

## DEVELOPING RHETORICAL PROFESSIONAL COMPETENCE IN STUDENTS IN HIGHER EDUCATION

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*The article is devoted to the problem of forming rhetorical professional competence in higher education applicants in the conditions of modern challenges caused by global instability and military risks. The theoretical foundations of the concept of "rhetorical competence" in the scientific works of domestic and foreign researchers are considered, and its structure and components are analysed, in particular, linguistic, communicative, logical, psychological, moral-ethical and aesthetic aspects. The importance of developing in applicants the skills of persuasive oral and written speech, the culture of conducting discussions, public speaking skills and the ability to choose language tools in accordance with the purpose and situation of communication is emphasised. Particular attention is paid to the text-centric approach as an effective means of integrating linguistic, speech, communicative and rhetorical competencies. A system of exercises of different levels of complexity (linguistic, conditional speech, and communicative) is described, which contributes to the gradual development of rhetorical skills. The feasibility of using innovative teaching methods, in particular project, situational and interactive, which form the skills of teamwork, analytical thinking, argumentation and public self-expression, is substantiated. The advantages of the case method and student projects as forms of control and self-control that stimulate critical thinking and professional and rhetorical development are highlighted. It has been proven that a comprehensive combination of traditional and modern pedagogical technologies ensures the effective formation of rhetorical competence, which is a key component of the professional training of future specialists and a necessary condition for their competitiveness in the labour market and active civic position.*

**Keywords:** rhetorical competence, text-centric approach, public speaking, innovative teaching methods, higher education students.

## Лебедь Ю. Б., Скрипник Н. І., Турлюк С. В., Касіяненко О. М., Когутюк О. В. Формування риторичної професійної компетентності в здобувачів вищої освіти

*Сучасна професійна освіта покликана забезпечити якісну підготовку молоді до умов нинішніх і майбутніх ринкових відносин, сформувати усвідомленість у виборі професійного шляху й здатність конкурувати, виховати культуру безпеки в усіх сферах життєдіяльності, сприяти становленню відповідального громадянина й патріота українського суспільства, здатного забезпечувати сталий розвиток держави. Стаття присвячена проблемі формування риторичної професійної компетентності в здобувачів вищої освіти в умовах сучасних викликів, зумовлених глобальною нестабільністю й воєнними ризиками. Розглянуто теоретичні засади поняття «риторична компетентність» у наукових працях вітчизняних і зарубіжних дослідників, проаналізовано її структуру й складники, зокрема мовні, комунікативні, логічні, психологічні, морально-етичні й естетичні аспекти. Підкреслено важливість розвитку в здобувачів умінь переконливого усного й писемного мовлення, культури ведення дискусій, навичок публічного виступу та здатності обирати мовні засоби відповідно до мети й ситуації спілкування. Особливу увагу приділено текстоцентричному підходу як ефективному засобу інтеграції мовної, мовленнєвої, комунікативної та риторичної компетентностей. Описано систему вправ різних рівнів складності (мовних, умовно-мовленнєвих, комунікативних), які сприяють поетапному розвитку риторичних умінь. Обґрунтовано доцільність застосування інноваційних методів навчання, зокрема проєктного, ситуаційного й інтерактивного, що формують навички командної роботи, аналітичного мислення, аргументації та публічного самовираження. Виокремлено переваги кейс-методу та студентських проєктів як форм контролю й самоконтролю, що стимулюють критичне мислення й професійно-риторичний розвиток. Доведено, що комплексне поєднання традиційних і сучасних педагогічних технологій забезпечує ефективне формування риторичної компетентності, яка є ключовим складником професійної підготовки майбутніх фахівців і необхідною умовою їхньої конкурентоспроможності на ринку праці й активної громадянської позиції.*

**Ключові слова:** риторична компетентність, текстоцентричний підхід, публічний виступ, інноваційні методи навчання, здобувачі вищої освіти.

**Introduction.** Conditions of global instability, wartime risks stimulate significant transformations of the life and professional environment of Ukrainian citizens, affect the possibilities and effectiveness of their personal and professional self-realization [16, p. 39]. The national school system establishes new standards for personality development. In addition to fostering the holistic development of the individual and the creation of engaged citizens, the primary objective of contemporary higher education is to train highly skilled professionals who are able to think critically, act creatively, and make responsible decisions. In addition to speaking the language, candidates must be able to construct coherent, grammatically and stylistically sound sentences. Modern vocational education aims to preserve the culture of security in all areas of human life, prepare young people for modern and future market relations in a highly professional manner, orient them towards their own choices and competitiveness, maintain their capacity to be deserving citizens and patriots of Ukrainian society, and ensure the state's sustainable development [6, p. 22].

**Literature review.** The rhetoricization of the educational process is conditioned by modern requirements of society. Significant achievements in the study of the problem of rhetorical science and the formation of rhetorical competence of students have been made by Ukrainian and foreign linguists, linguodidacts: N. Holub, M. Canale, O. Korchova, L. Mamchur, L. Matsko, V. Nyshcheta, S. Omelchuk, M. Pentylyuk, G. Sagach, V. Tarasova, M. Trebin, D. Hymes, L. Prokopchuk.

