Teacher’S Rhetorical Competence: Problems and Practice of Formation

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ABSTRACT
The article raises the issue of the formation of rhetorical competence among teachers; on the inclusion of such a subject as rhetoric in the compulsory part of the curriculum of universities in all areas. Rhetorical competence includes a set of interconnected knowledge, skills, and personality traits that facilitate effective communication; It speaks of the teaching process as a combination of theoretical knowledge, competencies necessary for the teacher to carry out their professional activities, and competence - the ability to practically use the knowledge gained in the implementation of the pedagogical process.

Keywords: rhetoric, rhetorical competence, speech skills of a teacher, interactive teaching methods, pedagogical technologies.

1. INTRODUCTION
The formation of the teacher’s speech culture as an integral part of his professional culture includes communicative competence which allows to successful work in the chosen field of activity. Effective formation of the rhetorical component of the communicative competence of students of pedagogical areas of training is possible when implementing a system-activity approach to learning. The rhetorical competence of a teacher contributes to the achievement of a communicative goal, the choice of a communicative strategy, which is realized through communicative-rhetorical tactics, using speech and rhetorical genres depending on the communicative situation, rhetorical tasks, and communicative experience receptions. One of the main qualities of the professionalism of a modern teacher is successful speech behavior. Rhetorical abilities are necessary for any teacher, since the possession of the didactic functions of pedagogical communication is the most important indicator of professional competence.

The article also talks about technologies for the formation of the rhetorical competence of a future teacher, such as the formation of cognitive, practical-activity and personal components.

1.1. The relevance of the study is due to:
- the growing need of society for university graduates who possess speech competence at a basic level and are able to solve professional problems effectively;
- It is connected with the need to create a model for the development of speech competence of students of non-linguistic universities, as well as a justified and specially developed set of tasks.

The paper defines a number of tasks for the formation of rhetorical competence:
- identify the components of speech competence, the assimilation of which involves the development of students' ability to build a speech work in accordance with a specific situation;
- create a structural model for the development of students' speech competence, including a competency-based and personality-oriented approach, forms of training, teaching aids, and assessment tools;
- develop a set of tasks / study guide for the development of speech competencies of specialists of non-linguistic universities.

Pedagogical rhetoric involves the possession of cognitive, psychological and rhetorical competencies. The main indicator of the effectiveness of pedagogical rhetoric is the level of development of educational material by students. As in other countries, in Uzbekistan higher education involves the training of qualified specialists for various spheres of public life and sectors of the economy - scientific, economic, technical and others. The educational process involves the systematization of knowledge and acquired skills, orienting students to solve
theoretical and practical problems in the vector of the chosen specialization with the creative use of the achievements of modern thought and technology. The state educational standard of higher education defines:

general requirements for the quality of training, the content of education;

the necessary and sufficient level of preparedness of students and general qualification requirements for graduates of educational institutions.

The main feature of the program is the continuity of education.

Everyone has the opportunity to acquire knowledge, professional skills and specialties throughout their lives. This program creates an effective mechanism of the educational system, in which as the main components are presented:

- the formation of a free-thinking person, his moral, spiritual and physical development;

- respect for the individual, the disclosure of creativity and abilities;

- progressive training, obtaining professional skills and full self-realization of a person in life.

In this regard, I would like to draw attention to such a concept as rhetorical competence. It is no secret that the effectiveness of the assimilation of material by students is affected by the accessibility, clarity, and accuracy of teachers' use of speech turns, rhetorical techniques, which can include not only speech figures, but also elements of artistry.

But do all the teachers have this knowledge and skills: the skills of public speaking, building effective speech? Unfortunately, we cannot positively answer this question with confidence. Students often experience incidents of poor teaching of courses.

And this is not about teaching methods, but about the speech skills of teachers. And this does not happen because the teacher does not know his subject, he does not have the skills to build coherent, logical, effective speech, which is the main obstacle to a fruitful dialogue "teacher-student".

1.2. Our Contribution

The solution to this problem could be the inclusion of such a subject as rhetoric in the compulsory part of the curricula of universities in all areas, without exception.

Today, rhetoric is no longer a simple discipline, but a professional one. In the modern world, people who have the skills of oral speech, both public and dialogue, are doing well.

