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MODERN RHETORIC AND THE LAWS OF ITS DEVELOPMENT AT HIGHER SCHOOL IN UKRAINE AND ABROAD

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Abstract: *The article is concerned with modern rhetoric and the laws of its development at higher educational establishments in Ukraine and abroad. It is based on the results of the in-depth analysis of the major trends in developing the modern rhetoric science at higher educational institutions in our country and the most remarkable achievements as far as the perspective, long-term ways of solving the current pressing problems in the mentioned field of studies are concerned. Among the identified laws of developing modern rhetoric there are those that contribute to the integration of the national system of education into the global one, and that are closely connected with the conceptual principles and the main trends in developing higher education in Ukraine at the beginning of the 21st century. The European integration factor helps to reveal some important components of its influence on studying rhetoric (general rhetoric and the professionally oriented one), and rhetoric disciplines (e.g.: Rhetoric, General Rhetoric and Judicial Rhetoric, Oratory, Academic Rhetoric, etc.) in the system of modern higher humanities education. There is also an opportunity to join the study of the best achievements of the leading experts in the mentioned field of human knowledge and effort, maintaining the*

peculiarity of the national rhetoric traditions in teaching rhetoric and carrying out rhetoric investigations.

The author touches upon the experience of organizing a round table on Rhetoric in Higher Education: National Traditions, International Experience, and the European Guidelines held at the Institute of Higher Education subordinated to the National Academy of Pedagogical Sciences of Ukraine within the 23rd International Conference called Language and Culture named after Professor Sergey Burago (Kyiv, June 23–26, 2014). The discussions in which Ukrainian and foreign scientists took part were dedicated to studying the recent experience and progressive innovative trends in the rhetoric realm of higher education in Ukraine and abroad, and the main objective of preserving the best achievements of the classical national rhetoric heritage. Thus, the idea of creating a Ukrainian rhetoric association is quite natural. It will help to unite the efforts of all Ukrainian orators, as well as all researchers and teachers who are interested in rhetoric and other rhetoric disciplines in our country.

We hope that the Israel colleagues will get interested in the above mentioned issues. We are going to conduct a further study of the rhetoric science at higher educational institutions in Ukraine as it is a new topical scientific issue and the main incentive to improve the quality of rhetoric education of future representatives of the national elite.
Keywords: *modern rhetoric science, laws of developing the Ukrainian rhetoric science, ways of improving the quality of rhetoric education, rhetoric, higher school in Ukraine and abroad, a European integration vector.*

Among the most important trends of contemporary comprehension of the current state and urgent problems in the field of higher pedagogical education and science all over the world we would like to draw attention to determining the modern tendencies, main principles, and prospective models of development in the defined coordinates. At the international meetings scientists have been discussing the issue of raising the quality of higher education for the last few years, its major strategies of development, the successful models of effective management of educational systems and the application of modern technologies and modern means of teaching, training and upbringing the future representatives of the national elite to the system of contemporary education. Nowadays there is an urgent global problem to be solved. That is European integration of higher education in Ukraine in the context of the Bologna process. So, taking into account the fact that we have been studying leading international experience within individual work at the Institute of Higher Education of the National Academy of Pedagogical Sciences of Ukraine ("the European integration aspect of studying rhetoric as an educational discipline in the system of higher humanities education in Ukraine at the beginning of the 21st century") [3–12] for the last few years, we suggest taking into consideration all the revealed principles of developing such a new promising area of research as modern rhetoric at higher school in Ukraine

and the whole world.

A great number of prominent Ukrainian scholars and scientists referred to the problem of rhetoric at higher school in Ukraine (at the level of doctoral dissertations and monographs – Halyna Sahach and Nina Holub (the names are given in chronological order. – O. Shch.); the works of other less known scholars and orators have a narrower specialized character (in such research works scientists usually take into consideration only some of the existing components of the problem under investigation). Taking into account the European integration vector we are deeply convinced that proper attention has not been paid to the mentioned area of research.

The main purpose of the article is to reveal a number of key principles and fundamentals of modern rhetoric development at higher school in Ukraine and abroad. The mentioned principles arise from the main development trends in rhetoric education at higher school in Ukraine (the above-mentioned trends have been singled out and defined by the author of the article through the European integration vector and leading European guidelines). Among the determined principles and laws we should primarily focus on those which contribute to the integration of the national education system into the global one. All the conceptual issues are closely connected with the main modern rhetoric fundamentals and trends as far as the development of higher education in Ukraine at the beginning of the 21st century is concerned.

