

Neo-Rhetoric and Formation of the Mental Image of the Postgraduate's Linguistic Personality

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Abstract: Nowadays, the quality of postgraduates training is defined by the commitment (readiness) of the students to effective professional activity, by the possession of the professional skills associated with future profession and by proficiency in professional communication. Modern educational standards of higher professional education give the choice to a wide range of disciplines in the variable part of the curriculum to achieve the effectiveness of training highly qualified postgraduates. It emphasizes the importance of inclusion of targeted activities in the educational process to improve language competence, to improve communication skills, to develop communicative qualities of students' speech. Rhetoric and communication culture helps to learn conscious and effective verbal interaction most purposefully. The term "neo-rhetoric" in the study refers to persuasive communication. Rhetorical skills form the basis of rhetorical competence. The process of mastering rhetorical skills helps students to achieve rhetorical ideal which is considered as "mental sample and the image of a good speech". The program of rhetorical ideal formation with the use of new pedagogical technologies was developed to get the postgraduates with a high level of communicative skills. The study presents some studies on the neo-rhetoric aimed at the formation of the mental image of the student language personality.

Key words: Neo-rhetoric, rhetorical ideal, linguistic personality, mental image, pedagogical technologies

INTRODUCTION

The problem of the postgraduates' rhetorical ideal forming is particularly relevant today. It is connected with the process of reforming of the higher education system in Russia with the changes of the substantial and organizational components of educational programs. The quality of the postgraduates' training today is determined by their willingness to effective professional activity, by the possession of professional skills and abilities associated with the future profession and by the level of professional communication.

Modern educational standards of Higher Professional Education (HPE) give an opportunity to choose a wide range of disciplines that raise the efficiency of training of highly skilled postgraduates. The presence of these disciplines in the curriculum stresses the importance of including the purposeful activities on language competence improvement, on the formation and development of communicative skills of the postgraduates in the educational process.

It is hard to imagine the qualitative development and improvement of the students' ability to express thoughts in the genre-decorated statements in accordance with the situation of communication without rhetoric. It is rhetoric

that helps to reach the goal speech interaction and effectively influence the audience (or a separate listener). Rhetoric also helps to learn to communicate effectively and deliberately.

Literature review: Since, the late 90s of the 20th century an increase in interest in rhetoric has been observed and there is a great number of works on the problem (Campbell *et al.*, 2014; Herrick, 2015; Sloane, 2001; Olmsted, 2008). Nowadays an aspiration for the effective communication demands to consider the forms and methods of influence by means of oral and written speech. The renewed rhetoric has received the name of neo-rhetoric (the term was introduced in 1958 by professor H. Perelman, the University of Brussels). Neo-rhetoric is called the science of persuasive communication.

Rhetorical skills are the components of the communication sphere which is a necessary part of the social world. They form the basis of the rhetorical competence which is the supreme level of the communicative competence. This communicative competence provides the human rhetorical activities. Rhetorical competence reflects the life of the language, linguistic and speech culture. It includes

the relationships between the language and culture, the spiritual world of the personality, genre-stylistic peculiarities of the texts as the products of speech activity and their functions.

The process of mastering the rhetorical skills, rhetorical competence helps the students to get closer to the rhetorical ideal which is considered as a «mental model and a model of a good speech that exists and forms a significant component of culture». We may name it as a reflection (and the incarnation) of the aesthetic and ethical ideals formed in the Russian national culture.

We consider mentality as a set of typical symptoms in the categories of the native language in a kind of (conscious and unconscious) perception of the external and internal world; it is a specific manifestation of the national character, intellectual, moral and volitional qualities of one or another cultural-linguistic community. On the other side mentality is considered as a sort of the stereotypical setting of cultural-cognitive “tuning fork” on the perception of naive picture of the world through the prism of conscious ethno-cultural pragmatics.

The essence of mentality as a rule is caused by traditions of ethno-linguistic culture. Historically, the rhetorical ideal is variable, it is formed for centuries. Speaking about modern Russian rhetorical ideal, we can distinguish such features as traditional principles of truthfulness, kindness and justice, sincerity and emotional restraint, sincere tone of communication and its dialogism. In modern Russian rhetorical ideal the richness of verbal expression is recognized but unbalanced state, familiarity, toadyism and anger are blamed.

All the named qualities are inherent to the Russian mentality and to form them among the students, we have created the program for students of the training direction 071900 «library and information activities» (the main educational program «theory and methodology of library and information management»). The relevance of the proposed approach is that the rhetoric is studied as a component of a culturological paradigm as a socio-linguistics phenomenon (Romaine, 2000; Thompson and Fevre, 2001) also as a phenomenon closely associated with the ethnic traditions and history of the Russian rhetorical ideal formation.

