FORMING THE RHETORICAL COMPETENCE OF FUTURE TEACHERS

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Abstract: The content of the author's academic discipline "Rhetoric" is evaluated and the results of experimental testing the effectiveness of its implementation in the process of professional training of future teachers are revealed in this study. The ascertaining in the experimental and control groups, based on the defining the future specialists' level of the personal-activity component of the rhetorical competence mastering is described in the paper. The predominance of the average and low percentage necessitated the enrooting of a special course "Rhetoric" into the training and professional programmes of degree seeking applicants' experimental group. The obtained results showed natural differences between the indicators of the respondents in the experimental and control groups. Applicants, covered by experimental and research training, became more motivated to the rhetorical activity in the educational and professional communication; the system of humanistic values has reached a higher level; the level of speech and rhetorical knowledge itself has increased; the ability to eloquent text creation observing moral and ethical norms of communication was formed. We can state that educational content of the special training course "Rhetoric" is effective in the process of forming the rhetorical competence of future professionals in the educational field.

Keywords: Rhetoric, training course, educational content, educational process, experimental and control groups, educational and professional communication, rhetorical knowledge.

1 Introduction

The current realities of communicative globalization have led the scientific community to solving humanitarian issues, related to the social aspects of human interaction. This issue correlates with the nationally-consolidated function of the mother tongue within a certain state and motivates the educational paradigm of the XXI century to form a rhetorically competent professional, who is skillfully masters the usage of effective communication strategies and speech tactics. An teachers becomes the predominant of such process. Undoubtedly he should be extremely sensitive to the language, vulnerable to linguistic inaccuracies and persisting in qualified advice and explanations as he is aimed to foster linguistic stability as a social and political phenomenon, based on national traditions, culture and consciousness.

In view of the foregoing, this determines the revival of the Rhetoric studying – the science, aimed at forming humanistic and linguistic oriented personality, good at effective communication in modern multicultural space. The professional significance of rhetorical education is seen in stating of the national moral code (ethos); explicating the laws of cogitative and speech activity (logos); the ability to produce emotionally expressive speech (pathos); organization of speech according to the communicative situation (topos) (Korchova, 2017).

This involves the development of rhetorical competence as an individual quality of an teachers, covering his humanistic value orientation and based on motivation for interpersonal communication; the ability to construct speech according to the rhetorical laws; capacity to use verbal etiquette formulas and to distinguish the essence of non-verbal means of communication; the awareness of the need for rhetorical self-improvement based on moral and ethical virtues.

The *hypothesis* of the study is that the implementation of the author's content of the discipline "Rhetoric" in the training process of future specialists in education will contribute to their rhetorical competence development.

2 Literature review

Theoretical and methodological principles of professional training in the context of the competency-based approach have been substantiated by scientists in a number of publications. Well-known researches focus on outline fundamentals of competency-based education (Sharov, 2019); modernizing the educational process according to principles of competence approach (Palamar, 2018); implication of the competency approach into the educational process of higher school (Ovsiienko, 2017).

At the same time a topical area of contemporary scientific research is the study of the influence of language units on personal development in general, and the future specialists in particular. We consider the concept of sound synaesthesia as an important mean of developing students' creative thinking (Yunosova, Alekseeva, Hlazova & Shkola, 2020); the problem of the neuropsychological basis of communicative influence on a person (Kutuza & Varynska, 2020); language as a means of shaping soft skills of higher education students, which is the basis of their competitiveness (Rudyshyn, Kononenko, Khrolenko, Konenko, Merdov, 2021).

