

МЕДІАОСВІТА

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THE USE OF TRAINING ELEMENTS DURING PRACTICAL COURSES IN RHETORIC

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The focus of this study is the experience of working with students specializing in humanitarian studies at Lviv Polytechnic National University. The use of training elements and how it promotes the assimilation of knowledge of rhetoric, development and sustainment of public speaking skills, as well as ensuring the efficiency of the preparation of pertinent specialities are analyzed.

Key words: rhetoric, training, Ukrainian language, public discourse, skills, expertise in rhetoric, performance analysis.

In course outlines today, many fields employ a method used to give students knowledge of the challenges of the oratory arts – rhetoric. Rhetoric is not only a field that teaches the rules of effective public speaking, it is also the art of speaking. An educated person interested in speaking correctly and elegantly with colleagues, friends, and family, conversing conclusively, interestingly and excitingly to build a presentation before a wide audience; after all, 65% the work time is spent on oral communication. Research done as early as the 1920s at the Carnegie Institute of Technology found that even in technical fields such as engineering, only 15% of financial success depends on the person's technical knowledge, and nearly 85% on the ability to speak with others.

Public speaking skills may only be acquired through practice. Of course, theoretical knowledge of rules of oratory effectiveness, as well as studying historical research in the oratory field are important foundations in becoming a successful speaker. Although this knowledge, perhaps as in other areas, is never sufficient; the challenge is that different people have diverse natural strengths when it comes to oratory effectiveness.

Training is quite effective in developing diverse forms of oratory skills. The term «training» comes from the English *training* meaning a planned process of the modification of knowledge or behavioural skills of those who are taught, through the acquisition of educational experience, in order to attain effective implementation of a certain type of activity. The implementation of quick and effective training of professionals is a quite popular way of teaching today.

If future professionals aspire to gain rhetorical skills, then certainly, various kinds of training may promote the generation of appropriate abilities. This may include various types of speech delivery, negotiations and meetings, talks with clients and competitors, as well as many other useful skills in business communication. With this knowledge students will gain confidence in their abilities and help with those words to accomplish the tasks that they will set ahead of themselves.

The purpose of this publication is to link the contribution of the use of training elements to the assimilation of knowledge of rhetoric, skill development and sustainable public speaking skills, as well as to provide effective preparation for professionals in relevant training fields. The task at hand is to analyze various types of training applied to the educational work of humanitarian students at Lviv Polytechnic National University, determine their place in the educational process and role in the formation of communication skills of future professionals.

The educational program of rhetoric for students specializing in humanitarian studies at Lviv Polytechnic National University consists of 15-20 courses, during which students, under direction of professors, discuss certain topic aspects given to those classes for the purpose of systemization and consolidation of knowledge of rhetoric and acquiring certain skills.

Since rhetoric, as an educational discipline is made up of four inseparable elements (history, theory, practice, technique), every one of these categories must be given their proper place in the educational process. The history of rhetoric teaches the emergence and development of oratory arts of the ancient world, the formation of new principles of European eloquence during the Middle Ages, the stages of development of domestic rhetoric, and modern rhetorical traditions. The theory of rhetoric teaches rhetorical rules, especially rhetorical comprehension, typological genres of eloquence, as well as types of speech, strategies, and tactics of oratory activity. The practice of rhetoric teaches the stages of creation of a speech, especially its composition, and linguistic improvement. The technique of rhetoric forms «exterior» and «interior» techniques: proper poise, principles and mechanisms of proper breathing and vocalization, the development of tonal range of the voice, proper intonation, role and meaning of a pause, the significance of non-verbal expression, hand gestures, perceptive abilities, eye contact, ability to focus, observation and memory, ability to read music, emotions, etc.

Interconnection and continuity of all parts of rhetoric must be grounded in educational activity for complex assimilation of rhetorical knowledge, skills and abilities [3, p. 146]. Every practical activity in the educational process has, according to its program, a learning theme. The acquisition and fortification of new themes of knowledge may take place with the assistance of diverse interactive methods, during individual tasks or traditionally as part of a presentation. There is a variance in opinion regarding problematic questions that arise during practical activities. Rhetoric is an applied discipline designed to hone skills for effective communication. These skills must be regularly cultivated during practical activities and over live communication. Therefore, every practical activity may anticipate thematic problems of conversation and low-quality training exercises.

