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Theme. **European integration aspect of investigating rhetoric as an academic and educational subject in the system of higher humanities education of Ukraine at the beginning of the 21st century.**

Summary. *The article is focused on investigating rhetoric as an academic and educational subject in the system of higher humanities education of Ukraine at the beginning of the 21st century. The problem under consideration is studied from the standpoint of the European integration aspect. The author aims at revealing the existing achievements of European rhetoric in the methodological works written by Ukrainian pedagogues of rhetoric. The investigation is fulfilled on the occasion of preparing for the International Conference “Rhetoric in Europe” (Saarbrücken, 2013).*

Key words: *European integration aspect, rhetoric investigations, rhetoric as an academic and educational subject, achievements of European rhetoric, higher humanities education of Ukraine at the beginning of the 21st century.*

**EUROPEAN INTEGRATION ASPECT OF INVESTIGATING
RHETORIC AS AN ACADEMIC AND EDUCATIONAL SUBJECT
IN THE SYSTEM OF HIGHER HUMANITIES EDUCATION
OF UKRAINE AT THE BEGINNING OF THE 21ST CENTURY**

The last centuries present modern rhetoric as a universal realm of humanities knowledge which is becoming a more and more valuable achievement of many

cultural and educational institutions of Ukraine and the whole world. The mentioned science draws attention of many researchers and teachers. Rhetoric, the importance of which is difficult to overestimate, is a complex science that integrates a number of adjoining disciplines of social and humanities cycle – ethics and logic, philosophy and aesthetics, history and cultural studies, psychology and pedagogy, literature and linguistics, the theory of mass and social communication, journalist and theatrical skills, etc. It is a science concerning the laws of managing human mental and speech activities (these laws determine the effectiveness, persuasiveness, expediency and expressiveness of its activities). We have initiated the investigation of the problem of increasing the efficiency of teaching rhetorical subjects at higher school of Ukraine on the basis of competence-based approach. European integration aspect of the study contributes to the study of the best leading experts in this field of human knowledge, maintaining its distinctiveness and unique national rhetorical traditions.

Over the last few decades, many editions and re-editions have been published in the Ukrainian language under the following titles: **“Rhetoric”**, **“General and Court Rhetoric”**, **“Judicial Rhetoric”**, **“Business Rhetoric”**, **“Prosecutor Rhetoric”**, **“The Essentials of Rhetoric”**, **“The Essentials of Pedagogical Rhetoric”**, **“Oratory”**, **“The Essentials of Oratory Art”**, **“Ukrainian Rhetoric”**, **“Speech Communication”**, etc. Over the last two or three years several new manuals were published in Ukraine (i. e.: **“Academic Rhetoric”** (Sumy, 2011; Uman’, 2013) and **“Ukrainian Rhetoric: History of Formation and Development”** (Lviv, 2011) written by Zoriana Kun’ch; **“Neo-Rhetoric in Mass Communication”** (Kyiv, 2010) by Viktoriia Stekhina; **“Public Rhetoric”** (Kyiv, 2012) written by Petro Lisovs’kyi; **“Fundamentals of Eloquence”** (Kyiv, 2013) by Ludmyla Hrytsayenko) and two textbooks: **“Speech Communication”** (Kyiv, 2013) written by Semen Abramovych and Mariia Chikar’kova and **“Oratory”** (Kharkiv, 2013) edited by Mykhaylo Trebin and Halyna Klimova.

Besides, we must draw attention to the publication of two collections of scientific works written by Ukrainian researchers, i. e.: **“Modern Pedagogical Rhetoric: Theory, Practice, Interdisciplinary Communication”** (Lviv, 2007) edited by Tetiana Kosmed and the materials of the scientific seminar, and **“The Materials of All-Ukrainian Scientific and Practical Conference “Rhetorical Education of Young People: Current Assessment and Prospects for the Future””** (Uman’, 2013) edited by Natalia Syvachuk and the results of the mentioned forum. The activities (on the mentioned topics) were held in Ukraine for the first time. They confirm the interest of their participants in qualitative changes in the investigated problems.