And to a greater extent, the teacher is obliged to possess such skills like the ability to build logically true, reasoned and clear speech. These skills are formed when studying the course "Rhetoric".

Today on the Internet you can find many links to various schools of oratory. People are interested in being trained. Therefore, there is a demand. People want to competently communicate, build dialogues, speak publicly, convey their thoughts to the audience, persuade and make sure.

And this fact confirms the need to introduce the course “Rhetoric” in the curriculum of universities. And pedagogical universities in particular.

2. BACKGROUND

2.1. The role of Rhetoric in history

Rhetoric is one of the oldest philological sciences, in European culture originates from the ancient Greek rhetorical schools, where it was formed as a subject, and later as a science.

Initially, the subject of rhetoric was live speech, verbal skill, eloquence. The first works on rhetoric were created in the V-III century B.C. (Gorgias, Lysias, Plato, Aristotle).

Oral speeches did not reach us, but the doctrine of these speeches was outlined in one of his dialogues by Plato - a student of Socrates and the greatest thinker of the ancient world. In rhetorical teaching, the most important attention was paid to the content of speech, its construction, verbal expression, memorization and mastery of public speaking, speech was closely connected with poetics, the study of styles, logic, and philosophy.

Rhetorical schools were the best educational institutions, they took boys for 7 years old, they were trained for 14 years, young men came out as highly educated people who had learned the sciences of their time, they became statesmen, politicians, military men, and poets. The best speakers led or created rhetorical schools (Gorgias, Demosthenes, in Rome later Cicero, Quintilian.).

In Rome, both the poetic gift, and science, and rhetorical excellence were highly valued. The rhetorical schools in Rome have reached their peak, with unsurpassed speakers and are still recognized by Mark Tullius Cicero, Julius Caesar, Marc Junius Brutus. We learn from their labors.

The speaker’s social status rises, recognition of his role in social life reaches an extraordinary height. It was at this time that whole treatises on the speaker were created. The highest example of this is M.T. Cicero (106-43 BC) combined the skill of an orator, a poet, a statesman, and the learning of a rhetorician. His works - “About the Orator”, “Orator”, “Brutus”. He is both a philosopher and author of the treatises "On Fate", "On the Nature of the Gods."

Cicero claims: the speaker’s properties are activity, courage, sociability, diversity of interests, the speaker is a thinker, and in alarming situations - a warrior.

The role of rules, training in the field of eloquence is increasing. Knowledge of rhetorical techniques and lengthy exercises become necessary. This line in Roman rhetoric is especially carefully designed by Marc Fabius Quintilian (c. 36-96 AD). Quintilian’s famous “Twelve Books of Rhetorical Instructions” have no analogue in the history of rhetoric; they are still used by all speakers.

The famous German historian, author of the multivolume History of Rome, Theodor Momzen, wrote about
Quintilian’s work about this: “The textbook of rhetoric that he compiled ... is one of the best works that have come down to us from Roman antiquity; he is distinguished by a delicate taste and fidelity, simplicity of feeling and image; lively and laid-back, instructive and fascinating; in general, all this work is, according to the author’s intention, the exact opposite of the abundant phrases but poor literature of the time” [3]. The essence of rhetoric, according to Quintilian, is the union of thought and word.

An important role is played by the aesthetic factor in the mastery of eloquence. Cicero made the speech at the head of all things, the laws of nature, the duties of people, for the knowledge of all these things enters people’s lives through speech. Cicero writes: “Before whom do people tremble? Who are they looking at, shocked when he speaks? Who is admired? Who is considered almost a God among people? He who speaks harmoniously, shining with bright words and bright images, introducing even a prose into a certain poetic size, in a word, is beautiful” [6].

In Russia, textbooks of rhetoric appeared in the XVII-XVIII centuries: Feofan Prokopovich, M. V. Lomonosov, N. F. Koshansky; until the second half of the XIX century. Rhetoric was taught in all gymnasiums, lyceums, seminaries, and in many higher educational institutions. For this period, the heyday of academic, judicial, political eloquence is characteristic: V.O. Klyuchevsky, A.F. Koni, A.F. Lunacharsky, K.E. Timiryazev.

In the middle of the XIX century a rhetoric crisis has begun in Russia.