Mentioned topics are inseparable from pedagogical problems of forming the ability to effective interpersonal communication in each sphere of social life. This problem has been reflected in a number of scientific publications. We consider the issue of future teachers' communicative culture forming by means of project teaching (Maksymenko, Bei, Khimchuk & Vovchok, 2020) as very effective tools. Some ideas of the cognitive-based process of primary school students' speech competence forming are appropriate within our research (Hreb, Hrona, Chumak, Vyshnyk & Hreb, 2020). Rather fruitful direction of modern education is pupils' communicative competence forming (based on English) with the means of audio-visual techniques which help both to activate perception for studying lexicon and to give knowledge about communicative strategies and tactics in different communicative situations (Labinska, Matiichuk & Morarash, 2020). Communicative competence is studied as a necessary personal quality of students by K. Myoungkwang (Myoungkwang, 2019), M. Agudo, J. de Dios (Agudo & Dios, 2019). The intellectual methods of assessing the foreign language communicative competence of primary school teachers are analysed by A. Pashko, I. Pinchuk (2019). The results of experimental training aimed at shaping the students' communicative competence of the Pedagogical University are highlighted by J. Beresova and H. Vancova (Beresova & Vancova, 2017).

However, the analysed papers give special importance to the need of forming the foreign language communicative competence. We consider that skilful use of the mother-tongue is also very important for personal and professional development. Therefore, we are of the opinion of B. Todorova (Todorova, 2019), who substantiates forming the mother-tongue (Bulgarian) communicative competence in her article, and A. Iborra and L. Lorente (Iborra & Lorente, 2018), who emphasize the need for a high level of future teachers' communicative competence.

Considering relevance of the need to form communicative skills in various social categories, we posit as predictable scholars' conclusions that educational-professional programs in the

specialty "Philology" in the majority of international educational institutions are aimed at forming a professionally oriented communicative competences of future specialists (Chernysh, Dzhochka, Marieiev, Kuzebna & Shkvorchenko, 2021); the professional competence of masters in the specialty "Primary Education" involves the ability to active listening, participating in dialogues and discussions (Fizeshi, 2020). The only thing that determines us to discussion with the authors of these publications is the exceptional focus on future professionals in certain specialties. In our opinion, not only future philologists need formed communicative skills, because no sector of social life can exist without communication, it requires the ability to communicate at the proper level in the society to successfully fulfill social needs. This becomes even more important speaking about educational professionals, because of their ability to model effective interaction through language code. This correlates with future educators' mastering the soft skills, which is impossible without acquirement of strategies and tactics of language communication.

The analysis of scientific works leads to the conclusion that the person's communicative development requires conceptual and practical actualization of rhetoric as an element of spiritual culture of humanity, instrument of organizing intellectual and speech activity, the basis for the formation of effective communication (Korhova, 2017). As rhetoric in society involves symbolical nature of linguistic code and communication is a mean of life symbolization its educational worth is national attitudinal grounds, promoting and approving of high spiritual and ethnic moral, and formed rhetorical knowledge and skills contribute to personal forming as valuable in society, his successful entering into society, professional growth, alignment between private, professional and social dialogue. Accordingly, purposeful and intensive mastering of the language system, the laws of rhetoric, the right choice of rhetorical strategies, awareness of the rules of cultural communication, understanding the principles of communicative intentions and tolerant communication is the basis of personal language culture and intellectual growth.

The theoretical and practical potential of rhetoric in the professional development is considered to be the logical inference of such generalizations. Theoretical and methodological grounds of linguistic and rhetoric education at higher pedagogical establishments are studied in some papers (Sadova, 2018; Konivitska, 2019) and other studies.

The well-known works substantiate a number of theoretical conditions, offer models, and define methodological bases of rhetorical skills / rhetorical culture forming. At the same time, these studies do not fully demonstrate an effective algorithm of their practical implementation in the process of future educators' rhetorical competence development.

In this context we consider characterizing the content of the author's teaching discipline "Rhetoric" and presenting the results of its testing in the educational-professional process of future specialists' in the educational field training as relevant.

3 Materials and methods

The purpose of the article is to summarize the results of experimental work on the implementation of the author's content of the training discipline "Rhetoric" in the educational process of future teachers.

Research goal and objectives of the study led to use a set of methods, including theoretical: system analysis of sources and current educational legal and regulatory instruments in order to ascertain the state of the problem; comparison, generalization in order to clarify the results of the study; empirical: observation over the educational process, interviewing, testing, questionnaires, students' papers analysis to determine the future educational specialists' rhetorical competence mastering; a pedagogical experiment to determine the level of rhetorical competence; statistical: quantitative analysis, comparison

according to Pearson criterion (χ^2) to determine the statistical significance of research results.

