

Formation of Rhetorical Competence in University Applicants as a Necessary Factor for Successful Professional Activity

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Abstract: The article covers the issue of formation of rhetorical competence of higher education students: neuropsychological aspect. It is investigated that a university teacher must not only have a thorough knowledge of his subject, but also should have a high level of rhetorical competence. The meaning of the concepts: "competence", "rhetorical competence", "pedagogical rhetoric", "neurolinguistics" is clarified. The contribution of scientists who proposed a neurolinguistic approach in the study of speech disorders has been studied. A review of articles was made by domestic and foreign researchers on the formation of rhetorical competence of higher education seekers through the prism of the neuropsychological aspect. The components of rhetorical activity of students-psychologists are investigated. It is noted that educational training is a powerful tool for the formation of rhetorical competence of higher education students. Some aspects of training by psychologists are highlighted. It is emphasized that psychologists should have a good understanding of neurolinguistic programming. It has been studied that for successful speech behavior a teacher should use both verbal and nonverbal means of communication. It has been found that damage to the left hemisphere of the brain leads to aphasia. Apraxia has been found to be a disorder of the motor analyzer. It has been studied that children with dyslexia have phonological disorders. It has been proven that neurolinguistic knowledge helps teachers to choose strategies for teaching a foreign language to students. The essence of the suggestive technique is clarified. The requirements for a teacher who works on a suggestive method are considered. It is emphasized that the use of the suggestive method in teaching students helps the teacher to eliminate traumatic factors: fear, incommunicability, rigidity. It is proved that the suggestive method is connected with the formation of communicative competence in students.

Keywords: *Competence; rhetorical competence; student; neurolinguistics; pedagogical rhetoric; brain functioning; aphasia; suggestive technique.*

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Introduction

Modern reform in the field of education encourages the search for new strategies that would help teachers to provide quality training to higher education (Demchenko et al., 2021; Kosholap et al., 2021; Prots et al., 2021). The university teacher must have not only a thorough knowledge of the subject, but also be a person with a flexible mind, with a quick response to everything new, have perfect communication skills, a high level of understanding of digital competence. Nevertheless, the teacher's guarantee is the formation of rhetorical competence, which, of course, allows the educator to easily explain new material, feel confident in communicating with students, and to successfully organize students' thinking and speaking activities.

To begin with, let's try to find out the meaning of the concepts: "competence", "rhetorical competence", "pedagogical rhetoric", and "neurolinguistics".

In the manual Dmytrenko K. and others (2018) we find an explanation of the word "competence" - these are the qualities that a person acquires during a stay in a certain situation, a reflection of experience.

The Dictionary of the Ukrainian language edited by Bilodid I. et al. (1973, p.250) explains "competence" under the term "competent", ie 1) a person who is knowledgeable, has sufficient knowledge in a particular field, 2) full-fledged, full-fledged.

Marushchak O. considers the concept of "competence" in detail. (2016), analyzing the research, the author formulates his own definition of this term - an integrated quality of personality that can apply the acquired knowledge, skills, abilities and personal experience in practice.

The article by Sadova T. (2018, p. 99) is devoted to the study of the essence and content of rhetorical competence in future teachers, university students. The author gives the following interpretation: "rhetorical competence" is a basic component of professional and pedagogical competence, which combines a system of rhetorical knowledge, skills and abilities that will help future professionals to carry out rhetorical and pedagogical activities.

An explanation of "rhetorical competence" can be found in the article Saidjalalova S. (2020), which says that it is a system of knowledge, skills and abilities that contribute to effective communication.

Tolochko S. (2020, p. 51-59) emphasizes the high level of development of rhetorical competence in teachers of postgraduate

pedagogical education. The author argues that oratory and communication skills are important indicators of professional skills of educators. The article emphasizes that rhetorical competence includes competencies: the ability to speak in public, logical, psychological, moral and ethical, aesthetic, and oratorical culture.

In the monograph Kucheruk O. et al. (2016, p.7) we find an explanation of "pedagogical rhetoric" - a competent organization of communication, through which you can succeed in professional activities. Among the factors of pedagogical rhetoric are openness, expediency, logic, consistency, creativity, information, argumentation, and so on.

In the Encyclopedia of Modern Ukraine, from the post of Kovalevska T. (2021) we learn that "neurolinguistics" is a multifaceted science that combines knowledge of neuroscience, psychology and linguistics, i.e. studies speech activity through the brain. Luriya A. (2018) first proposed a neurolinguistic approach in the study of speech pathologies. The issues of the development of the human mental process, the formation of memory, thinking, and imagination were covered in his study by Vygotsky L. (1956). The scientist claimed that speech is a balanced mechanism of many parts of the brain. And in order to ensure the functioning of full speech, you need to have a healthy nervous system, good eyesight and hearing, and active communication.