Old and new branches of linguistics took on some of the functions of rhetoric; the culture of speech has become the branch of linguistics. Rhetoric as an independent subject from the 20s to the 80s. XX century preserved only in some universities (Moscow State University, Tbilisi), at the departments of classical philology, in theological academies. Several generations of language teachers who have not studied rhetoric have passed.

Ignoring the subject of “Rhetoric” has led to a noticeable decline in speech skills in a wide variety of areas of communication. The focus was only on the study of the structure of the language but not on the alive speech activity of a person.

Researches in the field of rhetoric are correspondingly reduced. To some extent, the literature on rhetoric was compensated for by works on the culture of speech, stylistics, poetics, and anthology in ancient literature, where Demosthenes, Lylius, and Cicero were represented.

Only at the end of the 70s of the XX century there was an increase interest in rhetoric; mainly among young people; in France, the Renaissance of rhetoric began in the 50s. 80s of XX century became turning points: rhetoric began its ascent both in research areas and in general education, but there were sorely lacking teachers, since they were not prepared and still not a single university is teaching it. Rhetoric is not included in the component of the model secondary school curriculum, as well as in the state standard for teacher training at the university. Note that in the ancient world rhetoric was the basis of the only type of educational institutions that gave higher education.

2.2. Formation of the rhetorical competence of the teacher.

Speaking about higher education today, we mean the formation of personal competencies that are formed in the process of mastering the humanitarian, social, psychological and pedagogical disciplines and include communication, the ability to conduct training, counseling, research, forecasting, applying knowledge in practice, etc., therefore, communicative competence is an integral part of the competency-based approach in determining the content of education.

At the present stage of education, special attention is paid to the formation of communicative competence. The structure of communicative competence includes the following elements: linguistic, linguistic speech, cultural and rhetorical competences.

In this article we will consider the formation of the rhetorical competence of the teacher.

The very concept of “competency” is associated with the modernization of the higher education system in line with the competency-based approach.

In modern pedagogical science, the formation of the teacher’s personality is considered both from the psychological (B.G. L.F.Spirin) point of view. However, most researchers consider only one or several aspects of pedagogical activity, and, therefore, pay attention to the formation of one or another quality, which is part of professional competence.

Initially, the term competence was used in pedagogy only in relation to the study of a foreign language and the ability to express one’s thoughts by means of a given language.

For the first time, the term "competency" was used by the teacher of the University of Massachusetts (United States of America) N. Khomsky in 1965. By competence, he understood “speaking the language”, distinguishing it from “using the language”. However, there is still no unambiguous understanding of the term “competence”: “... on the one hand, this is the goal of training, on the other hand, its content, on the third hand, the result, and on the fourth hand, the means to achieve the learning outcome.”

According to N.L. Goncharova “common to all definitions of competence is understanding it as a personality trait, the individual’s potential ability to cope with various tasks, as a combination of knowledge, skills necessary for the implementation of a specific professional activity” [6].

A.V. Khutorsky designates competence as “... an alienated, predetermined social demand (norm) for the student’s educational preparation, necessary for his effective productive activity in a certain field ...” [17].

Thus, rhetorical competence includes a set of interconnected knowledge, skills, abilities and personality traits that facilitate effective communication.
The competence of a specialist in a particular area forms the specialist’s willingness to fulfill a professional role and makes it possible to solve production problems. And since the solution of professional tasks in many areas is impossible without building a system of communication and effective communication, it can be said with full confidence that without the formation of rhetorical competence, it is impossible to fully train a specialist. And then, rhetorical competence can be defined as a combination of knowledge about communication, which is realized in the field of increased speech activity of a specific professional or social group. Rhetorical skills can be applied in standard and non-standard speech situations.

According to L.N. Gorobets, rhetorical competence includes personality attitudes and rhetorical abilities, knowledge of the language system, rhetoric as a science and knowledge of rhetoric, rhetorical skills correlated with the invention of thought, location, verbal expression and pronunciation of speech, reflection. Rhetorical competence is the highest level of communicative competence that provides rhetorical activity of a person.

Rhetorical competence is the ability to create, pronounce the original text of a particular speech genre, to show empathy in accordance with the needs of the addressee, the purpose of the speech and the situation of public speech. Rhetorical competence reflects the life of the language, linguistic and speech culture. It also includes the history of rhetoric, the connection of language and culture, and the spiritual world of the individual, and the genre-stylistic features of texts as products of speech activity, and their functioning.