The most effective method for developing public speaking skills is considered to be systematic speaking in front of a well-receiving audience, particularly during practical rhetoric activities, as well as a result of various educational, scientific, academic, and many other public events [2, p. 205]. These educational methods have always resorted to rhet-

oric. For example, rhetoric was part of dialogue and discussion processes of the schools of ancient Greece; in Ukrainian educational institutions from the XVI–XVIII centuries, students studying rhetoric prepared and read specific educational speeches. In this way, speakers gained experience in oratory activities. During these times, students learned how to deliver speeches for general as well as specific purposes (judicial, panegyric), write greetings, pleasantries, farewells, gratitude and other types of letters, as well as write lyrical or dramatic plays.

The modern student also learns, with the guidance of a teacher, how to deliver a speech and discuss current matters, while considering contemporary oratory issues that reflect the themes of the program, which are also interesting in regards to the modern socio-political conditions of these aspects. The student learning rhetoric should see him/herself as a speaker, or at least see him/herself becoming a speaker. Current themes of student academic performance that may anticipate ambivalent thinking, are for example: «How to gain self-confidence», «Culture of the speaker's language: elements of success», «Does every person today need a higher education?», «Today's virtual environment: beneficial or dangerous?», «Ukraine's emigration dilemma: for or against», «Is «I don't want to» worse than «I can't»?», etc. The professor presents the theme in advance, and in turn, the students may prepare for the deliberation. With this method, each student prepares a short speech of 3-4 minutes in accordance with all standards of public speaking.

A speech is built from the introduction, which needs to capture the attention of the audience; the main parts, that include arguments for the foundation of the speaker's thoughts (logical proof, real-life examples, statistical data, opinions of reputable people, etc.); finally the conclusion that summarizes the above. During this process of independent work, students must become acquainted with the basic rules of preparation of each structural component of speech. They need to know that the main task of an introduction is to permeate and integrate the audience with impressions. Next, take the speech somewhat off track from the main topic, and then accordingly create a link with the theme, including interesting facts and historical examples, that will render the speech engaging and clear. The main body must be an eruption of thoughts and a fountain of evidence. During the delivery of the topic the speaker must present him/herself as a model person that knows how to reason prudently, and be attentive to the analysis that is expressed figuratively and clearly. The speaker may fantasize, apologize, become embarrassed, and as a result, offer a multitude of unexpected ideas and arguments. In preparing the conclusion, the engagement and weariness factors of the audience must be taken into account, which is why it is beneficial to look for new moods, new important arguments and discuss current matters. The audience should not feel exhausted from the topic; it should be clearly understood what exactly the speaker was seeking to convey.

So for a specially assigned time during class, each student reads their brief speech. Additional questions or discussions are obviously unplanned for because this takes up extra time. All speeches are analysed in detail by peers and teachers alike, which indicates to the speaker the positive aspects as well as shortcomings inherent to this particular speech. All remarks are carefully outlined so that they may be compared with those that will be prepared for the following lesson, which will determine how well the student corrected the indicated error, in turn vigorously training and activating the students.

Evaluation criteria must be clearly formulated in advance so that each participant be familiarized and comprehend to what rhetorical ideal they should strive. All comments di-

rected to the speakers are classified by two groups: comments on the content and comments on the presentation. In regards to the content, one must always refer to these criteria:

- Was the topic disclosed?
- Was the introduction satisfactory?
- Was the speaker successful in engaging the audience from the very beginning of the speech?
- Was there an inherent logic in the speech, in the sequence of ideas?
- Was the argument convincing?
- Did the content include interesting examples?
- How accessible was the speaker's language? Was little-understood vocabulary or terminology used?
- Were witty remarks used?
- Was there a conclusion to the speech?
- Did the conclusion summarize the main elements of the speech?
- Was it noticeable if the speaker's attention was primarily focused on the audience?

The analysis of speech content using this or other criteria gives an opportunity not only to indicate errors made by the speaker, but also gives the possibility of highlighting the positive aspects of the speech, which is very important for the amateur speaker in order to build self-esteem and overcome fear while speaking in front of an audience. From one perspective, it is a favourable occasion during academic work with a group of students when they are already comfortable amongst themselves and to some extent, are guided by the capacities and abilities of their peers, on the other hand, this may also exhibit limitations. This presents an opportunity to create an atmosphere of trust and mutual assistance, amiable support, and benevolence in the educational process.

