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RHETORICAL TECHNOLOGIES FOR THE FORMATION OF PERSONALITY CULTURE IN THE TRAINING SYSTEM OF FUTURE TEACHERS

Abstract. The article examines the concept of "rhetorical technologies, learning technology", "interactive learning" through the lens of teaching rhetoric. The application of technology at the subject level as a set of methods is justified, as well as in connection with the presence of a remote component using information and communication technologies. An interactive technology for forming the rhetorical culture of future teachers of higher education is proposed, which combines traditional, active and interactive methods of teaching rhetoric with the advantage of the latter. It consists of the following groups of methods: cooperative learning (work in small cooperation groups), collective-group learning (lecture-conversation, lecture with micro-teaching of students, lecture with anticipatory independent work; group discussion, delivering speeches, group rhetorical analysis, etc.), situational modeling (distance and classroom didactic games), practical training (rhetorical exercise according to the stages of rhetorical activity) and self-improvement training (rhetorical portfolio). The orientation of the formation of students' rhetorical culture

to the future scientific and pedagogical activity involves: 1) content and organizational-methodical connection of rhetoric with psychological and pedagogical disciplines; 2) use of appropriate didactic material in rhetoric classes; 3) use of pedagogically significant methods and techniques of teaching rhetoric (discussion, game, micro-teaching, posing problematic questions, etc.). The technology is built on the basis of humanistic, axiological, communicative methodological approaches and the principles of partnership of the subjects of the pedagogical process, thought-speech activity and interactivity, the unity of rhetorical theory with the practice of speech, independence and the choice of an individual educational trajectory, creative productivity, stimulation of scientific and research activities, competitiveness and emotional comfort.

Keywords: rhetorical culture of a higher school teacher, teaching technology, interactive teaching methods, classification of interactive teaching methods

Introduction. Rhetorical culture (RC) of a higher school teacher is not only a significant component of his pedagogical skill, but also the development of both pedagogical skill and professionalism and scientific potential in the discipline. The training will be carried out within a special educational discipline. But, for example, the results of the analysis of master's and postgraduate training programs of most universities of Ukraine. The analysis of the study shows that only 23% of the universities that came into view teach rhetorical cycle disciplines. Under other conditions, the formation of RK should take place within the entire educational environment, first of all, in psychological and pedagogical and other humanitarian disciplines, as well as in extracurricular activities. Therefore, the problem of developing a universal educational technology for the formation of RK of future teachers of higher education, which can be implemented in the conditions specified above, arises.

Literature review. The effectiveness of the technological approach in teaching rhetoric has been confirmed by a number of thorough studies and the practical experience of rhetoric teachers. The position of the scientist N. Golub [1], we consider it expedient that the method of forming a teacher's RK should contain, first of all, tasks of an analytical, communicative-prognostic and creative nature, rhetorical exercises, rhetorical games, directs us to the opinion of interactive pedagogical technology as the most effective in the formation of RK future teachers of the higher school.

In modern psychological and pedagogical literature, the concepts: "pedagogical technology", "teaching technology", "educational technology" are widely used. S. Bondar defines learning technology as "an integrative model of the educational process with clearly defined goals and diagnostics of current and final results, dividing the educational process into separate components" [2, p. 906-907]. There are three main components in its structure: the concept of education, the

content part (goals, content of education), the procedural part (methods, forms of activity of students and teachers). Important remarks about the essence of pedagogical technology can be found in V. Slastyonin and V. Bezpalko. V. Slastyonin calls legal expediency, maximum implementation of the laws of education, upbringing and personality development as a sign of technology. Pedagogical technology is an ordered set of actions, operations and procedures that instrumentally ensure the achievement of the predicted result in the changing conditions of the educational process. The scientist calls the criteria of manufacturability: diagnostically set goal; presentation of the studied content in the form of a system of cognitive and practical tasks with guidelines and methods of solving them; fairly strict logic of the stages of learning the material; adequate to the previous parameters system of methods of interaction at each stage of the participants of the educational process with each other and with information technology; personally motivated provision of student and teacher activities; delineation of the limits of permissible deviation from algorithmic to free, creative activity of the teacher; application of the latest means and methods of information [3].

The concept of active learning in foreign studies correlates with interactive learning in domestic studies [4-5]. Here, active learning includes: suspending lectures in order to discuss or write interpretation texts, laboratory experiments, field research, debates; partner learning (participative learning), which is an opportunity for students to participate in the selection of activities and tasks in the learning process; cooperative learning in small groups. Mandatory elements of the latter are positive interdependence, interpersonal interaction (facilitating each other's success), individual and group accountability, social skills, and group processing or feedback [4].