The teaching process is a combination of theoretical knowledge, competencies necessary for the teacher to carry out their professional activities, and competency. It is the ability to use the gained knowledge practically in the implementation of the educational process. Rhetorical abilities are necessary for any teacher as the possession of the didactic functions of pedagogical communication is the most important indicator of professional competence.

The creative nature of the pedagogical activity of the teacher is constantly updating professional knowledge and improve their communicative-speech and rhetorical skills, abilities and abilities.

The rhetorical competence of a teacher contributes to the achievement of a communicative goal, the choice of a communicative strategy, which is realized through communicative-rhetorical tactics, using speech and rhetorical genres depending on the communicative situation, rhetorical tasks, and communicative experience receptions.

2.3. Improvement of rhetorical competence

For the formation, development and improvement of rhetorical competence, it is necessary to master such rhetorical skills as:

- invention of thought;
- the formation of goals, objectives, the choice of the genre and the corresponding type of speech for effective speech communication;
- determination of the type of addressee, peculiarities of communication with him;
- presentation logic, choice of the most acceptable way of expressing consent, expressing refusal, refutation;
- determination of the appropriateness of using a particular language unit in a given speech situation;
- skillful use of rhetorical techniques for effective communication with the aim of influencing, persuading the addressee;
- skillful use of intonational highlighting of keywords, etc.

A teacher is, initially, a “linguistic personality”, which possesses not only the subject knowledge, but also possesses rhetorical knowledge and skills related to the basic rules and methods of creation, as well as the peculiarities of the construction and composition of educational material, and methods of presenting rhetorical argumentation.

In the teacher’s speech skills, the speech style is important, which forms the whole style of the lesson. By style they mean different things, but it is absolutely obvious that style determines our perception of a certain person who has a mentality, attitude, worldview. So, the teacher has his own style. This is his speech skill, which consists in the ability to accurately choose the style that corresponds to the task of the lesson and the communication situation, in the ability to successfully choose the method of verbal resolution of the communication situation.

“The main pedagogical goal of rhetoric,” writes A.A. Volkov, - speech competence: developing an individual style on the basis of the ability to build complete oral and written statements on a particular topic in a certain form, which forms the basis of the art of an expedient word.”

The key concepts of the development of rhetoric of the XX century according to A.A. Volkov are: audience, dialogue, monologue, discourse, persuasion, argumentation, etc.

The formation of the teacher’s speech culture as an integral part of his professional culture includes communicative competence, which allows him to work in his chosen field of activity successfully.

Effective formation of the rhetorical component of the communicative competence of students of pedagogical areas of training is possible when implementing a system-activity approach to learning. Studying the course “Rhetoric” suggests that each speaker should be individual, not like the others, should report something new. And in this regard, the teacher should work on creating his own image or his own teaching style. It is necessary to note the difference between the concepts of methodology and teaching style.

The teacher’s own style is his image, his individual style of speech in various occupational situations. The image of the teacher consists of many components. And one of
the main qualities of the professionalism of a modern teacher is successful speech behavior.
Successful speech behavior is not only correctness, accuracy, logic, it is also a non-verbal impact as a means of transmitting information; general requirements for the appearance of the speaker, his clothes, hairstyle, manner of behavior in front of an audience; this is the use of facial expressions and gestures, etc.

An important factor in the effectiveness of the interaction between the teacher and students is the physical behavior in front of the audience.

Close in meaning with respect to rhetorical competence are the concepts of the teacher’s professional culture of speech, rhetoric and speech culture.

But these concepts are not identical. The culture of speech is a strict observance of the norms of the literary language, eliminating profanity, opposing the use of alien words, fostering students' careful attitude to the language, and the desire for clear speech.

Rhetoric - oratory - studies the methods of construction, artistic expression, forms of speech impact on the audience. And if Aristotle had been regarded Rhetoric as the science of the laws of eloquence, then there is not enough mention of pedagogical rhetoric in the scientific field.

In our opinion, pedagogical rhetoric should have the following features:
- pedagogical eloquence - a means of solving educational problems;
- the implementation of educational functions in a variegated group;
- it is not public in nature, but has a strict didactic orientation;
- the main indicator of the effectiveness of pedagogical rhetoric is the level of development of educational material by students;
- pedagogical rhetoric involves the possession of cognitive, psychological and rhetorical competencies.