MATERIALS AND METHODS

The research is devoted to studying of an integrated approach to formation of the language identity of undergraduates. Empirical materials are developed on the basis of the theoretical provisions made by K. Campbell, S. Huxman, T. Burkholder, J. Herrick, T.O. Sloane, O. Wendy, N. A. Amelchenkova, etc.

Research objective is to create educational and pedagogical conditions for mental image formation of a personality. The issues realized during the research:

- Theoretical literature on the research problem studying
- Comparative analysis of Russian and foreign approaches to mental image formation process of a personality
- Development and approbation of mental image formation methods of a personality on the example of the educational activity with the students searching for Master’s degree
- Justification of the efficiency of the used methods and making up a conclusion

Among the most effective educational methods for mental image formation the following were chosen: case method where squeezed cases and mini-cases were used; role-plays, when actions of the particular person is fulfilled; method of the essays writing, preparing and conducting lectures, method of discussions were used in the classes. The analysis of the students’ works allows to reveal their written speech culture and to get into an inner world of the personality.

Involvement of undergraduates to preparation and carrying out lecture discussion is a way to check how the student is able to ask questions, quickly and professionally to react to statements of the opponent, what behavior of the undergraduate lecturer in audience, what nonverbal means of communication, maintenance of attention of students the participant the undergraduate owns.

RESULTS AND DISCUSSION

The developed system involves the use of modern pedagogical technologies which allow to achieve good results and to strengthen the effectiveness of the training.

Here are some fragments of lessons directed at the formation of the mental image of the student’s linguistic personality.

Theme “essence, functions and means of communication”:

- Characterize the communication goals (information, contact, incentive, coordination, emotive, etc.)
- Communication is usually shown in unity of five of its parties. Call these parties and characterize them (interpersonal, cognitive, communicative and information, emotive and behavioural)
- List functions which are carried out by communication

- Continue the etiquette formulas used in the course of communication and characterizing the Russian tradition of communication (self-representation formulas, greeting formulas, invitation formulas, congratulation formulas, request, consent, permission, refusal formulas, expression of gratitude, remarks, prevention, expression of condolence, parting formulas, communication termination)

It is expedient for the students to be trained in role communication. So, postgraduates are offered to break into two groups depending on the carried-out role: journalist or interviewee. Each participant of the last group chooses what role he or she will play (the businessman, the metropolitan, the governor, etc.) and within 3-5 min answers questions of journalists. In the summary, it is discussed, whether it was easy to communicate, proceeding from a certain role what experiences and thoughts arose during exercise performance.

Theme “the peculiarities of Russian eloquence, types and forms of communication, questions and answers in speech communication”:

- Analyze the different types of questions (informative, checking, confirmative, alternative, guiding, provocative, etc.), give the examples of the questions and answers of each type on the topic related to your specialty
- Tell about the rules of the answer formulation
- Ask questions properly according to the situation (check the accuracy of information perception, get more information by asking questions, etc.)

Students are encouraged to make play using various questions of the communicative situations:

- You would like to know the opinion of the fellow students on your statement
- The speaker evades from the topic and does not report the expecting information
- Your fellow student did not agree with the part of your speech and you want to know the reason for this rejection

The writing of an essay about the peculiarities of Russian eloquence could be the end of the lesson as this kind of work is one of the modern pedagogical technologies.

Theme “public speech, rhetorical analysis of public speech”: Name the types of speech (informing, arguing, discussing, epideictic). Suggest the possible introduction

and conclusion to the following topics: «How to control oneself», «I’m the manager», «How I see the modern leader».

Make the rhetorical analysis of the heard speeches according the plan: whether the contact with the audience is established; whether the logic of the topic is sustained) whether the proportionality of the structural parts of speech is observed; whether the norms of literary pronunciation are kept; whether the figurative language means are used; what are the methods of holding the attention the researcher used; how the non-verbal means are used; whether ethnic and cultural peculiarities of Russian linguistic personality are reflected in speech (scheme for the analysis is on the screen).

Prepare the convincing speech, using a variety of reasons and arguments (name them and give examples from the text of the speech). To complete the work, we can use some gaming technologies, e.g., game-quiz.

Theme “norms of literary language and speech etiquette”:

- Name the types of the literary language norms. Which of them are connected with the Rethoric?
- Determine the words which are the norm of the literary language and which are the vernacular: I lie down (in Russian: ljagu ljazhu); I put on (in Russian: kladu lozhu); Purr, please (in Russian: murlych’ murlykaj)
- Stress the words properly. The examples are given with the most difficult words in the Russian language
- Give the examples of phrases of the following types: tautological combinations in which one of words is superfluous; phrases which aren’t tautological but one of words can be rejected in order to avoid redundancy, i.e., a pleonasm; phrases in which it is impossible to reject any word
- Make up a dialogue or a monologue on one of the following topics: “I’m a reader of the library”, “I am a spectator”, “I am a manager in a large tourist company”. Try to observe norms of speech etiquette
- Read the text trying to observe the orthoepic norms. Speak about the techniques to remember the reading, name the forms and methods of reproducing the text

In the structure of this lesson some dialogue techniques are used, for example, self-presented dialogue (task 5), where the student demonstrates the profitable image; reflexive, spiritual dialogue.