Obviously, we can affirm that the varieties of rhetoric have been recently elaborated rather than its general (theoretical) principles, i. e.: professionally oriented editions, intended for future specialists and supervisors of any level and any field of human knowledge and endeavour. These works (under the above-enumerated titles) represent almost all the educational institutions of Ukraine: from Kyiv (hereinafter – the list is in alphabetical order. – O. Shch.), Cherkasy, Chernivtsi, Dnipropetrovs’k, Donets’k, Gorlivka, Ivano-Frankivs’k, Kharkiv, Kherson, Khmelnytskyi, Kirovohrad, Luhans’k, Luts’k, Lviv, Mykolayiv, Odesa, Poltava, Rivne, Sevastopol’, Simferopol’,

Sumy, Ternopil, Uman', Vinnytsia, Zaporizhzhia, Zhytomyr and, in all probability, from other cities and towns of Ukraine.

These methodological editions (manuals, textbooks, dictionaries, anthologies, workshops) are designed for students of higher educational establishments (lawyers, judges, philosophers, diplomats, journalists, editors, linguists, psychologists, teachers, managers, advertisers, economists, actors, etc.), famous Ukrainian scientists (Semen Abramovych, Nina Holub, Yuriy Yelisovenko, Galyna Klimova, Nataliia Kolotilova, Zoriana Kunch, Liubov Matsko, Olha Oliynyk, Nataliia Osypova, Halyna Sahach, Mykhailo Trebin, Mariia Chikar'kova and others) pay considerable attention to highlighting the achievements of European rhetoric, for example, in the module of the state standard **“Rhetoric”** we can single out a block called **“Ancient Sources of Rhetoric”** in which the following issues can be examined: the mythological origins of eloquence, the preconditions of rhetoric in Ancient Greece, the further development of rhetoric in Ancient Rome, the contribution of the greatest orators of antiquity (Pericles, Lysias, Gorgias, Isocrates (honored at the conference), Demosthenes, Socrates, Plato, Aristotle, Cicero, Quintilianus, Tacitus, Tertullianus, Aurelius Augustinus, Basil of Caesarea, John Chrysostom and many other speakers and preachers) whose vital activities had an undeniable influence on the formation of secular, ecclesiastical and theological rhetoric and oratory in our native domain.

The achievements of the European rhetorical heritage are linked to almost every point of the series of historical and theoretical, and applied issues (to their future-modern-interpretations), which are considered in the study of rhetorical subjects (the mentioned subjects accompany students of higher educational institutions at every step of their education – from the first and till the last year of their studies). It is a skill of speech technique/mastery and voice training of a professional speaker; training in making up their own speeches and expressive reciting of various samples of oratorical prose; samples of a classical rhetorical canon and the constituents of the oratorical activity; methods and preparation stages of speaking in public; the constituent parts of an oratorical text and qualities of a good orator; the understanding of a rhetorical ideal and the specificity of orators' antique images; genre peculiarities of a rhetorical palette and the distinguishing features of the main rhetorical categories; styles of oratorical speeches and their peculiarities; principles of a constructive interaction between the speakers and the criteria of evaluating a speaker's rhetorical culture, etc.

The investigation that we have started with the comprehension of the theoretical and methodological preconditions for studying the state and acute problems of increasing the efficiency of teaching rhetoric subjects at higher school in Ukraine on the basis of a competence-based approach leads to a more active implementation of a scientific discourse that is concerned with the clarification of important aspects in the specified coordinates. In the theses and materials of many international conferences dedicated to the problems of European integration of higher education of Ukraine in the context of the Bologna process we find the insistent recommendations for improving the efficiency of learning, teaching and assessment in the mentioned field of knowledge, implementation of the effective (competence) approach according to the Tuning project and on the basis of the National

Qualifications Framework and European Credit Transfer-Funded System, and for the relief mostly from academic work and for intensification of research and innovation activities of teachers, development of learning with the help of research and independent work of students, etc. Many of the above-mentioned issues are closely connected with the introduced rhetoric investigations, i. e.: the study of the role, importance, place and powerful potential of rhetoric subjects (general and branch rhetoric, eloquence, rhetoric principles, etc.) within research work of the Department of Theory and Methodology of Humanities Education at the Institute of higher education of the National Academy of Pedagogical Sciences of Ukraine, “Optimization of the cycle of social sciences and the Humanities at higher school of Ukraine in the context of the European integration” (the Head of the Department, Doctor of Pedagogical Sciences, Professor Anna Onkovych). Because modern rhetoric as an academic and educational discipline in the system of higher humanities education of Ukraine at the beginning of the 21st century is an integral part of this process.