It is necessary to dwell on the consideration of the components of rhetorical competence.

By L.P. Aksenova [1] constituent components of rhetorical competence are cognitive, practical activity, personal.

Cognitive component: knowledge of the concept of rhetoric, the relationship of rhetoric and culture, the concept of speech activity, knowledge of rhetorical means, the purpose of speech, rhetorical reflection.

Practical-activity component: the correct definition of the qualitative composition of the rhetorical situation, the correspondence of the topic of speech to the problem, the location of speech ideas in the rhetorical situation, the construction of action in the rhetorical situation, the implementation of reflection.

The personal component: understanding the importance of rhetorical culture for the professional activity of a teacher, the need to create a rhetorical event, the need to improve rhetorical knowledge.

The distinguished components of rhetorical competence serve as sub-goals in the general goal of forming the rhetorical competence of a future teacher.

The technology for the formation of the rhetorical competence of a future teacher may contain the following general scientific provisions:
- pedagogical technology should be developed for a specific pedagogical concept, which is based on a certain methodological position of the author;
- the entire technological chain of pedagogical actions, operations, communications should be correlated with the target settings and ultimately lead to a specific result;
- the technology works only in close cooperation between the teacher and students on a contractual basis, while taking into account the principle of individualization and differentiation based on dialogue;
- elements of pedagogical technology should be reproducible by any teacher, and guarantee the achievement of results by all students;
- an obligatory part of pedagogical technology is the development of diagnostics, content, criteria, indicators and valid tools for measuring the results of pedagogical activity.

Thus, we can say that the technology for the formation of the rhetorical competence of a future teacher is the formation of cognitive, practical-activity and personal components.

The process of forming the rhetorical competence of the future teacher is a certain set of forms, methods and techniques of forming rhetorical knowledge, rhetorical skills and personal orientations.

Today, the curriculum of pedagogical universities of the Republic does not include the discipline “Rhetoric”, the content and objectives of which are aimed at mastering not only philological knowledge, but also mastering the skills of pedagogical mastery, the formation of the rhetorical competence of the future teacher. It is necessary to develop programs for the staged formation of the rhetorical competence of the future teacher, a set of means and methods, techniques for the formation of a culture of speech and eloquence of the future teacher, etc.

The success of a modern person in any activity directly depends on his communicative competencies. The teacher is a person who forms in the young generation certain concepts about the world, about the past, present and future; a person who gives certain attitudes and plays an important role in shaping the worldview of students.

And, forming the skills of self-expression, we teach our youth to think critically, create, memorize, speak, because it is these forms of activity that ensure the successful implementation of all other skills and abilities of an educated person.

Modern society and the state place high demands on the level of training of university graduates who possess the necessary professional competencies at a high level, including communicative competence. The relevance of the study is due to the role that education plays in solving the problems facing society.

Today, education has been faced with new tasks to create a personality, reduce the imbalance between the education sector and the labor market, expand the possibilities of using information technologies, etc.
The “speech education” of a university graduate affects its competitiveness in the labor market and successful socialization in the future. However, in recent years, teachers, psychologists, linguists, specialists from other fields of knowledge have noted that the level of students' speech competence is not high enough and does not fully meet the requirements for a specialist in any field today, although this competency is an essential component of training.

In accordance with this, at the socio-pedagogical level, the relevance of the study is due to the increasing need of society for university graduates who possess speech competence at a basic level and are able to effectively solve professional problems. This means that a university graduate must be able to choose a communication strategy and tactics, establish verbal communication and adjust his behavior in accordance with the situation and intention; be able to reasonably express their point of view and conduct discussion in accordance with the principles and rules of a constructive dispute; own tactics of opposition to manipulative speech exposure.

2.4. The problem of the development of the speech competence of students of non-linguistic universities

At the scientific and methodological level, the relevance of the study is associated with the need to create a model for the development of speech competence of students of pedagogical universities, as well as a justified and specially developed set of tasks.