**Purpose of Article.** Analysing the structure and substance of rhetorical professional skill, supporting the theoretical underpinnings, and identifying efficient techniques for its development.

**Research Methods.** A number of related techniques were employed in the research process, including: systematisation, which groups and categorises different types of competencies and pedagogical technologies; comparative method, which compares the approaches of domestic and foreign researchers; pedagogical modelling, which creates an ideal system for the development of rhetorical competence in higher education students based on a combina-

tion of traditional and innovative approaches; and analysis and generalisation of scientific sources, which clarifies the theoretical underpinnings of the formation of rhetorical professional competence.

**Results & Discussion.** Language education guarantees the development of several critical general competencies in educational and professional programmes at the first (bachelor's) level of higher education. These include the capacity to communicate in the state language and the ability to analyse data from a variety of theoretical and empirical sources. These qualities also characterise the linguistic and communicative competence of a professional who uses language to self-improve and to show creativity in addressing issues that come up in different areas of society's communication. The broad subject, subject, and core competencies that impact the quality of contemporary education are distinguished by scientists.

Several works by Ukrainian scientists (N. Bibik, O. Ovcharuk, I. Ermakova, O. Savchenko, etc.) support theoretical ideas that define the meaning of the terms "competence" and "competency" and establish the structure and categorisation of competencies.

Competence is the capacity to address some important problems by applying learnt knowledge, skills, talents, activity techniques, and personal experience in unconventional contexts.

The term "competence" has been interpreted in a variety of ways in the scientific literature. After carefully examining several definitions, N. Holub identified the term's core words and emphasised that the structure of competence is determined by these key words [2, p. 2–8]. The ability of a speaker to successfully apply linguistic and rhetorical knowledge, skills, and experience to harmonise all forms of communication, accomplish a communicative goal, and affirm the highest moral, ethical, and patriotic ideals of society is what she defines as rhetorical competence [3, p. 137–138]. Rhetorical competence, according to V. Nyscheta, is a higher degree of communicative competence that encompasses rhetorical knowledge, skills, and talents as well as the capacity and preparedness for optimal and successful communication, as man-

ifested through rhetorical activity [11]. Communication is crucial to the development of a rhetorical personality and the skills that go along with it: "Interaction, communication... It is a very important necessity for an individual. Being a social being, a person's essence can only be realised and developed through social engagement; communication with others is the foundation of all forms of social action" [8].

Education seekers' rhetorical competence is practical because, first and foremost, they must be able to actively listen and pay attention to what they read or hear, analyse public speaking samples for efficiency and effectiveness, as well as for construction and language design, discuss different public speaking models, create a culture of conducting debates, polemics, and other disputes, and follow speech and communication norms [1, p. 8].

The ability to "produce various texts of persuasive speech in various types of social and interpersonal communication and public speaking for motivated and reasoned delivery of information; skilful use of rhetorical means in order to influence the addressee of speech; rhetorical and personal self-improvement; and development of an individual oratorical style" is key, according to S. Tolochko [14, p. 333].

Rhetorical competence, according to N. Otvodenko, is the capacity to organise one's speech behaviour, employ etiquette norms on one's own, possess expressive, emotive, and logical speech patterns, and guide these attributes to accomplish the desired outcome [1].

O. Babkina interprets rhetorical competence as correct speech behaviour and an integral part of communicative competence [1].

L. Mamchur's definition of "linguistic and rhetorical competence", which takes into account a person's national self-consciousness, is impressive. He lists the following elements: "lexical and grammatical literacy and richness of vocabulary; expressiveness of stylistics and correct choice of style and tone of speech; ability to communicate and manage one's thinking and speech; mastery of the technique of expression (voice setting, breathing technique, timbre, presence of appropriate dynamic shades)" [10, p. 184]. A person's national way of thinking, national conscious-

ness and self-consciousness, national character, national and cultural motivation, etc., all play a role in the development of his linguistic and rhetorical ability.

In light of these researcher considerations, we think that rhetorical competence is a collection of theoretical and practical knowledge and abilities to develop optimal and successful communication, according to the speech situation, which serves as a catalyst for the use of one's own rhetorical resources.

According to S. Tolochko, rhetorical competence encompasses the following competencies [14, p. 54]: logical (the capacity to think clearly and consistently, follow the logic of presentation, consider each unique speech situation); psychological (considering the individual psychological characteristics of people, modelling the psychological portrait of the listening audience); moral and ethical (benevolence and openness, respect for people); aesthetic (the speaker's internal and external states, orientation to moral and aesthetic norms established in society); and developed public speaking skills (organisational abilities, mnemonic qualities, means of pedagogical influence, etc.).

The development of rhetorical competence starts in school. High school students receive theoretical instruction that covers the fundamentals of practical rhetoric as well as eloquence. At this point, students need to understand the fundamental words and rules, as well as the parts of rhetoric, speech types, genres, and speech structure elements. They also need to learn how to analyse and evaluate their own speeches.