4 Research methodology

Testing of *hypothesis* demanded research and experimental survey which was conducted in three stages – analytical and ascertaining, formative, control.

The objectives of the *analytical and ascertaining stage* were: to interpret rhetorical competence as necessary quality of a future professional in the social sphere; to generalize the main directions of modern domestic and foreign rhetorical training of socionomists; to develop the diagnostic tools (tests, questionnaires, control sections, speech patens), and to determine the levels of future educational specialists' rhetorical competence in the conditions of traditional training; to specify the content and to develop the educational and methodological complex of the educational component "Rhetoric" for its introduction into the training of future professionals in the field of education.

Implementation of research goals involved the use of a set of methods:

1) theoretical: historical, systematic, critical analysis of philosophical, psychological and pedagogical, methodological sources on the research problem, content analysis (curricula, textbooks, manuals), generalization (especially scientific and pedagogical experience), synthesis, abstraction;
2) empirical: expert assessment method, questionnaires, interviewing, observation over the educational process, analysis of the students' writings;
3) statistical: quantitative analysis of the results gained trough experimental study.

The *formative stage of the research* was aimed at practical implementation of the teaching and methodological complex of the training component "Rhetoric" in the process of the professional formation of educational specialists.

Implementing the author's academic course "Rhetoric" lasted for three years (from 2017 to 2020) and was based at Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Ivan Franko Zhytomyr State University, Borys Hrinchenko Kyiv University, Bohdan Khmelnytsky Cherkasy National University. 285 of Bachelor degree students in Educational Field Education / Pedagogy. We must focus attention at the mathematical statistics formula which was used to determine the size of a representative sample within the general number of participants:

$$n = t^2 \frac{w(1-w)\mathrm{N}}{\Delta^2 \mathrm{N} + t^2(1-w)w} \qquad (1),$$

Where n – the selection scope,
     N – general scope,
     w – sample share of the studied quality,
     Δ is the margin of sampling errors (on condition that $\Delta = 5\%$, t = 2).

Considering that we do not operate on information about the sample share, we take it equal to 0.5; respectively w (1-w) = 0.25 (Piskunov & Vorobiov, 1979).

At the time of the pedagogical experiment in Ukraine, about 1,000 people were educated in specified specialties (2nd, 3rd year of study; ED "Bachelor"; full-time). Accordingly:

$$\mathbf{n} = 2^2 \frac{0.25 \times 1000}{0.05^2 \times 1000 + 2^2 \times 0.25} = 4 \frac{250}{0.0025 \times 1000 + 1} = 4 \frac{250}{3,5} = 285 \qquad \mathbf{(2).}$$

Thus, 285 respondents is sufficient number for representative sampling within this research. 139 applicants in four specialities (pre-school education – 38 students, primary education – 26 students, secondary education – 45 and professional education – 30) were in the experimental group (EG. 100 %) so they studied "Rhetoric". 146 applicants (pre-school education – 40 students, primary education – 29 students, secondary education – 47 and professional education – 30) were in the control group (CG. 100 %) and they were trained according to the traditional methods.

The distribution of education applicants into EG and CG was based on the results of the diagnostic test, meeting the criteria of modern research (Honcharenko, 2012):

1) determining the number of EG and the CG students were based on the size of a representative sample – the total number of students covered by the pedagogical experiment;
2) the selection of the EG and the CG responded to the cluster sample type, granting the qualitative and quantitative similarity of both groups.

Formative work in EG was carried out, referring to the S. Honcharenko's study (Honcharenko, 2012), taking into account the variable and invariant conditions. Among the invariant conditions were the same number of classroom hours for studying the disciplines of the curriculum, and the hours for students' individual work in the experimental and control groups. Variable conditions were caused by the implementing of the author's special course "Rhetoric" in the educational program within the experimental group of higher education applicants in the mentioned specialties.

