

# THE FEATURES OF DEVELOPING RHETORICAL COMPETENCE IN FUTURE TEACHERS

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**Abstract.** The article explores the theoretical foundations of developing rhetorical competence in future educators during their professional training. The purpose of the article is to substantiate the theoretical foundations for the development of rhetorical competence among future educators in the context of professional training, using a competency-based approach. The research on the issue of rhetorical competence among future educators was conducted using theoretical research methods, including comparative analysis of scientific publications, psychological-pedagogical and methodological literature, and the experience of pedagogical and scientific-educational staff in higher education institutions to determine the current state and prospects of the researched problem. Structural analysis, systematization, and classification were employed to organize and categorize the theoretical materials related to the research problem. It is established that the issue of forming rhetorical competence in future educators is the focus of comprehensive research on the professional training of future teachers, carried out based on a competency-based approach. The views of scholars on the essence of developing rhetorical competence in future educators are examined. It is determined that "rhetorical competence" of future educators is an important component of their education in higher education institutions and involves the ability to effectively shape a communicative strategy, formulate thoughts logically and comprehensibly, communicate proficiently, and skillfully employ rhetorical techniques to develop an individual speaking style.

**Keywords:** rhetoric; language; communication; language and communicative competence; rhetorical competence; future educators; competency-based approach; rhetorical knowledge, skills, abilities.

**JEL Classification:** I 23, I 29

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**Introduction.** Ukrainian higher education faces the task of preparing a new generation of teachers capable of embodying the fundamental principles of building the New Ukrainian School, serving as a unique "agent of change." These teachers act as generators and conveyors of progressive pedagogical ideas, motivating others towards change and implementing innovative approaches, all while being competitive. Consequently, new legislative norms have been adopted. The Ministry of Education and Science, along with the Ukrainian Institute for Educational Development, in collaboration with teachers and school administrators, professionals involved in teacher training, and providers of educational services for their professional development and teacher certification, have developed professional standards for three teaching professions: primary school teacher in a general secondary education institution, teacher in a general secondary education institution, and primary education teacher (with a junior specialist diploma). The document defines both general competencies (citizenship, social, cultural, leadership, and

entrepreneurial) and professional competencies that teachers should possess. Among the professional competencies, language and communicative competence are included.

According to the professional standard, language and communicative competence include the following aspects:

- “Ability to ensure students' acquisition of education in the state language;
- Ability to ensure (when necessary) students' acquisition of education taking into account the specificities of the linguistic environment in the educational institution (language of the respective indigenous people or national minority in Ukraine); ability to provide instruction in a foreign language to students and communicate in a foreign language within the professional circle (for foreign language teachers);
- Ability to shape and develop students' language and communicative skills and abilities.” [6].

In our opinion, in order to develop and shape students' language and communicative skills and abilities, a teacher should possess rhetorical competence. Providing quality educational services requires not only possessing information and the ability to process it but also delivering it effectively to education recipients.

**Literature review.** The relevance of developing rhetorical competence is evidenced by numerous works of contemporary Ukrainian scholars, including: H. Sagach, who has developed the theoretical and methodological foundations for the development of rhetoric and eloquence in the modern stage of functioning; L. Matsko and O. Matsko, who have examined the subject of rhetoric, the main content of concepts, and all sections of classical rhetoric; M. Pentyliuk, who has substantiated the theoretical and practical foundations of rhetoric and the laws of rhetorical activity in a series of scientific works; N. Holub, who explores the problem of forming rhetorical competence in future educators; V. Nyscheta, who studies the principles of studying rhetoric and the rhetorization of the educational space of modern schools in the context of a competency-based (life-creative) approach; T. Konivitska, whose dissertation research is dedicated to the problem of forming rhetorical competence in future psychologists in educational institutions; O. Kyrylchuk, who investigates the development of rhetorical culture among high school students during the study of humanities subjects; and O. Kucheruk, who explores the development of rhetorical competence in philology students through rhetorical education.

**Aims.** The purpose of the article is to substantiate the theoretical foundations for the development of rhetorical competence among future educators in the context of professional training, using a competency-based approach.

**Methodology.** The research on the issue of rhetorical competence among future educators was conducted using theoretical research methods, including comparative analysis of scientific publications, psychological-pedagogical and methodological literature, and the experience of pedagogical and scientific-educational staff in higher education institutions to determine the current state and prospects of the researched problem. Structural analysis, systematization, and classification were employed to organize and categorize the theoretical materials related to the research problem.

**Results.** The issue of developing rhetorical competence among future teachers is at the forefront of comprehensive research on teacher professional preparation conducted based on a competency-based approach. Therefore, first and foremost, let us consider scholars' perspectives on the essence of the competency-based approach.

The Law of Ukraine "On Higher Education" states that "competence is a dynamic combination of knowledge, skills, and practical abilities, modes of thinking, professional, worldview, and civic traits, moral and ethical values, which determine a person's ability to successfully perform professional and further educational activities and are the result of education at a certain level of higher education." [8].