In the Oxford Dictionary of Neurolinguistics (de Zubicaray, 2019) we find an interpretation of the concept of "neurolinguistics" - a system of knowledge about the structure of the nervous system and language. Neurolinguistics examines speech disorders through a connection with brain activity.

Formation of rhetorical competence in university applicants as a necessary factor for successful professional activity

It is meaningful for specialists in any field to have rhetorical competence, because it will help the future professional to easily succeed in communication, clearly, logically and appropriately express their own opinion, master the language, and effectively apply knowledge in the professional area.

Teachers at the University of South-Eastern Norway (Bjerkholt E. et al., 2020) emphasize that teachers need to have rhetorical competence, because otherwise students will feel that they do not receive quality educational services. Rhetorical competence is important in the organization

of the educational process, because it helps to teach students, to establish a trusting relationship between teacher and students, to motivate students to learn. The author gives an example in which it is traced that the teacher does not have rhetorical competence.

The question of the formation of rhetorical competence of future psychologists is covered by Konivitska T. (2020). The article identifies the components on which the speech-rhetorical activity of psychologists is based: motivational-value, information-cognitive, functional-activity, professional-adaptive. The author also draws attention to the method of forming rhetorical competence in students. During collective, cooperative, training training teachers adhere to 4 criteria: awareness of material, development, actualization, and realization. To do this, educators use the latest technologies in the study of rhetorical disciplines, use information and communication technologies that help to diversify the material, to achieve rapid application of knowledge, and to intensify the educational process.

Horobets S. (2021) emphasizes the development of the ability to express one's own opinion, because then critical thinking, language culture are improved, students take part in discussions, express facts, present their own assumptions, overcome anxiety and fear, etc. In addition, the author underscores that teachers should promote the motivation of students of philology as an important means of professional self-realization of future teachers of Ukrainian language and literature.

Konivitska T. (2019) dedicates her work to the study of the development of rhetorical skills. The author draws attention to educational training, which is a powerful tool for the formation of rhetorical competencies of higher education. Psychological training is often used in corporate practice today. It is worth noting the advantages of this type of activity: the participants have a specific purpose; participants prepare their own presentations based on their knowledge and experience; work in groups, observance of the developed rules; relationship with the participant and the trainer. The trainer must be able to interest the participants, motivate them to actively participate, create a trusting atmosphere, promote openness and trust, and use modern innovative technologies. The teacher must combine the features of a facilitator (organize, support group work), mentor (support, provide feedback), expert (set up activities, evaluate the response), and most importantly - be a successful speaker to the audience. During the lesson, the trainer pays attention not to a detailed explanation of the theory, but to a clear presentation of the new, the application of what is

learned in practice, i.e. the selection of games, exercises that would promote students' communicative and cognitive abilities. To develop rhetorical competence, trainers conduct training on the development of correct pronunciation, speech culture, voice development, breathing techniques, diction, improvement of gestures and facial expressions. Psychologists use speech-rhetorical warm-ups, creative tasks to replenish vocabulary, develop monologue speech, analysis and reflection. Psychology students should use knowledge of rhetoric, psychological and verbal knowledge.

In the article Konivitska T. (2019) identifies the main components of the rhetorical competence of future psychologists: motivational-value, information-cognitive, functional-activity, professional-adaptive. It is worth paying special attention to the professional-adaptive component, which involves the ability to understand the inner state of man, easy to talk, and therefore consists of communicative, perceptual-reactive, reflexive, neurolinguistic and psycholinguistic aspects. The psychologist must understand neurolinguistic programming, the main method of research of which is the observation of speech behavior. In addition, skillfully master various techniques that quickly affect human behavior, including the use of language strategies: speech inversions (truisms), reframing - changing the context (rethinking), the technique of inserting messages - creating traps during speech inversions.