The level of students' rhetorical competence in the EG and CG at the formative (and ascertaining) stage of the pedagogical experiment was determined by the data of diagnostic methods (tests, questionnaires, final test) on a four-point scale; high level – 4 points; upper-intermediate –3 p.; intermediate – 2 p.; low level – 1 p.

The beginning of the formative experiment was considered scientifically correct under the condition of insignificant discrepancies of EG and CG indicators of rhetorical competence formation.

The control stage involves analysis and statistical calculation of the results, which led to use a set of methods:

1) *empirical:* observation over the educational process, interviewing, testing, questionnaires, students' papers analysis to determine the future educational specialists' rhetorical competence mastering; a pedagogical experiment (summative and formative) to determine the level of rhetorical competence;
2) *statistical*: quantitative analysis, comparison according to Pearson criterion (χ_2) to determine the statistical significance of research results.

4 Results

Levels of the future teachers' rhetorical competence formation was carried out by such means at the ascertaining stage of the pedagogical experiment: students' survey, written tests, checking the unit tests.

The results of the ascertaining stage show insignificant differences between the indicators of the students' rhetorical competence formation of experimental (EG) and control groups (CG) (Table 1).

Table 1. Levels of the future teachers' rhetorical competence formation at the ascertaining stage of the pedagogical experiment

Levels	EG		CG		Difference
	Persons	%	Persons	%	%
Completely competent	10	7	12	8	-1
Mostly competent	19	14	23	16	-2
Somewhat competent	76	55	73	50	5
Incompetent	34	24	38	26	-2

The predominance of the intermediate and low percentages persuades in respondents' inability to rhetorically correctly construct high-level verbal interpersonal interaction. Depleted students' verbal expressions show standardization of their thinking. The reason, probably, lies in the fact that future specialists master the content of general and professional training cycles disciplines isolated and without practical projecting onto future professional communication.

In this case an integrative factor, aimed at organizing personal communicative abilities, is necessary. The author's training course "Rhetoric" is proposed as such factor. "Rhetoric", an optional component of the processional cycle, was introduced into the curriculum of professional training of EG students.

The aim of the discipline is to foster the acquisition of the rhetorical thesaurus, rhetorical algorithm for eloquent text creation (discourse creation) and modeling of subject-subject interaction, depending on the communicative situation in the educational sphere.

The course is organized according to traditional directions of teaching academic disciplines:

1) theoretical, aimed at deepening the linguistic and rhetorical knowledge, taking into account the educational sphere of future specialists' professional activity, at understanding the role and place of rhetoric in professional development, at mastering rhetorical theory;

2) practical (dominant), aimed at forming the abilities and skills to improve the future educational experts' rhetorical competence.

We emphasize that the introduction of the experimental complex in 2019 has not been hindered by the remote format of the educational process caused by the COVID-19 pandemic. In order to model the process of distance learning in "Rhetoric", Google services were used, particularly Classroom and Meet / Zoom, which provides online communication between the participants of the educational process The multifaceted, dynamic and multifunctional nature of the services allowed not only to summarize the educational content of the discipline, but also comprehensively implemented theoretical and practical mastering of the material, and monitored the level of students' educational achievements.

With the help of the Meet / Zoom service *the lecture block* on "Rhetoric" was modeled through the activation of subject-subject interaction as "teacher – student", "student – student" using interactive methods (for example, the method of problem lecture with elements of heuristic conversation, educational discussion, lecture-visualization, explanatory-illustrative method based on students' life experience and their future professional activities).

We focus on the demonstration of multimedia presentations that accompanied the theoretical material.

The multi-sensory educational environment, created by audio-visual elements, allows activating right-brained cognitive processes; speech presentation is left-brained. Involvement of more senses made it possible to increase the perception and comprehension of educational material. According to the operational principle, the demonstration of information-filled prepositional slides and information-complete postpositional slides was practiced in studying "Rhetoric".

Such presentations encouraged students to think, helped to search for information and led to self-reflection. In addition, tables, diagrams, illustrations were used to stimulate future professionals' thinking activity and clearly showed the theoretical information.