Among the top priority tasks we give prominence to the following ones: the analysis of the scientific and methodological literature and the study of the available experience of implementing a competence-based approach in teaching rhetoric subjects in native higher educational institutions (a social and humanities cycle) taking into account the peculiarities of modern communication processes; the identification of aims, tasks and the content of **“Rhetoric”** (and other disciplines), and the peculiarities of their implementation at higher educational establishments of social and humanities type; the ascertainment of the specific character of methodological structure of the course **“Rhetoric”** and the main approaches to the elaboration of the curriculum and teaching materials; the discovery of the peculiarities of rhetoric competence (ideological, cultural, communicative, linguistic, rhetoric competence) as a basis of effective vital activity of a teacher and a student of a higher educational institution, etc. To solve some of the enumerated problems we have already worked out certain necessary approaches [6–9], the others need thorough consideration.

Initially, we consider that the determinant means of investigating the problems are direct participation in international and All-Ukrainian forums (conferences, congresses, scientific and methodological seminars, round-table discussions, colloquia, workshops). We enumerate some of them (the order is according to the chronology of events): XVII International Scientific and Practical Conference **“Modern Rhetoric in Social and Speech Pedagogical Practice”** (Moscow, 30 January – 1 February, 2013), VII International Scientific and Practical Conference **“Pedagogy of Higher School: Methodology, Theory, Technologies”** (Yalta, 1–4 October, 2013), The International Conference **“Rhetoric in Europe”** (Saarbrücken, 9–13 October, 2013), II International Scientific and Practical Conference **“European Integration of Higher Education of Ukraine in the Context of the Bologna Process”** (Kyiv, 7 November, 2013), VIII International Scientific and Practical Conference **“Higher Education in Ukraine in the Context of Integration into the European Educational Space”** (Kyiv, 28–30 November, 2013) and others. The best experts of the field were involved in constructive work, with the exception of

Ukraine, from (further – in alphabetical order. – O. Shch.) Austria, Germany, Russia, the United Kingdom, the United States of America, as well as the participants from different countries of the world – Belgium, Brazil, Bulgaria, Croatia, France, Greece, Hungary, Israel, Italy, Kazakhstan, Lithuania, Luxemburg, Morocco, Netherlands, Norway, Poland, Portugal, Romania, Slovenia and others.

Significant changes in understanding the aims and objectives took place after the International Conference “**Rhetoric in Europe**” (Saarbrücken, 9–13 October, 2013) [4] (in the original language: “**Internationale Tagung 2013: Rhetorik in Europa: Konvergenz und Divergenz in der Entwicklung**” [1]) which has become a “window to Europe” for me. The event was held under the patronage of the President of the European Parliament Martin Schulz. It was initiated by the **Institute of European Rhetoric** (Germany) [in German: **Europäisches Institut für Rhetorik (EiFR)**, in French: **Institut Européen de Rhétorique (IER)**] which is headed by Professor Dr. Norbert Gutenberg. The meeting was organized and conducted by three educational institutions of Germany and Luxemburg: Saarland University (Universität des Saarlandes), on the basis of which the conference was held, the University of Luxemburg (Université du Luxembourg) and the European Academy Otzenhausen (Europäische Akademie Otzenhausen).

The participation in the discussions at the conference was very interesting and useful for me taking into consideration the prospects for further research on the impact of European integration motive force on the study of rhetoric as an academic and educational subject in the system of higher humanities education of Ukraine at the beginning of the 21st century (the public speech was presented in French at Section 1 “Talk and Learn”, but it was declared in German in the programme) [2-3], and the opportunity of establishing new contacts with scientists-orators from different countries of the world (mostly with French speaking scientists), from Germany, Luxemburg, France, Greece, Portugal, Belgium, Brazil, Lithuania, Russia, Kazakhstan in particular.