It should be noted that the problem of developing the speech competence of students of non-linguistic universities in the classroom in language disciplines is currently not sufficiently developed. These disciplines are aimed at studying the structure of the language, comparative analysis, translation, etc., but not teaching speech skills. It is appropriate to refer to the classifier of directions and specialties of higher education of the Republic of Uzbekistan. The field of specialty “Humanities” is represented by the following areas:
- Philology and language teaching (by language);
- Literary studies (in languages and areas of research);
- Linguistics (by language);
- Classical philology (by type);
- Textology and literary source study;
- The theory and practice of translation (in languages);
- Comparative linguistics, linguistic translation studies (by language).

Here, the following requirements are established for the content of the educational disciplines of the humanitarian block:
- develop and supplement the knowledge gained on the basis of general secondary and secondary specialized, vocational education; to form a scientific and humanitarian worldview, high spirituality and a democratic culture, economic, legal and creative thinking, conviction and socio-political activity based on the idea of national independence and democracy, national and universal values;
- ensure the orientation of education on its organic unity with history, philosophy, folk traditions and customs; to preserve and enrich the culture of the peoples of Uzbekistan, respect for the history and culture of other peoples;
- develop humanism, patriotism and internationalism;
- ensure the orientation of training and education on the formation of self-thinking, capable of making decisions, comprehensively developed, harmonious personality.

Based on these requirements, it would be advisable to add the direction of “speech education” to the existing areas of the humanitarian block, as it is clear that for training in speech skills of specialists of non-linguistic universities, specialists with speech education are needed who are able to teach speech interaction skills, methods of argumentation and refutation, as well as knowledge of the basics of speech culture, on which are based the skills of conducting cultural dialogue, orientation in an ever-increasing flow of information; able to teach the construction of public speaking and debate, etc.

And to solve this problem, we must solve a number of problems:
- identify the components of speech competence, the assimilation of which involves the development of students' ability to build a speech work in accordance with a specific situation;
- create a structural model for the development of students' speech competence, including a competency-based and personality-oriented approach, forms of training, teaching aids, and assessment tools;
- develop a set of tasks / study guide for the development of speech competencies of specialists of non-linguistic universities.

Globally, research in the field of improving the educational process shows that today, issues aimed at improving the mechanisms of training and the quality of the system of training and retraining of specialists are becoming particularly relevant and significant. The timeliness and relevance of improving the educational process aimed at improving university education in general is determined by the fact that certain positive trends have already emerged in higher education, which allow reorganizing both university teaching and the educational activities of students based on stages and order taxonomic approach to learning material.

The relevance of the study is determined by the social need for specialists with high quality professional speech competence and the need to subject to a detailed study the process of its development in the system of multi-level education in a modern university. An analysis of pedagogical practice suggests that the problem of using technologies to develop the speech competence of future teachers in the process of teaching speech skills has not yet been adequately reflected in the research of scientists.
Despite the available research in the aspect of increasing the effectiveness of teaching using pedagogical technologies in higher education, many problems, in particular, the use of pedagogical technologies in teaching speech skills, are poorly solved both in theoretical and practical aspects. Despite the fact that the question of the development of students’ speech activity in its most diverse aspects has been studied quite extensively, however, in pedagogy, a full-fledged conceptual apparatus has been developed for improving the pedagogical technologies for developing specifically the speech competence of future specialists. The solution to this problem could be the introduction of a practical course of rhetoric in the curricula of universities, and within the framework of the course, the creation of textbooks and teaching aids in accordance with the requirements of the CRES of Uzbekistan.

And here we must understand that rhetoric is not a linguistic course of the Russian language. Rhetoric is distinguished by its goals, objectives, content and structure. In this regard, we are faced with an urgent and socially significant task of creating modern pedagogical technologies for the development of speech skills of specialists.

And these technologies should contribute to the development of the personal orientation of the educational process. And here the question already arises of not “what to teach?” But “how to teach?” (A.B. Khaturskoy).

Speech skills are formed only as a result of focused work based on special methods and techniques. This work can be implemented only within the framework of a special subject with its own content, presentation logic and technology.

Returning to history, we recall that rhetoric until the 18th century was an elitist science, which was one of the “chosen sciences”, and which every educated person should have mastered. Rhetoric at different times experienced periods of prosperity and crisis, and was interpreted differently. Today, more than ever, the issue of “speech education” has become relevant. We must understand that, along with professional skills (Hard skills), we must improve speech skills (Soft skills).

As you know, the activities of educational institutions are aimed at mastering hard skills and there are certain levels of difficulty in mastering professional skills. So why are there no levels of mastery for mastering soft skills?