According to K. Rudnytska, the competency-based approach "shifts the focus from the process of accumulating normative-defined knowledge, skills, and abilities of future professionals towards the formation and development of the ability to practically act and creatively apply acquired knowledge and experience in different situations. This requires the teacher to shift the emphasis in their educational and upbringing activities from informational to organizational and managerial aspects" [9, p. 241]. In other words, within the framework of the competency-based approach, the teacher's task is to create an educational environment in which the learner transitions from passive acquisition of knowledge, skills, and abilities to active, independent, and self-educating research-oriented activities.

We agree with the opinion of O. Dubaseniuk, who argues that the competency-based approach is "aimed at professional competence as a quality of the future teacher/professional's personality, which characterizes their level of integration both in the professional environment and in various social contexts, involving the performance of different social roles" [1, p. 107]. In the structure of professional competence, the researcher identifies the following components: theoretical, methodological, and professional competence; socio-pedagogical, differential-psychological, and auto-psychological competences. Based on this, we consider the term "professional competence" as a combination of integrated knowledge, skills, experience, and personal qualities that enable professionals to effectively design and implement their professional activities, in other words, to achieve professional realization.

Among all the teacher's competencies, rhetorical competence assumes particular significance, as during the period of distance learning and in the era of pervasive computerization and digitalization, the ability to communicate in various communication situations and formats (from dialogues to mass and intercultural communication) becomes increasingly relevant. Accordingly, the development of rhetorical competence provides significant advantages in professional prospects and the competitiveness of the professional, as knowledge of rhetoric and the skillful mastery of language undoubtedly form the foundation of erudition and professionalism.

After summarizing the views of scholars on the concept of "rhetorical competence," we consider that the aforementioned competence of future teachers is an important component of their preparation in higher education institutions. It involves the ability to effectively shape communicative strategies, formulate thoughts

logically and clearly, communicate skillfully, utilize rhetorical devices, and develop an individual oratorical style. Professional-rhetorical activities of educators encompass adhering to the norms of literary language and professional speech culture, employing techniques of professional communication, proficiently employing non-verbal communication, and observing ethical standards in professional communication, among other aspects.

The formation of rhetorical competence among future educators cannot be achieved through the study of a single subject. The systematic manifestation of rhetorical abilities is developed through the comprehensive application of acquired knowledge, skills, and experience during the study of a series of disciplines in general and professional education. In the context of developing rhetorical competence in higher pedagogical institutions, this includes the Ukrainian language with a professional focus, pedagogy, psychology, pedagogical skills, introduction to the profession, and other related subjects. The acquisition of integrated social and humanitarian disciplines such as philosophy, logic, ethics, aesthetics, cultural studies, and others also contributes to the development of rhetorical competence among future educators.

**Discussion.** In the educational process of future educators, it is advisable to implement measures aimed at developing rhetorical competence. These measures may include project-based technologies, training sessions, masterclasses on the fundamentals of public speaking, self-motivation techniques, discussions, role-playing rhetorical improvisation games, and rhetorical exercises for mastering language techniques (such as diction, voice projection, proper breathing, intonation). These activities will contribute to the development of highly skilled educators capable of professionally addressing a range of tasks, including:

- “overcoming communication barriers and, as a result, developing interpersonal skills and creating a psychologically comfortable communicative interaction;
- developing skills in conducting conversations as the primary form of dialogical communication;
- mastering verbal and non-verbal means of communication;
- acquisition of not only communication methods but also tools of influencing the consciousness and subconsciousness of an individual;
- development of the art of presentation and self-presentation, training activities, and public speaking, etc.” [2, p. 121].
- According to T. Konivitska, the aforementioned forms and methods of preparing future educators will enable them to learn:
- “to adhere to the rules of communication, that is, to express their thoughts effectively and clearly;
- the ability to listen and hear;
- to refrain from judging the individual (partner, client, or audience), to have a tolerant attitude towards the person, not to demean their dignity, and to provide support;
- speech techniques and their adjustment (voice control, intonation) according to the speech situations;

- adhering to all norms and etiquette of nonverbal behavior (appropriate gestures, facial expressions, maintaining eye contact with the client, audience);
- observing appropriate spatial organization and distance (proxemics) during communication, etc;
- using influence and persuasion effectively and persuasively, taking into account the value of the individual;
- understanding the aspects of manipulation but refraining from using them in professional practice;
- adhering to the norms and rules of public speaking (presenting one's ideas in accordance with proper etiquette, demonstrating tolerance towards the audience), etc." [3].

**Conclusions.** Thus, the formation of rhetorical competence in future educators occurs through their mastery of rhetorical knowledge, skills, and abilities, the development of appropriate values orientations, and the acquisition of practical experience in communicative activities. This process is only possible through the combination of theoretical and practical components. In our opinion, the formation of rhetorical competence in future educators should take place both during direct education in higher pedagogical institutions, where general and professional disciplines are studied, and through self-development and self-education.

Perspectives for further scientific research lie in the improvement of the process of developing rhetorical competence in future teachers through the development, enhancement, and application of relevant electronic educational resources in higher pedagogical institutions.

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