Practical (seminars) contained several components:

1) cognitive, aimed at a fundamental learning of the rhetorical knowledge system;
2) operational and technological, focused on forming practical abilities and skills that are the basis of rhetorical proficiency;
3) ethical, based on the principles of cultural and speech etiquette, according to the educational specialist' professional ethics.

One of the approaches, used in Meet service, was *exercising*. The developed system of exercises and tasks in rhetoric corresponds to the principles of humanism and anthropocentrism of the educational space of higher schools, provides preservation of socio-cultural ideological and thematic content of textual material to overcome psychological stress of students in future professional interpersonal educational communication. The exercises and tasks within the Google Classroom can be classified as:

1. *Motivational and actualizing*, stimulating interest in rhetoric, rhetorical activity, actualizing the acquired knowledge, for example:
   ▪ Do you agree with professor's A. Koval, the author of works on stylistics and culture of Ukrainian speech, words: *You should not speak like everyone else, not to stand out, you should get used to correct accent and speak correctly everywhere, with everyone. Then "everybody" ("usi") will gradually become accustomed to the quarter ("kvarta'l"), to the phenomenon ("pheno'men"), and to the expert ("expe'rt").* Describe the essence of interpersonal communication, referring to the knowledge of Psychology. Remember the basic patterns of Ukrainian accentuation.
   ▪ According to the psychological features of verbal communication, comment on the Nelson Mandela's quotation: *If you talk to a person a language he understands, – the words reach his head. If you talk to a person his language, the words reach his heart.*
2. *Cognitive and gnostic*, aimed at intensifying students' cognitive activity and promoting the acquisition of new information, such as:
   ▪ Make the reference scheme on the topics (at your choice): "Speaker's external culture", "Gender aspects of communication", "Elements of intercultural communication in educational space". Be ready to comment on it.
   ▪ Express your views on the controversy: *the power's word or the power of the word.*
   ▪ Choose arguments and counterarguments to the theses, formulated by aphorisms: *Form a person in yourself – this is the most important thing: you can become an engineer in five years, and you need to study the whole life to become a person (V. Sukhomlynskyi)*; *To be silent is to believe in oneself (A. Camus)*; *Do not be afraid of anything. He, who is afraid, is haunted by failures. Fear is sometimes acceptable in everyday life. But at the*

crucial moment, drive the fear away. Doubting even for a moment, you will be defeated (Takuan Soho).
3. *Praxeological and creative*, forming a willingness to communicate in education, for example:
   ▪ Prepare a written presentation of the chosen genre (scientific report, scientific mini-lecture, popular science conversation, scientific-storytelling with elements of conversation) in order to declare it in classroom, using one of the reproductions of a painting by a contemporary Polish caricaturist P. Kuczyński;
   ▪ Suggest possible ways of communicatively solving the conflict situation described: *The teacher entered the classroom. Seeing a cigarette butt on the floor, looking around the boys, he asked: "Whose is it"? "Yours", – replied one of the students, «you were the first to see it!"*

This system of exercises was aimed at stimulating students' critical thinking, developing empathy, sociability, ability to reflect, formation of personal self-assertion in interpersonal relationships in the group; made it possible to organize mutual learning and training on Rhetoric in the context of overcoming external and internal limitations and higher education applicants' thinking standards through communication.

Simultaneously with the method of exercises in practical classes we used the method of reproductive and heuristic conversations, learning discussion (when considering theoretical issues), observation of language (rhetorical analysis), method of illustration (recognition, characterization of elements of rhetorical activity), cognitive games, situational analysis. The complex of individual, group and collective activities potentiated students' rhetorical self-actualization, and the team work helped to form skills of interaction between a rhetorician and a listener by means of speech, ability to reflect, active thinking, analysis, comparison, generalization and free communication.