To confirm hard skills, there are certificates and diplomas. Soft skills do not have certification and to prove their presence is possible only in practice. Soft skills are mastered more slowly than hard skills. To master Soft skills, systematic practical exercises are required.

For this, it is necessary to improve the teaching methods of speech disciplines. As you know, in linguistics there are two areas of research: language systems are studied in one area, and speech in the other. Unlike linguistics, rhetoric deals only with speech, and not with language.

In our work, we set the task of improving precisely speech skills, i.e. the object of study is speech activity, speech communication and behavior. Modern rhetoric is not a study of the structure of the language, nor even a study of the culture of speech as such, rhetoric combines the knowledge of a person from the theory of communication, communication psychology, linguistics, ethics, sociology, logic, philosophy, etc.

Today there is a lot of literature on rhetoric, scientific works. Given the mentality of our society, we must adapt it to the new needs of our time. A specialist who meets the requirements of modernity should know:

- features of written use of speech;
- the history of rhetoric, its current state, the main development trends;
- the basic principles and rules of effective speech communication, the stages of creating a speech work (rhetorical canon);
- the basic principles and rules of effective speech communication;

Be able to:

- choose a strategy and tactics of communication, establish voice contact and adjust their behavior in accordance with the situation and communicative intention;
- build monologue speech, guided by the rules of the rhetorical canon;
- reasonably express their point of view and conduct a discussion in accordance with the principles and rules of a constructive dispute;
- analyze speech acts in terms of their success / failure and draw practical conclusions from this analysis.

Own:

- skills for the effective use of expressive means of the Russian language in different communication situations;
- tactics of opposition to manipulative speech exposure;
- terminological apparatus of modern rhetoric (rhetoric);
- must demonstrate ability and readiness;
- put the acquired knowledge into practice.

To achieve these goals, it is necessary to solve certain problems, which includes:

• improvement of the technology for the development of speech competence of future specialists;
• creation of a model for the development of speech competence of students of non-linguistic universities, as well as the development of a justified and special set of practical tasks / study guide for the development of speech competence.

• development of a structure for improving the technology for the development of speech competence of future specialists.

2.5. The technologies that promote the development of skills and abilities.

Today, there are a number of technologies that contribute to the development of skills and abilities. These are the so-called interactive teaching methods.
The forms of conducting classes using interactive methods are different - this is the construction of various situations, and problem solving, and the implementation of exercises, and work with support terms; organizing meetings, discussions with specialists, games, trainings and creative work.

Moreover, the use of individual and group activities is common to all interactive methods, and, of course, the collective work of students is a mandatory activity. You can use this form of work as holding mini-conferences in the form of facilitation. This will make it possible for each member of the group to reveal himself in a particular speech situation.

What is facilitation and how can this method be used for educational purposes?

Facilitation as a concept arose among corporate work in the second half of the twentieth century. Facilitation is the identification and use of various processes that help people working in a group to carry out common mental activity, come to common decisions, create and improve ideas.

The main task of the teacher, who acts as a facilitator, is to stimulate and direct the process of searching and analyzing information by participants in group work. The teacher is responsible for the group discussion process (the group’s teamwork and format), technologically supports the discussion, and the group is responsible for the content and gives results (actual ideas, suggestions and solutions).

3. CONCLUSION

When using the technology of facilitation for educational purposes, the work becomes more efficient: fast, creative and pleasing to the participants both from the process and from the result. This allows participants to be involved in problem research and decision making. The teacher should organize an effective discussion, where each participant will be able to speak, argue their opinion, etc., the teacher should establish a creative, free, relaxed atmosphere.

The use of facilitation methods actively develops a culture of participation in the dialogue, a culture of constructive debate, competent argumentation, helps to set emotional contacts between students, develop creativity, the ability to think outside the box and be able to defend one’s interests, build teamwork skills, providing high motivation in self-development and self-learning, active life position, disclosure of creative potential, which is an integral prerequisite for the formation of speech skills.

In conclusion, I would like to quote the words of V.I. Annushkina, who expresses the idea that rhetoric is “a common science for all intellectual professions” [2].

Today, the analysis of rhetorical knowledge shows how relevant this problem is and is not yet sufficiently conscious, and studied in the educational process.

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