The second group of comments is in relation to the speaker's image, and primarily involves discussing the outward aspects of the speaker; after all, outward appearance is the element that creates first impressions. Folk wisdom says: «A person is greeted according to his clothes...». A person may gain affinity by looking tidy, clean, and neat, which also includes proper hair, make-up, jewellery, heel height, and even a manicure or whatever else that may make a good first impression on the audience. Since the group of students is already discussing the details of these problems, to a certain extent they have already formed a team; maintaining an atmosphere of benevolence may attain a fairly high level of openness, and in turn, further progress positive changes.

Remaining on the subject of the speaker's outward appearance, it would be useful to focus on yet another important aspect effecting speaker success – body language. Does the speaker have proper posture or slouch, sway from one foot to the other, or fidget, revealing their nervousness? If the speaker smiles, it aids in rectifying a connection with the audience. Was there sufficient eye contact? Does the speaker look into the eyes of the audience or off at the wall or the floor? Does the speaker focus on only one or two different people, or regard one person, and then another, accentuating that the information is specifically for that individual.

During a review, it is very important to pay attention to how self-confident the speaker looks, since this is a key factor in speaker success. The audience will trust the speaker only when his/her behaviour proves the ability to trust in him/herself. The accent should be put on the strength of the speaker's voice, tempo, intonation, different forms of pauses (intentional or unintentional), hand gestures, suitable facial expressions, and many other points.

It is understood that every student, according to their own individual abilities, may already demonstrate a certain level of oratory competence from their very first lesson. For this reason, it is important to provide an individual approach during lessons. When assessing a student, it is worth paying attention to the achievements, as well as the faults that were overcome during the educational process. This is a fine example of the realization of individual-oriented learning [1, p. 53].

The professor has the ability to creatively analyze student performance. During individual classes, depending on the program topic being taught, he/she may focus on reviewing those specific aspects of the speech focused on during the duration of this course. While studying the topic of speakers following the language norms and the art and eloquence of rhetoric, as an example, students may focus on reviewing such questions:

- Were all norms of literary Ukrainian language (enunciation, lexical, grammatical, stylistic, etc.) upheld?
- Were language tools varied and accurate (use of synonyms, borrowed lexicon, terminology, etc.)?
- What rhetorical means of expressing thoughts were employed (rhetorical figures, tropes, phraseology, idiomatic expressions, etc.)?
- Did the speaker employ dialects, jargon, calques, and if so, what method was used?
- Was the choice of lexical terms appropriate and stylistically justified given the specifics of the audience?

Similar thematic blocks of questions for reviewing student performance may even be formulated for other course topics, depending on the program. It is beneficial to clearly formulate the list of review questions for each course in order to save time and gain the ability to analyze and take into account the most diverse aspects of speaker thought-speech activities.

Detailed analysis and review of familiar or unfamiliar speech develops a whole range of rhetorical skills in future professionals. Firstly, it familiarizes speech interaction amongst partners, teaches how to understand another's thinking and feelings, and the expediency of diverse language conduct. Secondly, such analysis contributes to the development of the veracity of language skills (the removal of existing errors), the expressiveness of speech (through the use of diverse rhetorical means), brightness, and accuracy (with the help of rhetorical figures and tropes). Thirdly, this work develops student adequate thinking techniques for speech and appropriate means of communication that gives the speaker the capacity to successfully solve a given speech task. Fourthly, the ability to adopt a certain speech genre is developed, as well as to focus on the addressee and fulfilling the specific speech task.

Speech delivery and analysis during rhetoric class is only one possible type of work that contributes to the acquisition of student skills in oratory work. Another effective and cognitive method of practical work may be learning and delivering lively speeches of famous speakers from different eras. This work is also important in uniting different types of analysis during course work. The undisputed truth is that studying historic experience is the key to success in any kind of task. These methods of teaching the amelioration of public speaking were popular in all societies and eras. In particular, during the period from Kyivan Rus to present-day, collections of the best sermons were preserved «Zoloty Lantsiuh», «Zlatostrui», «Izmarahd», and «Zlatoust». From the XVII–XVIII centuries a collection of sermons was published: «Kliuch Rozuminnia» by Y. Haliatovskyi, «Mech dukhovnyi»,

by L. Baranovych, and many others. In oratory art manuals, models of the best speeches of all time are cited so that by using these examples, certain theoretical principles may be demonstrated. Thus, this experience is beneficial to skilfully carry out the study of historical rhetoric and acquisition of public speaking skills to the present.