Saidjalalova S. (2020) highlights the importance of developing rhetorical competence for any teacher. The author argues that mastery of the didactic functions of pedagogical communication is the main criterion for the teacher. Pedagogical rhetoric includes rhetorical, psychological and cognitive knowledge. The state standard of higher education adjusts the student to educational continuity, i.e. each graduate must acquire knowledge and skills throughout life. If the teacher does not know his subject perfectly, then it is difficult for him to build a dialogue between students, to form a consistent, logical and reasoned communication. The teacher must constantly improve their knowledge, update professional knowledge. Today, there are many different courses on the Internet that are useful for both students and professionals in public speaking. Rhetorical competence shows the level of personality to create, pronounce the original text, empathize, rejoice, i.e. an indicator of language culture. The author emphasizes that the formation of rhetorical competence for students of pedagogical faculties is extremely important, and it can be realized only through a systematic approach to learning. For successful speech behavior, the teacher should be

able to perfectly use verbal (correctness, logic, clarity, consistency) and nonverbal (appearance, hairstyle, manner of behavior) means of communication.

Neurolinguistics as a branch that studies the brain mechanisms of speech activity

In the textbook Balconi M. (2010) explores the relationship between speech, communication processes and neuropsychology: how the structure and plasticity of the brain affect language; which parts of the brain are involved in the communicative process; what factors affect speech, etc. The author proves that communication is multicomponent, because the transmission of speech involves many communicative channels, in addition, involving not only verbal components, but also gestures in facial expressions.

A study of the impact of neuropsychology on language is covered in the article by Roby-Brami A. (2012). The author proves that damage to the left hemisphere of the brain, so-called aphasia, can cause speech disorders. The scholar submits that language is built on those aspects: phonological (sounds), semantic (meaning of words), syntactic (sentence structure), prosodic (voice, emotions), pragmatic (transmission of thoughts). The author also draws attention to apraxia - violation of arbitrary movements and actions with objects that appeared as a result of violation of the motor analyzer. It should be noted that for the first time Franz Joseph Gall (Broca, 1861) began to study areas of the brain, described a clinical case in which a person suffered from speech disorders and suggested the actual ways to localize the disease.

Author Peterson et al. (2007) examines the relationship between neuropsychology and speech, reading, and writing disorders. The article found that reading difficulties in most children with developmental dyslexia are related to phonological disorders, i.e. the processing of sounds in speech.

By the way, an expert in neuroscience, candidate of biological sciences, associate professor of T. Shevchenko KNU, a member of the Ukrainian Physiological Society and the Ukrainian Society of Neuroscience, V. Komarenko (2018) organizes and conducts webinars to help young students become leaders. Knowledge of neuroscience helps to solve the problem in a completely different way: increase adaptability, teach to formulate independent solutions, and help to master new competencies.

In the article Jigitova L. (2018) proves the benefits of neurolinguistic knowledge for learning foreign languages, because the methods of psycho- and neurolinguistics help students the most in mastering a foreign language, easy communication. The suggestive technique developed by the Bulgarian psychotherapist Lozanov H. (1966) consists in the emotional setting for learning in combination with music, movements and stage staging. The suggestive method, i.e. the method of suggestion, helps the teacher to eliminate psycho-traumatic factors: stiffness, fear of mistakes, incommunicability, etc. According to Lozanov H. (1966), this method helps students to memorize a huge amount of educational material. In addition, the scientist identifies the criteria that must meet the teacher: 1) the teacher must be a professional in his field, and to be authoritative; 2) offer to study a large amount of material; 3) alternate from simple to complex, from complex to simple; 4) to participate with the winners in the games, to be friendly, to love the pets; 5) must be set up for success. In addition, the psychotherapist emphasized that his method is extremely useful for the health, psychological state of the applicant, and motivates to study other subjects.

In the research Nazarenko M. (2012) asserts that the suggestive method, of course, is associated with communicative competence. Scientists identify the following main features of the suggestive method:

- students master oral speech by removing psychological barriers;
- trust between teachers and teachers continues;
- learning focuses on the consciousness and subconscious, so the two hemispheres of the brain are involved in the activity;
- language material is studied through play, reincarnation, ie there is an "immersion" in the process of communication;
- verbal and nonverbal means are involved during training;
- in a short time, students significantly replenish the vocabulary of the language.

From the article by Derkach A. (2018) we learn that Lozanov H. (1966) identifies 3 principles that are characteristic of the suggestopedic method: 1) the principle of ease and joy (friendly atmosphere during training; 2) the unity of consciousness and unconsciousness; 3) feedback. The teacher must determine the level of awareness of the material and training of students.

An interesting but ambiguous method is the intensive method of teaching foreign languages by Kytaihorodska H. (1986), which combines

traditional, communicative and linguosocial methods. This theory is set up for collective activity in communication. According to the author, a business game with elements of the show helps to learn a lot of words. But this method, according to neuropsychologists and psychologists, is to the detriment of the psycho-emotional state of man.

