system of introducing innovative technologies, electronic educational resources. Let's consider the forms of work that contribute to the rhetorical competence formation and are used in a distance learning mode.

Webinar is an actual form of conducting rhetorical events (practical classes, conferences, consultations, presentations, defense of scientific research) using distance learning tools.

Let's define the main advantages of conducting classes in a distance learning mode: openness of learning; the simultaneous presence of a large number of participants; synchronous and asynchronous learning; ensuring interactivity and communication between the participants of the educational process; sharing files during collaboration; recording the webinar (in mp4 format), which allows participants to view or listen to the webinar in their absence, to have quick access to information, and to publish it on the Internet if necessary.

The process of rhetorical competence formation is built on the interaction of all participants of training, the implementation of direct practical communication, therefore the problem of preserving forms and methods in a distance learning mode, the choice of rhetorical exercises, tasks for independent work *(Budianskyi, 2020).*

The following distance learning tools (presentation, whiteboard, video materials, audio materials, polls, voting, video chat, voice chat, text messages, etc.) may be used during webinars. Let's note the most used educational platforms for conducting webinars:

– MyOwnConference (a convenient interface allows you to demonstrate visual materials quickly);

– FreeConferenceCall.com (a free platform, allows you to join a large number of participants at the same time, has additional drawing tools, demonstrations of materials with commenting);

– Microsoft Teams (a free application designed for a large audience, has tools for recording and broadcasting conferences);

– Webex (possible storage on a cloud environment);

– Google Hangouts (has the possibility of parallel broadcasting on Youtube).

The capabilities of Skype, Viber, Telegram, Instagram and Facebook, YouTube applications can be successfully used to develop rhetorical skills and abilities.

Among the disadvantages of distance learning in the process of formation of rhetorical competence, scientists single out:

– the teacher is deprived of the opportunity to observe the reaction of the audience directly;

– the teacher assumes several roles (organizer, rhetorician, host-moderator), which reduces productivity;

– lack of direct "live" communication, energy, emotional exchange, visual contact;

– advantages of personal control, low level of self-discipline (participant of the educational process can leave the class at any time);

– low-quality technical support, Internet support problems;

– the long duration of the class causes loss of attention, fatigue, affects the emotional state;

– a limited number of goals and tasks, preferably a small number of proposed practical tasks;

– requires long-term preliminary preparation, informational adaptation *(Budianskii 2020).*

Scientific studios suggest using the following rhetorical games: brainstorming, interview, excursion, commentary, talk show (group discussion), jury trial, orator competition. It singles out the elements of the game (mini-games): intellectual warm-up, chain of associations, verbal volleyball, color game, let's tell a tale, "word squares", custom stories, intonation game.

We consider it effective to use exercises to improve the flexibility of thinking since the thinking-speech apparatus is involved. E. Kelasiev offers an interesting system of techniques for the development of thinking:

1) *change in temporal relationships* (accepting the isolation of one phenomenon from among others; shortening the time interval between events, for example, describing the dialogues of a person in the present and the future; the movement of some objects in time; the role of an object in the life of a person now and in the future);

2) *change of spatial connections* (accepting the change of usual connections to unusual ones, for example, a person on a bridge / under a bridge; combining things that are disconnected in space, for example, a tree-pencil; accepting usually disconnected facts, for example, a fish without water);

3) *changing usual connections* of the transformation of the action (acceptance of depriving the object of the opportunity to perform habitual actions, for example, the car does not transport anything; acceptance of the blocking the expected result, for example, the car transports people, but remains in place; acceptance of composing plots on the basis of objects selected in advance objects, for example passenger / stewardess or Wolf / Little Red Riding Hood);

game forms of composing and mastering the proposed topics (topics and unusual situations of communication are proposed, leaving the comfortable conditions of "Customs House", "A worthy answer", "A wise act", etc.).

Rhetorical exercises for the development of cultural skills and speech technique; discussion techniques; training of the articulation apparatus; performance in front of an audience; reflection of one's own rhetorical activity and others can easily be adapted to distance learning mode.

We offer the following forms of work that contribute to increasing the level of rhetorical competence formation and are adapted to the distance learning mode:

– conducting discussions and debates using "online rooms";

– analysis of demonstrative fragments of speeches (announcers, lecturers, orators, linguists, public figures, audio recordings of poets and writers);

– acting training exercises;

– recitation of works of art;

– writing of creative works;

– protection of scientific projects;

– conducting contests;

– exercises for training the articulation apparatus; non-verbal communication;

– rhetorical cases (acting out communication situations, training speech improvisation skills);

– exercises for training pronunciation, emotionality;

– trainings in logic;

– rhetorical games;

– self-presentation;

– comment-reflections;

– speech-address;

– illustrations-examples;

– conducting various forms of webinars, conferences, seminars;

– online museum quests;

– use of QR-codes, checklists when performing individual tasks.

The use of active methods of teaching the business game (rhetorical cases) requires special attention, an approach to organization and adaptation to the distance learning mode. Case implementation can take place at several stages:

– preliminary familiarization of the participants with the purpose and content of the case, motivation;

– formation of conditions and tasks;

– additional instruction;

– formation of working groups ("online waiting rooms");

– analysis and introspection, reflection;

– result ("case product").

A business game is a complex phenomenon aimed at modeling actual reality, structuring business relationships, professional communication, personal and intergroup communication, formulating problems and ways to solve them, rehearsing collective activities, forming a worldview, developing communication skills, rhetorical skills and abilities. Examples of rhetorical cases adapted to the distance learning mode can be "Situation of communication", "Unexpected communication", "Business theater", "Sociodrama", "Debate", "Dialogue in the future", "Forced no / yes", "Agitation", etc.

5. Conclusions

We consider the formation of rhetorical competence among university students in the process of studying Ukrainian for special purposes as a holistic phenomenon with observance of psychological-pedagogical and linguistic didactic conditions using a modern distance learning model based on a special system of rhetorical exercises.

Therefore, a high level of formation of rhetorical competence of a university student in the process of studying Ukrainian for special purposes is an indicator of the success of a future specialist, which will help to carry out effective communication in professional activities. The use of modern methods, rhetorical models, language techniques, rhetorical exercises, creative tasks through distance learning tools will contribute to the rhetorical competence formation of a university student which will ensure individual professional development and life success. The process of rhetorical competence formation should be systematic involving the use of innovative technologies and new rhetorical models aimed at forming the linguistic image of the future specialist.

Thus, we see the prospect of further scientific research in the development of a modern methodical system for the formation of rhetorical skills in the process of studying Ukrainian for special purposes.

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