This work may be multidirectional: to first analyze certain rhetorical features of speech, focusing on the aspects directly related to the subject matter of a particular lesson, and then the delivery of this speech to a few listeners (maybe at home), in order to allow for memorization and better pronunciation. Alternatively, to first deliver a speech to a few students, and then analyze the presentation of certain structural features of the speech or thematic aspects that are the subject of discussion during lessons in accordance with the curriculum. Both options include the obligatory final analysis that must contain the element of competition. Students delivering exemplary speeches will of course do this in their own manner, which in itself is worth focusing on: each person has individual capabilities and each speaker may include a different subtext in the same statement; different people express the same message in various ways.

In regards to analysis, it is necessary to pick speeches that are socio-politically relevant, or that are related to problems in course work that are in need of examination. For example, Olexander Dovzhenko's December 13th, 1949 lecture, in which he speaks of language and outspoken aspects of communication. Other examples, unrefined in its time as it is today, Lina Kostenko's speech «Humanitarian Aura of a Nation or Defect of the Primary Mirror» that she delivered September 1st, 1999 at the Kyiv-Mohyla Academy, and M. Rylskiy's noteworthy speech of the 4th Writer's Congress on March 11th, 1959 «Words – our weapons». Students may be invited to recite and analyze one of the most lively parliamentary or rally speeches by any vibrant politician, address by the President of Ukraine or a national Ukrainian leader, the message of a church figure, for example the address of Pope John Paul II to the Ukrainian people during his stay in the country, a court speech, like the one of Stepan Bandera during the Lviv court hearing (1936), etc.

Observing live speeches, studying the experiences of great speakers of the past, critically analyzing examples of oratory texts, reproducing individual elements, as well as the composition and structure of speeches is a very useful method for succeeding as a future oratory professional. If this method should be combined with the practice of learning reputable speeches, it will contribute to the better understanding and assimilation of communicative capabilities of the speaker. However when using this method, it is important to remember that rhetoric, possibly like no other subject, is essentially an individual practice. This makes it interesting and necessary, since we are educating people, but requires thorough preparation, tact, caution, and taste so that someone else's ideas, manners, phrases, methods, or words are not used as one's own, but rather that these ideas come from oneself.

Moreover, during coursework different types of exercises aimed at developing certain types of skills may be implemented, for example, articulation skills that may be strengthened using tongue twisters. Firstly, this type of teaching depends on skill development of non-verbal impact on the audience, which in communication is no less important than verbal. It is known that Russian scientist and physiologist I. Pavlov once gave a lecture in London that was simultaneously interpreted for the audience. The speaker became so enthralled that he forgot about the interpreter and spoke for close to 15 minutes without an interpretation. His speech was accompanied by characteristic movements of his body, and when he stopped speaking, there was a thunderous applause; not understanding any Rus-

sian, the audience was nonetheless able to comprehend the speaker. Scientists confirm that a great deal of information is received through non-verbal channels. According to Albert Mehrabian, only 7% of information is transmitted by words, 38% by sounds (tone of voice, intonation), and 55% by non-verbal gestures. The latter accounts for all signals, symbols, gestures, manners, timbres, mimics, intonation, etc., that is, all non-verbal means we use in the communication process.

One of the most important non-verbal skills for the speaker during a speech is intonation. So, as B. Shaw aphoristically stated: «There are fifty ways of saying Yes, and five hundred of saying No, but only one way of writing them down». In order to develop diverse intonation skills and skilfully manage these capabilities, students take part in training during class, tasks in which they say something using intonation suggesting the opposite. During these sessions students receive cards indicating certain emotions. Each one must express a precise and simple sentence, for example «Thank you», «Hello», «See you tomorrow!», etc., using the emotion indicated on the card. The types of emotions are: happiness, confusion, sorrow, disappointment, anger, grief, fun, indifference, calmness, interest, confidence, fatigue, nervousness, etc. After saying their sentence with the indicated emotion, each student changes cards and says their same sentence with a new intonation. The session closes with a discussion during which they find out what emotion and whose performance was immediately discernable, what emotion was most easily recognized, and in what real-life situations they would likely use these skills.

This training not only gives students an opportunity to use their own strength in expressing one emotion or another while under the guidance and spotlight of the professor and fellow students, but also to share experiences with peers and take their assessments into account. The element of competition, inherent in this type of training, also contributes to student work efficiency and positive attitudes.