The Harybyans' S. method (1992), which is based on the technique of speed reading and neurolinguistic knowledge, deserves attention. The essence of this methodology is a systematic approach to combining breathing exercises, emotions, imagination, and mnemonics. Resolving non-standard situations will help improve communication, thinking and creativity.

Attention should be paid to the article by Shcherbina T. (2017), in which the researcher examines the influence of neurolinguistic and psycholinguistic features of brain functioning on the level of success of higher education students in learning a second foreign language. The author proves that the left hemisphere of the brain is responsible for logic, objective perception of information, and the right - for imagination, emotions and more. Scientists have studied that Koreans and Chinese are dominated by the right hemisphere of the brain, while the British and Spaniards - the left. The author studied the issue in detail and recommends that teachers use the following forms of work for right-hemispheric students: language immersion, project development, role-playing, because the brain is responsible for abstract thinking, processing nonverbal information, it is appropriate to present the material holistically. For left-hemisphere students, it is appropriate to provide new information. Of course, psychological factors should be taken into account before mastering subject knowledge, i.e. attention should be paid to students' motivation to study and emotional state. The state of emotional tension can be expressed by fast or slow speech, swallowing words, breaking the voice, increasing pauses, using short words. It turns out that the eyes of the speaker can determine whether he is telling the truth.

Author Delgado P. (2021) emphasizes neurolinguistic programming, which helps the teacher to interest students in their subject. Neurolinguistic programming is a scientific approach that explores the neural connections responsible for language. Neurolinguistics helps educators to select the necessary learning strategies that would develop skills. One of the main methods of neurolinguistics is perceptual positioning and assumption. Perceptual positioning is that under the guidance of the teacher, students

with different views perceive the thoughts of another, resolve situations, and solve problems. Such tasks encourage all students to work, involve them in active communication. The assumption is to express opinions that have not yet been voiced in communication.

The founders of neurolinguistic programming are researchers at the University of California, Grinder J. (1971) and Bandler & Grinder (1982). Scientists studied educational technologies, communication habits and then created models that would enhance human cognitive processes, refine physical and emotional state. They sought to explore what a person must be like to be successful.

Neurolinguistics studies areas of the brain and therefore provides answers to the following questions: how the brain stores words, how it produces language, how to restore memory, and so on. It is known that the brain stores information in the cells that form the neural network. Due to neurons, contacts are formed, which make our brain work. There are other significant elements in the brain - the vessels that supply neurons with blood and the equally major glial cells that help neurons to survive. Human knowledge and skills are acquired when new connections are made between neurons.

Conclusions

Thus, it can be argued that the issue covered is quite relevant today. It is worth noting that a modern university teacher must not only have a thorough knowledge of his subject, but also have a high level of rhetorical competence. The article clarifies the meaning of the concepts: "competence", "rhetorical competence", "pedagogical rhetoric", "neurolinguistics". In addition, the contribution of scientists who proposed a neurolinguistic approach in the study of speech disorders was studied.

A review of articles was made by domestic and foreign researchers on the formation of rhetorical competence of higher education seekers through the prism of the neuropsychological aspect. The study considers the components of rhetorical competence of teachers of postgraduate pedagogical education, students - philologists, students of psychology. It is noted that educational training is a powerful tool for the formation of rhetorical competence of higher education students. Some aspects of training by psychologists are highlighted. It is emphasized that psychologists should have a good understanding of neurolinguistic programming. It has been studied that for successful speech behavior a teacher should use both

verbal and nonverbal means of communication. In addition, the teacher must constantly improve their knowledge, and update professional knowledge.

The analysis of speech disorders makes it possible to claim that the lesion of the left hemisphere of the brain leads to aphasia. Apraxia has been found to be a disorder of the motor analyzer. It has been studied that children with dyslexia have phonological disorders. It has been proven that neurolinguistic knowledge helps teachers to choose strategies for teaching a foreign language to students. The essence of the suggestive technique is clarified, the requirements to the teacher who works according to the suggestive technique are considered. It is emphasized that the use of the suggestive method in teaching students helps the teacher to eliminate psycho-traumatic factors: fear, incommunicability, and rigidity. It is proved that the suggestive method is connected with the formation of communicative competence in students.

Thus, the guarantee of the teacher is the formation of rhetorical competences, which, of course, allows the educator to explain new material easily, feel confident in communicating with students, and successfully organizes students' thinking and speaking activities. In addition, rhetorical competence includes competencies: the ability to speak in public, logical, psychological, moral and ethical, aesthetic, and oratorical culture.

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