Domestic and foreign researchers of interactive learning note that it contributes to the activation of the educational and cognitive process, intellectual and creative development, the formation of internal educational motivation, and develops communication skills. Thus, G. Sazonenko defines interactive (cooperative) learning as a multidimensional phenomenon, since "it simultaneously solves three tasks: educational and cognitive (specific didactic goal), communicative and developmental (related to the general emotional and intellectual background of the learning process) and social - orientational (the results of which are manifested beyond the boundaries of educational time and space)" [6]. We also refer to the research of American scientists N. Michel (Michel, N.) and others. [4], which summarizes the results of various studies on the effectiveness of active learning in comparison with traditional (passive) learning in recent decades. The experiment conducted by the authors of the article also proves the advantage of active learning both in terms of student satisfaction with learning and in the level of students' cognitive results, the results are better in the assimilation of both broad, general (broad student learning outcomes) and special knowledge and skills (class-specific

learning outcomes). Although, the researchers note, the fact that scientists and educators freely classify many activities as active learning makes the comparison of active and passive learning very difficult.

Aims: on the basis of the results of the analysis of the scientific literature and the generalization of the pedagogical experience of teaching rhetoric, to develop an interactive technology for the formation of RK of future teachers of the higher school.

Methodology. Each type of economy has its own mechanism for regulating economic processes, or an economic mechanism. Management of a mixed national economy is a mechanism that includes market self-regulation and state centralized management in their organic unity.

Results. 1. The results of the analysis of the sources reveal the lexical diffusion of the pedagogical concepts "methodology", "method", "technology". So, for example, in the publication [6] educational discussion, educational projects, didactic game, etc. are meant by models, methods, techniques, and technologies. The terms "method" and "technology" are used synonymously when it comes to interactive learning. We assume that in many cases this is evidence of pedagogical "fashion" for technology, a formal replacement of "old" concepts with "new" ones without changing the meanings.

2. We have to agree with O. Shpak [7] and others that the popularity of the technological approach is a convincing evidence of the focus of applied research on the radical improvement of human activity, intensity, instrumentality, and technical armament. In view of this, the value of pedagogical technology should be determined by the fact that its application in different classrooms by different teachers should give the same results. That is, under the "technological" approach, the value of the teacher's personality, individual style, pedagogical skill is devalued, the creative and spiritual achievements of students are devalued as the results of their studies, which are difficult to measure. We believe that this is a manifestation of technocratism in education.

3. Technologically predicting the result in such a creatively oriented discipline as rhetoric is possible with certain caveats. Here, the mastery and experience of the teacher and the intellectual creative potential of the students gain weight.

4. Taking into account the above, we apply the concept of technology only at the subject level as a set of methods, and do not use it at the level of individual stages of education. In addition, the expediency of using this concept is justified by the fact that the proposed technology contains a dissension component using information and communication technologies [8-12].

We define the pedagogical technology of formation of RK of future teachers of higher education as a conceptually designed system of interdependent forms, methods and techniques of teaching rhetoric, which ensure the effectiveness of the implementation of the general goal and tasks and lead to the expected results.

The specifics of rhetoric teaching technology are "dictated" by the logic of the rhetorical pedagogical activity of a higher school teacher, the content and structure of RK, methodological approaches and principles of RK formation are determined on its basis. Agreeing with the researchers of interactive learning mentioned here, we note that in the proposed technology, interactive methods include those that meet the following characteristics: 1) educational interaction ("inter" - mutual, "act" - to act) of students in small cooperation groups 2) for achievement of a joint (group) result (completed task, project, research) 3) with one assessment for all group members. We share the opinion about the direct hierarchical connection of active and interactive methods, therefore we emphasize that the latter must necessarily manifest the defining feature of the first: forced activation of the student's thinking and educational activity. Constructing an interactive technology for the formation of the RK of future teachers of a higher school, the author relied on the provisions on the construction of pedagogical technology based on humanistic ideas, its focus on overcoming the reproductive assimilation of the content of education. In the selection and adaptation of the main methods of interactive pedagogical technology for the formation of RK, the author took into account the ideas of well-known researchers of pedagogical rhetoric and used the conclusions of many years of experience in teaching rhetoric at the Vinnytsia National Technical University. The technology is built on the basis of humanistic, communicative, axiological methodological approaches and the principles of partnership of the subjects of the pedagogical process, thought-speech activity and interactivity, the unity of rhetorical theory with the practice of speech, independence and the choice of an individual educational trajectory, creative productivity, stimulation of scientific and research activities, competitiveness and emotional comfort.