Another type of exercise intended to attract the attention of listeners, master facial expressions, use hand gestures and other non-verbal actions may be used during the course devoted to non-verbal aspects of speech. All students present take a few minutes to perform one simple task: attract the attention of others without speaking or using any physical means of communication. The exercise is complicated since all participants are taking part simultaneously. Analysis of the training results suggests discussion of the following questions:

- Out of all the participants, who was able to get the attention of others?
- How much time was needed to grab another's attention?
- What actions led to the result?
- Was it useful using these specific methods to get the speaker's attention? If so, why?

During the lesson on psychological aspects of linguistic communication, it is beneficial to do exercises that help overcome psychological problems of the future public speaker. The basis of the exercise is that each participant concisely answers the following question on separate pieces of paper: «What is my fundamental obstacle in regards to public speaking?». No one signs their name, and the sheets are collected and mixed. Each student then takes a random paper, reads what is written, and offers their solution. The group listens to the approach and determines if the student understood the root of the problem, and if the proposed resolution would work. Other answers may be proposed, and experiences shared. Subsequently, students may reveal which paper was theirs if they wish, and what they felt while discussing their problem.

By summarizing the analysis of different types of training and possible results of their practice during rhetoric courses, we can constitute that the most complex approach in preparing future speakers, that relies on a combination of four different parts of rhetoric: history, theory, practice, and technique, is a prerequisite for successful mastery of rhetoric in institutions of higher education [1, p. 55]. The implementation of lessons grounded on the study of theoretical foundations of rhetoric and historical traditions of oratory arts, as well as the development of speaking skills through different types of training exercises must be integral during each rhetoric course.

The application of all complex methods of preparatory and training exercises gives the opportunity to develop such skills in students such as carrying out the purpose of their speech, how up-to-date the information is, the logic of theme development, selection and formulation of basic arguments, as well as visibility, establishing a rapport with the audience, the use of skills involved in stimulating the attention of the audience, adherence to the main criteria of following language norms, and the speaker's rules of conduct to the audience. At the end of the course and as a result of this purposeful work, there is an opportunity to discuss not only a certain level of each student's knowledge, but of oratory skill development. The element of competition, which is fundamental in this type of work, gives the opportunity to engage listeners and bring out a certain enthusiasm or even excitement within them, significantly stimulating the work, giving it progress and effectiveness.

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ВИКОРИСТАННЯ ЕЛЕМЕНТІВ ТРЕНІНГУ ПІД ЧАС ПРАКТИЧНИХ ЗАНЯТЬ З РИТОРИКИ

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До навчальних планів підготовки фахівців багатьох спеціальностей сьогодні вводять дисципліну, яка покликана дати студентам знання з проблем ораторського мистецтва, – риторику. Мета цієї публікації – з'ясувати, як використання елементів тренінгу сприяє засвоєнню знань з риторики, виробленню вмінь та стійких навичок публічного мовлення, тим самим забезпечуючи ефективність підготовки фахівців відповідних напрямів підготовки. Завдання роботи – проаналізувати деякі види тренінгів, які застосовують у навчальній роботі зі студентами гуманітарних спеціальностей Національного університету «Львівська політехніка», з'ясувати їхнє місце в навчальному процесі та роль у формуванні вмінь і навичок комунікації майбутніх фахівців. Підсумовуючи аналіз різних видів тренінгів та можливих результатів їхнього використання під час практичних занять з риторики, можемо констатувати, що саме комплексний підхід до підготовки майбутніх ораторів-практиків, який спирається на поєднання чотирьох основних частин риторики – історія, теорія, практика, техніка – є передумовою успішного опанування риторики у вищій школі. Виконання практичних завдань, яке ґрунтується на вивченні теоретичних засад риторики та історичних традицій ораторського мистецтва, а також вироблення навичок виголошення промов через тренінгові вправи різних типів має становити нерозривну єдність під час кожного заняття з риторики. Застосування цілого комплексу методів практичної підготовки і тренінгових вправ дає змогу виробляти у студентів такі вміння й навички, як досягнення поставленої мети промови, інформаційної свіжості виступу, логічності розвитку теми; добору і формування аргументації основних положень, а також наочності; установлення контакту з аудиторією; використання засобів активізації уваги слухачів; дотримання основних критеріїв культури мови та правил поведінки оратора перед аудиторією.

Ключові слова: риторика, тренінг, українська мова, публічна промова, навички, риторична майстерність, аналіз виступу.