Ukrainian linguodidacticians (O. Bilyaev, O. Karaman, M. Pentylyuk, N. Gavrish, N. Holub, T. Symonenko, E. Holoborodko, T. Donchenko, O. Kucheruk, G. Mykhaylovska, and L. Ovsienko) claim that developing rhetorical competence is appropriate on a text basis these days. This is the primary method and outcome of learning in the process of putting a text-centric approach into practice. This approach is multi-functional, since it provides for the simultaneous performance of several tasks:

- 1) mastering language knowledge and forming speech skills and abilities based on the text;
- 2) awareness of the structure of the text and the functions of language units in it;

3) development of skills and abilities to perceive, analyse, reproduce, create, edit one's own statements, and argue for them;

4) formation of rhetorical competence [5, p. 178].

One of the primary forms of exercises for developing rhetorical ability is work based on a book on a professional subject. As a pre-made language unit, the text offers excellent chances to showcase students' communicative, linguistic, cultural, and language skills. According to scientists, the text's communicative orientation and communicative completeness, informativeness, subtext, structural and semantic unity, integrity, coherence, multidimensionality, dialogicity, orientation towards a particular reader type, and form of communication are the qualities that set it apart and serve as a foundation for the development of rhetorical skills and abilities [4, p. 61].

Therefore, working with a text on a professional topic forms the basis of the text-centric approach. As a result, we can say that it involves the unity of linguistic, speech, communicative, and rhetorical competencies, the study of which is established through the competency approach, which guarantees the relationship between the two.

Scientists focus on the primary techniques that should be applied while developing rhetorical competence in addition to the approaches that have been mentioned.

The method of exercises plays a significant role in the development of rhetorical competence since it helps students grow and strengthen their rhetorical abilities and skills through exercises of varying levels.

Exercises are "a practical way of learning, which is a special task for repeated use by students of certain operational actions in order to master them, form skills and abilities, and consolidate knowledge", according to O. Kucheruk [7, p. 31].

V. Nyshcheta [12, p. 235] highlights the importance of taking into account rhetorical exercises in relation to the text-centricity (text-orientation) concept, which involves working on texts (modelling, developing, and constructing primary and secondary texts) as well as with texts (ready-made sample texts).

The principle of text-centrism involves “the acquisition of language knowledge and the development of text-based speech skills and abilities, comprehension of the text’s structure and the roles of its language units, the development of the ability to understand and replicate other people’s and one’s own expressions, and the implementation of an interdisciplinary link between the Ukrainian language and other subjects” [13, p. 5].

The system of communicative exercises proposed by L. Mamchur and identified the following types of them is noteworthy:

1) language exercises aid in the development of language proficiency and can be based on a task (which involves independent labour), a model (which includes the design, modelling, and transformation of communicative units), or instructions (which include the step-by-step, stage-by-stage execution of actions);

2) imitation (repeating a speech unit or text), transformational (repeating a linguistic unit, paraphrasing the text, or creating an expression based on the given), and reproductive (repeating a speech unit, expression, or text) conditional speech exercises guarantee the development of speech competence;

3) communicative exercises themselves are intended to develop communicative competence, reproductive speech (sound or graphically designed), and productive speech (dialogical or monological form). They can be structured based on a model, instructions, or support [9, p. 401–402].

Along with traditional methods, we believe that innovative teaching methods – specifically project-based (which involves creating a real product, electronic presentation, sound inserts, animations, and videos), situational (where applicants’ practical activity is first centred on the analysis of a particular case, and then they perform an independent task on a specific topic related to future professional activity), and interactive (which creates a psychological atmosphere for gaining experience in social interaction during training) – are advisable in the process of forming rhetorical competence. The case method entails working with a particular real-life situation that is problematic

and additional case information. For instance, create a speech topic that reveals one of the topics: spelling issues in Ukraine, parents and children: how to find understanding, bad habits, etc. M. Shvardak lists the following as some benefits of the case method: the chance to put theory into practice; developing teamwork skills; learning how to ask questions and defend your answers; listening and considering different points of view; developing a set of values, life attitudes, and a sort of professional worldview and independent thinking; and learning how to come up with the most logical solution to the given problem [15, p. 210].

An applied project, such as “Modern technologies of conducting a discussion”, “Profesiogram of a modern specialist”, “Rhetorical ideal”, etc., incorporates a range of professional-rhetorical productive activity techniques.

One kind of oral control technique is project defence, which happens in final classes. In the defence, candidates showcase their work as the result of their own creative or applied research, which includes the capacity to make constructive revisions after assessment and get ready for discussion. This control strategy helps people become more independent and self-assured while also strengthening their capacity to defend their beliefs.

**Conclusions.** A rational combination of innovative methods (in particular, project, situational, practice) and professional context is a prerequisite for the successful formation of professional competencies. The productivity of mastering and using professional terminology in oral and written speech depends largely on an appropriate system of reproductive exercises aimed at enhancing the ability to speak and listen in specific professional working situations, and creative, which involves the introduction of interactive attacks of brainstorming role-playing games) that encourage active use in educational activities [17, p. 319].

Thus, one of the main concerns is how students develop their rhetorical skill. Students must choose language tools according to the genre and manner of expression, have flawless mastery of the word, and persuade and influence the interlocutor.

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