Discussion. An important form and method of imparting and assimilating knowledge, including rhetoric, remains the lecture. At the same time, lecture and practical teaching methods are not placed in binary opposition in terms of student activity. Rhetoric lectures should be conducted on the basis of problem solving, dialogic communication, and activation of students' thinking and speech activity. Our practice of conducting lectures with anticipatory independent work of students (which is almost two decades) confirms their effectiveness: both in overcoming the orientation of the lecture on the average student, and in increasing the level of assimilation of educational material through the elimination of passive listening. Having worked out the outline of the lecture in advance, students come to class with a list of problematically formulated questions on the topic. The teacher answers the questions or organizes a joint search for the answer. In order for such an activity to have a logical structure, students formulate questions according to thematic blocks. Such a lecture on rhetoric not only contributes to the development of the ability to independently study theoretical material, analyze what has been read and see problem areas in the topic, formulate questions (one of the most important

pedagogical skills). The expediency of using this type of lectures is explained by the fact that, firstly, the theoretical material on rhetoric is mostly fully available for independent processing by master's students, secondly, each of them already has enough of their own rhetorical experience, which encourages the formulation of personally significant clarifying and discussion questions.

Osnovni metody interaktyvnoho navchannya rytoryky realizuyut′ na praktychnykh zanyattyakh i v dystantsiynomu formati. Dotsil′no, aby studenty zazdalehid′ diznavalysya pro lohiku «kompozytsiyi» usikh praktychnykh zavdan′ kursu: spochatku zastosovuyut′ metody navchannya, spryamovani na teoretychne opanuvannya materialu ta formuvannya okremykh rytorychnykh umin′ (vykonannya doslidnyts′kykh proektiv, vpravlyannya, «mali» rytorychni ihry, deklamatsiynyy praktykum); dali — metody na formuvannya kompleksu rytorychnykh umin′ na rozvytok dialohichnoho (interv″yu, dyskusiya, forum) i monolohichnoho movlennya (vyholoshennya promov ta rytorychnyy analiz). Na pidsumkovomu etapi navchannya — «velyka» rytorychna hra ta predstavlennya rytorychnykh portfolio.

The main methods of interactive teaching of rhetoric are implemented in practical classes and in a distance format. It is advisable for students to learn in advance about the logic of the "composition" of all the practical tasks of the course: first, they apply teaching methods aimed at theoretical mastery of the material and the formation of individual rhetorical skills (execution of research projects, exercises, "small" rhetorical games, declamation workshop); then — methods for forming a complex of rhetorical skills for the development of dialogic (interview, discussion, forum) and monologic speech (delivering speeches and rhetorical analysis). At the final stage of training there is a "big" rhetorical game and presentation of rhetorical portfolios.

The research project "Tropes and figures in academic eloquence" can be implemented with the help of the "teaching in small groups of cooperation" method, the purpose of which is to form the ideas of future teachers about the expressiveness of academic eloquence, to "remove" prejudices about the significant limitation of expressive means in scientific texts. The content of the educational task: search and analysis of examples of the use of means of rhetorical expressiveness in the texts of prominent figures of education (technical, economic, legal - according to the profile of higher education institutions). In view of the task of forming a humanistic orientation of engineer-pedagogues by means of rhetoric, attention is paid to the development of didactic material of general human, pedagogical, engineering and technical content. The purpose of its application is the formation of humanistic values of future teachers of technical disciplines, their awareness of the transformative mission of the engineer in modern society and responsibility in view of the technocratic dangers of the world; formation of "harmony of knowledge and morality" of a humanitarian engineer, teacher, citizen. The system of exercises is

arranged according to the algorithm of text creation: 1) inventive exercise (exercises on the formulation of ideas, on the development of prognostic rhetorical skills, associative comprehension, exercises on paraphrasing, reasoned commenting, etc.); 2) exercises for the formation of constructive skills of text creation; 3) eloquent exercise to expand the vocabulary, accuracy, appropriateness, brevity, expressiveness of pedagogical speech. Experience shows that the structure of the game should not be complicated. Players' actions should not be regulated in detail, it is worth leaving room for initiative, improvisation, and creativity. In the development and preparation of the game, the defining role belongs to the teacher, but in the process itself, it is minimized or "disguised". Democratic, emotional and positive interaction with students is ensured by the condition when the teacher has the "right to vote" only by becoming a participant in the game (judge, expert, etc.). The assessment criteria are the manifestation of knowledge, the ability to apply it, activity in the game, productivity and quality of game activity (according to special criteria).