Modern rhetoric at higher school in Ukraine is a new trend of modern scientific and pedagogical investigations (with its key principles and fundamentals of development, and the prospective ways of solving the current problems in the European context) and a dominant basis for raising the effectiveness of higher education at the beginning of the twenty-first century [3–12]. It must be mentioned that the trend under consideration has been initiated and launched by the author of the article and it just starts its spreading, gaining its wide popularity and taking a prominent place among other urgent problems and topical issues of the educational system of our country. Scientists all over the world have been interested in rhetoric for a long period of time before they faced the necessity of studying the European integration aspect of investigating it as an educational discipline in the system of higher humanities education in Ukraine at the beginning of the 21st century. It is evident that rhetoric as a universal realm of humanities knowledge has become a precious heritage of many cultural and educational institutions in Ukraine and all over the world. Researchers

claim that rhetoric is the theory of oratory and the science that reveals the main principles and fundamentals of controlling and supervising mental and speech human activities. Therefore, it has been recognized as a complex science integrating a considerable number of related social and humanities disciplines. In combination with other disciplines it has become an integrated system of knowledge and effort of the whole mankind. To master this unique science you will need natural abilities, deep knowledge of rhetoric art, skills at imitating and reproducing certain models and patterns, regular exercise, and practical experience. Rhetoric as one of the oldest humanities subjects investigates the ways of building artistically expressive, emotional, imaginative and coherent public speaking. No doubt it is difficult to overestimate the importance and value of rhetoric as it is a very important integrative discipline in the system of contemporary higher humanities education. Moreover, it accompanies students of all the existing specialties throughout their lives.

A great number of Ukrainian and foreign scholars and teachers pay great attention to the study of rhetoric and teaching rhetoric disciplines at higher educational institutions. In general, the preliminary investigation reveals more than 110 Ukrainian scientists [5, pp. 491-492], among which the most famous ones should be enumerated (the names are given in alphabetical order. – O. Shch.): Semen Abramovych, Nina Holub, Zoryana Kun'ch, Lyubov Mats'ko, Valerian Moldovan, Halyna Sahach and many others. So, nowadays we notice that a general number of scholars and teachers interested in rhetoric is growing very fast. It must be said that numerous young authors of various new books on rhetoric and oratory joined the circle of famous orators in Ukraine at the end of the 20th and at the beginning of the 21st centuries.

The rhetoric subjects have been included in the educational process and curriculum of many higher educational institutions in our country and abroad. We would say that it is an essential feature, the so-called 'hallmark', of our century. The numerous methodological editions on rhetoric art are written for future lawyers, jurists, philosophers, historians, diplomats, priests, international relations specialists, journalists, editors, linguists, psychologists, teachers, sociologists, managers, advertisers, economists, actors and many others. They represent almost all the educational institutions of our country in general, and Kyiv, Lviv, Odesa, Kharkiv, Chernivtsi, Rivne, Ternopil, Poltava and many other cities of Ukraine in particular [5, p. 491].

Having actualized the suggested issue, we are trying to draw the

attention of the scientific community to one of the major objectives of the National Strategy for Developing Education in Ukraine for 2012–2021 years (the objective of strengthening the human resource potential of higher education is meant). We strongly believe that the rhetoric component has not been well analyzed and thoroughly investigated. The rhetoric component is of great value as it is a dominant basis for raising the quality of higher humanities education as far as personal and social development is concerned. It must be stressed that nowadays its significance is growing very fast as it refers to one of the most important spheres of human life and activities. It must be mentioned that national rhetoric education has a specific status inseparably connected with the historical inveteracy of classical traditions of academic and spiritual eloquence.

So, it is quite obvious and natural that people show a great scientific and pedagogical interest in rhetoric at the beginning of the twenty-first century, as well as in developing rhetoric education at high school in Ukraine. Today there are numerous educational courses (we have calculated more than 50 names) which also constitute the basic foundation of the rhetoric disciplines in the system of higher education in Ukraine at the beginning of the 21st century [5, p. 491], namely: "Rhetoric", "General Rhetoric", "Judicial Rhetoric", "Business Rhetoric", "Prosecutor Rhetoric", "Modern rhetoric" etc. The subjects called "Academic Rhetoric", "Ukrainian Rhetoric: The History of Its Formation and Development", "Neorhetoric in the Mass Media", "Public Rhetoric", "Speech Communication" have recently appeared.