Students' *individual (self-guided) work* was aimed at systematization, generalization and deepening of acquired theoretical knowledge and practical skills. The plans of individual work included practical exercises and contained tasks of various types: study of the main and additional literature on a particular topic; referrals of sources and reports preparation; performing exercises to improve communicative skills, developing not only rhetorician's skills, but also the addressee of public speaking; creative tasks (simulations of audiovisual materials, presentation, round tables, staging of the given material, mini-project on thematic issues, interactive educational-popular mini-lectures preparation and conducting, discussion of the problem on pre-agreed ideological and thematic content, laboratory meeting). It was target at developing students' creative abilities in order to master the culture and technique of speech and the foundations of public speaking: principles, rules, forms of interaction between a rhetorician and a listener by means of speech as the basis of rhetorical competence of a future specialist.

We consider students' *group creative work* as an important form of studying Rhetoric. Despite serious problems in the rhetorical training of future professionals, particularly, introverted communication, communicative uncertainty, difficulties with improvised public speaking, inability to build constructive dialogue and polylogue, ignorance of the rules of discussion, and the specificity of Rhetoric as an important area of human culture, we offer creative and differentiated tasks on project technology, aimed at developing the student's autonomy and initiative, stimulating interest in public speaking, improving oratory abilities, developing critical thinking by means of self-directed search, modeling concepts, selection of arguments, formulation of theses, which allows to integrate rhetorical theory with practice. We focus on group creative work, which allows self-management of activities, as everyone, working in a team, chooses the type of work, according to their level of ability to perform it. The result of such creative interaction is the presentation of author's multimedia projects, aimed at realizing

that the Word, Language, Rhetoric is an inseparable triad, that allows to inform, promote, think, evaluate, persuade, encourage, discuss.

The summarizing part of academic discipline "Rhetoric" was "*Rhetorical Workshop*", focusing on the preparation, proclamation and analysis of a public speaking. The list of topical educational topics of speeches consisted of three conditional groups:

1) strictly scientific ("Inclusive education", "Cordocentrism of domestic Rhetoric", "Rhetoric as a tool for becoming a future specialist", etc.);
2) educational ("Modern teacher's linguistic dress code", "Language manipulation in education: why and for what?" etc.);
3) aphoristic ("The main task of civilization is to teach a person to think" (T. Edison), "Morality is better understood in short expressions than in long sermons and speeches" (K. Immerman), "Everyone sees what we seem, few feel what we are" (N. Machiavelli) etc.

It is noteworthy that students often preferred aphoristic themes. This allows us to talk about the respondents' increasing gradation of thought and speech activity.

The introducing of the mentioned forms and methods in the professional training of future professionals in the educational field was adjusted by a set of pedagogical conditions. Anthropocentrism of learning to form future educators' system of humanistic values was implemented through the textual content of the teaching material, focused on the human external and internal world. The integrity of the rhetorical training led to the constant updating of students' acquired knowledge and skills. The rhetorical space, created by interactive methods (heuristic conversation, lecture-visualization, project method, educational discussion, cognitive games, etc.), encouraged future specialists to improve their skills of active listening, communicating according to moral and ethical norms and laws of thinking and speaking activity.

Observation of students' seatwork in the classroom (and also online classes); analysis of their self-learning; checking of creative tasks; review written works and tests, testing and other techniques were used as sources for experimental investigation.
The results of the control stage show significant differences between the indicators of the rhetorical competence formation of EG students studied "Rhetoric" as a special course, and CG students, whose training was carried out according to the traditional system (Table 2).

Table 2. Levels of the future teachers' rhetorical competence formation at the control stage of the pedagogical experiment

Levels	EG		CG		Difference
	Persons	%	Persons	%	%
Completely competent	38	27	13	9	17
Mostly competent	40	29	15	10	19
Somewhat competent	35	25	63	43	-17
Incompetent	26	19	55	38	-19

The obtained results have led to the conclusion that the introduction of a special training course motivates students to communicate; helps to understand the importance of personal oratory in the professional sphere; and forms an adequate self-esteem of professional suitability. The effectiveness of the indicated methodology is confirmed by the applied interactive technologies, which activate future professionals' thinking and speech activity; intensify rhetorical reflection that accompanied each type of students' educational activity during lectures and practical classes, while individual studying, doing creative work and control diagnostics.