Educational discussions and interviews are of great importance. Their goal is to develop the ability to select arguments and counterarguments of a logical nature, examples, facts, to identify cause-and-effect relationships; to develop a culture of communication (correctness, tolerance, respect for the interlocutor, speech culture). Discussions and interviews emphasize the professionally significant activity of future teachers as organizers of group communication. Each of the participants prepares for the role of presenter: designs a conversation, formulates an idea, a goal, a list of problematic questions. The sequence of questions should give an idea of the composition of the dialogue and "work" to reveal the goal. Establishing a schedule (5-7 minutes) provides an opportunity to develop not only the sense of time necessary for a future teacher, but also the ability to conduct a dynamic, purposeful, productive conversation with students, to manage their activity. Practice has shown that it is difficult for the participants to give the "difficult" for a novice teacher the ability to refrain from the desire to answer their own question instead of the students. In the process of rhetorical analysis, the participants come to the conclusion that the task of the presenter (in the future, the teacher) is not to express the correct opinion, but to lead to it, directing the students' thoughts in a certain direction. In the use of remote methods within the framework of in-patient education, a conceptual, logical and substantive connection of the classroom and virtual learning space was used. The eLearning Server 4G training organization and management platform, used in the distance learning system at VNTU, made it possible to create an educational portal for students, where everyone had their own personal office, in which access to educational and methodical learning tools was planned: course programs; lecture notes; systems of exercises for rhetorical self-improvement; textbooks; photo and video materials, control and measurement materials (tests). The following system of distance learning of rhetoric was used: self-study of master's students with provision of educational and methodical materials; collective active and interactive learning-

practice (forum, discussion, didactic game "Trial of Jury", speech competition, rhetorical text analysis).

The pedagogical condition for the use of the described technology is the orientation of the students' RK formation to the future scientific and pedagogical activity. This pedagogical condition provides for: 1) content and organizational-methodical connection of rhetoric with psychological and pedagogical disciplines, pedagogical practice, competition of pedagogical skills, etc.; 2) the use of didactic material in rhetoric classes, which contributes to the formation of pedagogical values, "harmony of knowledge and morality" of future teachers, especially non-humanitarian higher education institutions; 3) use of pedagogically significant methods and techniques of teaching rhetoric (discussion, game, microteaching, formulation of problematic questions, rhetorical and pedagogical analysis, etc.).

It should be noted that the effectiveness of rhetoric in the formation of pedagogical consciousness, values, and ideals is that it is in the process of their articulation, discussion, and defense (which is the essence of rhetorical activity) that their emotional and conscious acceptance and transformation into stable beliefs takes place. That is, rhetoric can be defined as the technology of forming the humanistic pedagogical orientation of future teachers. The contiguity of rhetoric and pedagogy, the closeness of the activities of the teacher and speaker, which are united by the need to influence the audience and the responsibility for this influence, cause the effectiveness of the use of rhetorical tools in pedagogy.

The use of the methods of the proposed technology is foreseen both in the special discipline and in other humanitarian disciplines of the training program for future teachers of the higher school, primarily in the disciplines of the psychological and pedagogical cycle, as well as in extracurricular activities of higher education institutions.

Conclusions. Therefore, the technology of forming the rhetorical culture of future teachers of higher education is not a stable, conserved structure. It involves the addition, modification of methods and content, but under the condition of preserving its conceptual integrity, which is ensured by methodological approaches and principles of teaching rhetoric. To overcome the problem of limited volumes of classroom classes, a remote interactive component is provided. The initiated work on the introduction of distance learning of rhetoric needs further research. However, its results show that in case of a combination of classroom and distance forms of education, the tendency to decrease interpersonal relationships is leveled off, while the effectiveness of distance education is comparable to the effectiveness of classroom education, other things being equal. The use of technology is possible both in a special course on rhetoric and in other humanitarian disciplines, primarily in the psychological and pedagogical cycle, and in extracurricular activities. The emergence of the described technology beyond the boundaries of "its" discipline will enable the expansion of the rhetorical practice of future teachers, will increase the opportunities for the formation of rhetorical and pedagogical values.

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