The author touches upon the experience of organizing a round table on *Rhetoric in Higher Education: National Traditions, International Experience, and the European Guidelines* held at the Institute of Higher Education subordinated to the National Academy of Pedagogical Sciences of Ukraine within the 23rd International Conference called *Language and Culture* named after Professor Sergey Burago (Kyiv, June 23–26, 2014) [1]. The discussions in which Ukrainian and foreign scientists took part were dedicated to studying the recent experience and progressive innovative trends in the rhetoric realm of higher education in Ukraine and abroad, and the main objective of preserving the best achievements of the classical national rhetoric heritage. Thus, the idea of creating a Ukrainian rhetoric association is quite natural. It will help to unite the efforts of all Ukrainian orators, as well as all researchers and teachers who are interested in rhetoric and other rhetoric disciplines in our country. Last year

participated in an International Conference 2013 – "Rhetoric in Europe" (Saarbrücken, 9–13.10. 2013) [2; 12], this year participated in the XVIII International Conference "Rhetoric in contemporary Russia" (Jaroslavl', 30.01–1.02. 2014) [3].

We will give examples of well-known and widely used international scientific events (conferences, symposiums, forums, seminars, schools, colloquia, public lectures, workshops) as a weighty argument for strengthening the theses concerning the importance and social significance of the initiated rhetoric investigations on the basis of the leading universities of the world (hereinafter – "a list of countries in alphabetical order". – O. Shch.): in Argentina (Buenos Aires), Belgium (Antwerp and Brussels), Great Britain (Edinburgh and Oxford), Israel (Tel Aviv), Spain (Barcelona and Madrid), Italy (Bologna, Turin and Florence), Canada (Montreal and Saskatoon), Cyprus, the Netherlands (Amsterdam), Germany (Bonn, Saarbrücken and Tübingen), Poland (Warsaw), the United States of America (Baltimore, Los Angeles, Madison, San Antonio and Chicago), Croatia (the island Brac, Postire), France (Liege, Paris, Strasbourg and Tours) and others.

First of all we should single out for praise the activities of the International Society for the History of Rhetoric (ISHR) which contributes to the study of both the theory and practice of rhetoric for all the periods and in all the parts of the world, and the close connection between rhetoric and poetics, rhetoric and the theory of literature, rhetoric and criticism, rhetoric and philosophy, rhetoric and politics, rhetoric and religion, rhetoric and the law, rhetoric and other aspects of cultural life.

We also have information concerning the activity of rhetoric associations, organizations or companies (hereinafter – "a random list". – O. Shch.) in Russia, Belorussia, Brazil, Poland, Portugal, Latin America, Africa; the Department 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 at the University of Amsterdam (Netherlands), the Canadian Society for the Study of Rhetoric (CSSR or SCER) and other groups and gatherings.

We know about the founding of the Institute of Rhetoric named after John F. Kennedy, the analytical centre, which specializes in the study of the innovative trends in developing political and social rhetoric in Ukraine in general and Kyiv in particular. We also know about the Roman school of rhetoric (l'École romande de rhétorique) which is situated in

Switzerland (Geneva), about special seminars and lectures on rhetoric which are held in France (Paris) and Belgium (Brussels), and many other towns and cities all over the world.

It is quite obvious that there is a considerable number of various schools of rhetoric and oratory, numerous courses and centres, clubs and studios of eloquence (rhetoric art), or discourse speech, which help develop public speaking skills. Most of them have been founded on the basis of the leading higher educational establishments or function successfully as separate independent institutions in Ukraine and abroad. Almost all of them have their own websites with unique presentation materials which are nowadays in great demand with the consumers.