We greatly emphasize that at the beginning of the experimental work students' rhetorical reflection was partly reduced to delivering the subjective emotional impression of the cognized or produced text (for example, "good" / "bad", "like" / "dislike"). This has indicated the necessity of making detailed flowcharts of rhetorical analysis and introspection, which significantly changed the quality of rhetorical reflection. Skilful rhetorical activity, as a result of formed rhetorical competence, is indeed reflexive, because all stages of preparing a public speech, from invention (invention of the idea) to reflection / relaxation, are imbued by the speaker's awareness of own speech activity algorithms.

Considering this facts, the last questions of all diagnostic tools (control works) as a kind of litmus test of self-control, were aimed at reflection, particularly because they provided the actualization of related information systems, required critical reflection of students' knowledge and skills to focus them on future professional activity. This is an effective mechanism for forming respondent's conscious attitude towards the future activity.

We focus on students' adequately assess of their levels of communicative and rhetorical skills (opposed to the level of rhetorical knowledge). This fact is indicated by the results of self-awareness. At the same time, students are aware of the need to improve skills, because, in their opinion, rhetorically correct speech "*gives confidence*", "*increases self-esteem*", "*it is necessary for future professional activity*", "*it helps to be*

realized in the profession", "*it is an indicator of human culture*", "*it allows to express one's opinion correctly and accurately*", "*it helps to mutual understanding during communication*"; because "*a specialist must be educated*", "*we, Ukrainians, must be fluent in our mother tongue*".

We note the positive dynamic of EG students in a rhetorical manner (in accordance with the laws of thought and speech, the preparation and pronunciation stages of a public speech respecting moral and ethical standards and communicative speech features) to construct and act professionally oriented utterances in a simulated communicative situation.

Generally the students of the EG demonstrated the ability to work with language material while doing numerous practical tasks (motivational and actualizing, cognitive and gnostic, praxeological and creative exercises; situational tasks; rhetorical tasks and projects, etc.); simulating communicative situation; speech building; interrelating with the audience; using means of activating listeners' attention; active listening; psychological perception of the interlocutor (his inner experiences, motives of communicative activity) in order to prevent conflicts; communication in the form of conversation, discussion, according to the moral and ethical norms.

We also emphasize the upward trend of the reflexive component in the diagnostic. 63 % of EG students were able to make a realistic evaluation, while in the experiment forming it was about 30 %. There were no significant changes in CG.

The common level of the future teachers' rhetorical competence formation is illustrated by the diagram (Figure 1), in which CC – completely competent, MC – mostly competent, SC – somewhat competent, IC – incompetent; EG AS – experimental group at the ascertaining stage of the pedagogical experiment, CG AS – control group at the ascertaining stage of the pedagogical experiment, EG CS – experimental group at the control stage of the pedagogical experiment, CG CS – control group at the control stage of the pedagogical experiment.

The dynamics of future teachers' constituents of rhetorical competence is summarized in Table 3.

The average indicators of the EG and CG respondents' levels of rhetorical competence confirmed the positive dynamics of the studied personal quality forming under the influence of the experimental factor.

The difference between the percentage indicator of the EG at ascertaining and control stages is: Completely competent – +20 %, Mostly competent – +15 %, Somewhat competent – -30 %, Incompetent – - 20%. The difference between the percentage indicator of the CG at ascertaining and control stages is too small.

Statistical significance and level of reliability of the obtained results were confirmed by calculations using Pearson's criterion (χ^2 – 95 % with χ2 emp – 82,2).

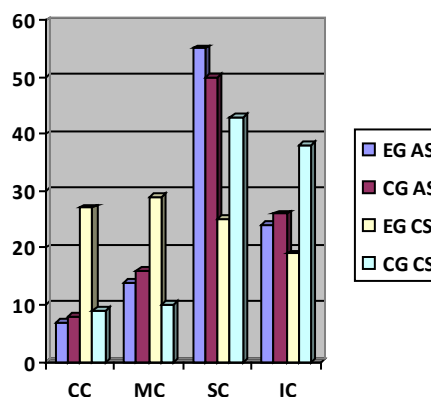Figure 1. The common level of the future teachers' rhetorical competence formation