In order to reinforce the argumentative framework concerning the actuality and social significance of the initiated rhetoric investigations we give examples of existing international events on the basis of other leading universities of the world: Argentina (Buenos Aires), Belgium (Antwerp and Brussels), Israel, Spain (Barcelona), the Netherlands (Amsterdam), Germany (Bonn, Saarbrücken and Tübingen), Poland (Warsaw), the USA, Croatia (the island of Brac), France (Liège) and others. We have incipient information about the activities of different rhetoric organizations in Russia, Belorussia, Brazil, Portugal, Latin America, work of the Department, or Board, of Education, Philosophy and Rhetoric at the University of Copenhagen (Denmark), the **Department of Speech Communication, Argumentation Theory and Rhetoric** at the Faculty of Humanities of Amsterdam University (the Netherlands); **Canadian Society for the Study of Rhetoric (CSSR, or SCER)** and other groupings and gatherings. We also know about the establishment of **J. Kennedy Institute of Rhetoric** in Kyiv as an analytical centre which specializes in studying the trends of developing political and social rhetoric in Ukraine (Ukraine); the **Romanic Rhetoric School (l'École romande de rhétorique)**

in Geneva (Switzerland), special seminars held in Paris (France) and many other cities of the world.

So, in the near future we are planning to pay attention to the study of teaching experience and the investigation of rhetoric and rhetorical education development by our native and foreign colleagues in the above-mentioned institutions in particular (Germany): the **Institute of European Rhetoric**, the European Academy Otzenhausen (Europäische Akademie Otzenhausen), on the basis of which the **Institute of Rhetoric and Methodology works (Institut für Rhetorik und Methodik (IRM))**, and other educational institutions. The investigation of the curriculum of the German University of Tübingen (Universität Tübingen, or Eberhard Karls Universität Tübingen) may become a model for us, in which the practice of successful speaking goes back to 1496. It is based on the Faculty of Philosophy (2010) where there is a **department of general rhetoric**, the teachers of which teach their rhetoric classes giving seminars (**Seminar für Allgemeine Rhetorik**), including web-seminars aimed at bachelors and masters who want to develop their skills of speech and written communication, and who constantly improve themselves.

It is still important for us to study the methodological approaches existing nowadays at Russian scientific and pedagogical schools. This experience is quite varied. It has a profound research and theoretical framework that is not only represented by a number of scientific works (e.g.: monographs, theses, articles), but is also reflected in pedagogical practice, which is used at higher educational institutions and schools. Every year the **Russian Rhetorical Association** brings a numerous army of researchers, professors and teachers of rhetoric together (the chairman is Doctor of Philology, Professor Volodymyr Annushkin). It must be mentioned that an extensive discussion of the mentioned and other issues will take place at the next international conference on rhetoric (Yaroslavl, 30 January – 1 February, 2014). Therefore, a significant part of our future investigations will be focused on not only the review and analysis of modern literature and rhetoric of higher school, but also on revealing what exactly the Ukrainian and foreign researchers prefer as far as a comprehensive study of the advanced innovative trends in the rhetorical realm of higher education in Ukraine, Europe and the whole world is concerned. The main task is to preserve the best traditions of classical national rhetoric heritage.

All the mentioned issues testify to the powerful, but not fully appreciated, potential of rhetoric (its treasures and opportunities for a diverse and multi-directional impact on the modern communicative audience) in the formation of an elite rhetorical personality at the beginning of the 21st century – a morally mature person, a comprehensively developed person, a rhetorically educated person, a professionally competent person, who is conscious and responsible for his/her rhetorical actions and for future generations. All the raised problems are highly acute nowadays, especially for investigating the role, importance and the place of rhetoric as an academic and educational subject in the system of higher humanities education in Ukraine at the beginning of the 21st century.

In the argumentation of all the given statements we have taken into account the author's experience of direct participation in the above-mentioned and other scientific and methodological activities and meetings in Ukraine and abroad as a senior

researcher of the Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine. We also rely on our profound experience in teaching rhetoric in secular and religious educational institutions of the capital of Ukraine, on author project-concepts (“**A Center of Rhetorical Culture**”, “**A Library of Rhetorical Knowledge from A to Z**”, “**Rhetoric of a Harmonizing Dialogue**”), on more than 60 editions on the study of rhetoric in the mass media, philological and pedagogical fields of knowledge and human endeavour.

We hope that the discussion of the issues represented at the International Conference “**Rhetoric in Europe**” will resonate with our colleagues-orators from any country of the world, and contribute to more profound understanding of all the urgent needs of the analyzed direction.

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• Дякую за увагу •

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• Je vous remercie pour votre attention •

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• Vielen Dank für Ihre Aufmerksamkeit •

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• Благодарю за внимание •

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• Thank you for your attention •

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