We are interested in studying teaching experience in modern rhetoric, as well as in investigating rhetoric and rhetoric education development in different European countries, and in the above-mentioned ones in particular. Thus, in Germany there are numerous educational institutions among which we should enumerate the Institute of European Rhetoric (EifR or IER, i.e.: Europäisches Institut für Rhetorik), the European Academy Otzenhausen (Europäische Akademie Otzenhausen) on the basis of which the Institute of Rhetoric and Methodology operates (IRM, i.e.: das Institut für Rhetorik und Methodik), and many other educational establishments. The study of the curriculum of the German University of Tübingen (die Universität Tübingen or Eberhard Karls Universität Tübingen), in which the practice of successful speaking goes back to 1496, will become an integral part of our scientific investigation. Since 2010 at the Faculty of Philosophy there has been a Department of General Rhetoric the teachers of which teach their classes on rhetoric through seminars (Seminare für Allgemeine Rhetorik), including web-seminars or web-workshops, aimed at bachelors and masters who want to develop their communication skills both in the oral and written form, and constantly improve themselves. Next year the 20th conference called *Rhetoric in Different Countries* (the 20th Biennial Conference called *Rhetoric across Cultures*) will be held by the International Society of the History of Rhetoric (ISHR) in Tübingen (28th–31st July, 2015).

So, in the future we will concentrate our attention and effort on the scientific subject called rhetoric. We would like to invite our colleagues to join the extended discussion on various problematic issues of rhetoric at the events enumerated below, except the above-mentioned conference, (hereinafter – in chronological order. – O. Shch.): the 19th International Scientific Conference called *Rhetoric in the Context of Education and*

Culture in Russia (Ryazan, 29th–31st January, 2015); the 2nd International Conference called *Formation of the Consensus* in Italy; *Rhetoric Between Democracy and Conflict. Building Consensus* (Palermo, 15th–18th April, 2015); *Rhetoric in the Society of Knowledge* in Poland (Warsaw, 24th–27th June, 2015); the 3rd Annual Interactive Rhetoric Symposium in Great Britain (Oxford, 20th–25th July, 2015). It must be mentioned that the conference called *Addressing Matters in Context: The Art of Persuasion Across Genres and Time* which will take place in Cyprus (August, 2015) and the 22nd World Congress on Rhetoric in Buenos Aires (Argentina, April, 2016) and many others excite great scientific interest as well.

Thus, we have revealed a number of major principles and fundamentals of modern rhetoric development at higher school in Ukraine and abroad which arise from the trends in rhetoric education at higher educational establishments of Ukraine that were predefined by the author of the article through the European guidelines. Among the investigated fundamentals we have selected those that contribute to the integration of the national system of education into the global one, and those that are associated and connected with the conceptual framework and the main development trends in higher education of Ukraine at the beginning of the 21st century. We hope that the presented results will help to reveal the prospective trends, tendencies and suggestions of raising the effectiveness of teaching rhetoric disciplines in the analyzed system of education, and will contribute to the development of Ukrainian rhetoric in general. The European integration factor of the question under consideration reveals some important components of its influence on the study of rhetoric and rhetoric subjects in the system of higher humanities education in Ukraine at the beginning of the twenty-first century. In such a case we have got an excellent opportunity to join the study of the best achievements of the leading experts in the field of human knowledge and effort. It is of vital importance to maintain the originality of the national rhetoric traditions in teaching rhetoric and carrying out rhetoric research. We hope to interest the Israel colleagues in the above-mentioned issues and are getting ready with a further study of higher rhetoric education in Ukraine as the latest promising scientific trend and a dominant basis of updating rhetoric education for future representatives of the national elite.

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MEDIA CULTURE IN INFORMATION SOCIETY

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Abstract. *The primary task of education is mastering the skills to work with a variety of information sources, and ability to expose the acquired information to critical analysis. The rapid development of information and communication technologies requires special training of individuals to skillful and safe use of these technologies which makes media education the question of special significance nowadays and brings such notions as “media literacy” and “media culture” in the foreground.*

The article is devoted to the problem of developing of media and information literacy and forming of media culture in information society. The author analyzes interconnection of such notions as “media education”, “media literacy”, “media culture” using the explorations of Ukrainian and foreign scientists. The importance of formation of media literacy and media culture is discussed by many Ukrainian and foreign scholars. Some of them admit that it is necessary to form media literacy and information culture from primary school age because of the strongest influence of uncontrolled flow of information on the younger generation. The others consider cultural competence as a target factor of information literacy and culture. There is also the necessity of expansion of scholarly communication and facilitating knowledge sharing worldwide by means of transforming students to scholars by creating media and information competences through communicating research. During the process of transformation the students become skillful users and creators of information, develop information communications