Table 3. Dynamics of future teachers' rhetorical competence development: the students of ascertaining and control groups

Studied personal quality	Level	EG				CG				Comparison CG and EG by the χ^2	
		Ascertaining stage		Control stage		Ascertaining stage, %		Control stage, %		Ascertaining stage	Control stage
		persons	%	persons	%	persons	%	persons	%		
Rhetorical competence	Incompetent	34	24	26	19	38	26	55	38	1,77	82,2
	Somewhat competent	76	55	35	25	73	50	63	43		
	Mostly competent	19	14	40	29	23	16	15	10		
	Completely competent	10	7	38	27	12	8	13	9		

5 Discussion

Summing up the results of research and experimental work, carried out in three stages (analytical, formative, control), allows confirming the hypothesis of the study: the implementation of author's discipline "Rhetoric" in the process of training future educators contributes to the formation of their rhetorical competence. Statistical data (systematized results of diagnostic tools), testify an increasing of students' mastering the lingo-rhetorical knowledge and communication skills, which is the basis of communicative literacy and rhetorical competence of the individual.

We agree with O. Turko, T. Kravchuk, I. Kutsyi (Turko, Kravchuk, Kutsyi, 2021) that it is necessary to use the innovative tools (game technologies, project technologies, interactive technologies, etc.) for forming students' communicative competence. However, we emphasize that this should be interpreted not only in the context of mastering a foreign language, but also the mother-tongue.

It should be noted that the experimental training, namely teaching the author's educational component "Rhetoric", was carried out taking into account humanistic and anthropocentric approaches through the construction of subject-subjective interaction, which allowed to influence the formation of future professionals' system of human values and value-based attitude to the rhetorical communication in the educational sphere; they allowed students' self-realization by means of skillful mastery of the word.

Experience on implementation the training course "Rhetoric" in the educational process allows to identify a number of professional and personal factors that contribute to the formation of rhetorical competence of future professionals in the educational field, specifically: professional – creating an anthropocentric educational environment; involving students into interactive communication; encouragement of problem situations in educational sphere communicative solution; personal – consideration of future professionals individual abilities, promoting rhetorically correct speech, actualization of rhetorical self-improvement due to personal and pedagogical reflection of future specialists in the educational field.

Accordingly, rhetorical activity has become a real pedagogical existence for the future specialists in the educational field, a free choice of optimal communication strategies and tactics, a procedural component of their self-expression, a creative factor of professional mastery formation.

Given this, the academic training course "Rhetoric" as a part of professional cycle can be included in the curricula of the future professionals in the field of education training.

6 Conclusions

Summing up, we can state that forming the rhetorical competence of future educational specialists could be effective and efficient using the author's educational component "Rhetoric" granted by such didactical components:

- sociocultural, that contributes to the students' exposure to domestic and foreign culture by mastering the cultural and historical experience of mankind;
- personality-centered, which made it possible to introduce interactive learning in the conditions of face-to-face and distance educational process, to involve students into solving problem situations, simulating discussions, debates, disputes, updates the need to develop the creative potential of future specialists;
- activity approach, which focuses on constructing dialogue in the educational sphere based on humanistic values, intensifying the ability to verbal and non-verbal interaction;
- competency-based, which encouraged future educators to develop not only rhetorical knowledge and skills, but also personal ability to communicate effectively, and to develop professional self-improvement through rhetorical self-education.

The results of the experimental study show significant differences between the students' rhetorical competence formation of the experimental and control groups.

The main difficulties with implementing the author's methods were caused by the low level of students' motivation to form their own rhetorical competence. Text-centric approach to organizing the practical training (completing tasks on texts) made it possible to overcome these difficulties, as far as interpretation of the ideological and thematic content of the text material and situational modelling on the basis of their own speech strategy subconsciously contributed to the respondents' opinion about the need to improve their own rhetorical competence.

An important area of further research is to fill the author's course with interdisciplinary projects in order to improve it. This would increase the future teachers' motivation to master rhetorical competence as a necessary professional quality.

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