An important part of the rhetorical ideal formation are non-verbal means such as: facial expressions, postures and gestures. Students should always try to put emphasis on the peculiarities of non-verbal behavior of the Russian people.

Theme “speech communicative qualities”:

- Analyze the language of the mass media publications. Find the examples of speech errors (at least ten) and specify their nature:
 - The word is used incorrectly
 - Paronyms are used incorrectly
 - Stylistic words combination is broken
 - There is pleonasm in the sentence
 - The form of idioms is broken
 - The unnecessary repetition of words is used
- Devise a coherent text trying to include at least fifteen idioms (to develop skills in the use of the expressive means of the language)
- Pick up synonyms from the offered options to the words of the foreign-language origin (synonyms are given by the teacher to each word) indifferent, ambition, immoral, infernal
- Analyze the sentences given below and find the logical errors: the logical leap; the substitution of the notions; amphibolization; the narrative alogism

The lesson was attended by the director, the head teacher, the librarian, and also by Maria Y. Kuznetsova and Tamara N. Sidorkina. Hard-working man is always busy enough in the village. The rest of the other mechanizers are also too busy. A list of documents is necessary in order to get a job. JSC “comet” passes barns in unlimited quantities. The responsible person is appointed to work and to ensure children from disadvantaged families to be employed. Photos at his exhibitions are unique, the world around us appears in its unique diversity. If the tick bites can’t be prevented, it must be removed carefully and examined for free on the infestation of tick-borne encephalitis virus in the bacteriology laboratory. The commander ordered the soldier to carry his suitcase to the barracks.

At the end of the lesson students are offered to make their own speech portrait. They are to answer some questions in written form: what norms of the literary language are often broken by the student; what prevents the speech to be right; what methods and means for improving the postgraduate’s communicative speech skills are the most effective.

Theme “verbal and non-verbal means in neo-rhetoric”:

There is a set of qualities that characterize the person in all the manifestations and all of them are extremely necessary and important for effective communication of the people.

Make the list of the qualities important for communication and try to imagine the sociable person. What it is he or she like? Does he or she differ from other

people? In a word, draw your image of the sociable person. Remember literary heroes, the acquaintances, etc. Perhaps, it will help to make the list of the qualities important for pleasant and productive communication.

According to explanatory dictionaries write out definitions of dialogue, monologue, polylogue. Pick up the small fragments showing the existed forms of the speech.

Here are some signs of the dialogical and monological speech. Group them in 2 columns, try to give fuller (in comparison with the previous task) answer on what is a monologue and a dialogue:

- Roles “speaking” “listening” are fixed
- Presence of at least two participants of communication
- Presence of the addressee of the speech is obligatory
- The role of the addressee is active; the perception of information is followed by these or those communicative reactions
- Presence of only one resercher of the speech
- Smaller degree of syntactic complexity of the text
- Transition of the speech courses from the sender to the addressee and vice versa
- Optionality of feedback
- Obligation of feedback
- The addressee can be absent or have an abstract character
- Smaller degree of an improvisation of the speech
- Big degree of an improvisation of the speech
- Big syntactic complexity of the text
- The role of the addressee is passive and is reduced to perception of the speech without the expressed communicative reactions or with restriction of similar reactions

What gesture functions do you know? Compare the peculiarities of the non-verbal behavior of the teacher and the doctor, the librarian and the seller, etc.

The activity “transfer of emotions” all get in a line in a nape to each other, the first person turns to the second and gives him or her a facial expression of any feeling (joy, anger, sadness, surprise, etc.), the second person passes the same sense to the next person, etc. The last is asked, about the kind of feeling he got and it is compared to what feeling was initially sent and how each participant understood the received sense.

Be ready to speak on the topic “my profession” taking into account the communicative qualities of the Russian speech.

Evaluate the performance of your fellow student according the scheme: correctness and purity of speech; consistency; expressiveness; the appropriateness and

correctness of the postures, gestures, facial expressions; ability to take into account national nonverbal communication.

Describe the morning of your working day, pay attention to non-verbal means of communication. During the training period the students are offered to take part in the research projects connected with the study of the modern linguistic field of the region with the reflection of its national culture. The student's final speech determines the development of his oral skills, the level of acquirement the practical rhetoric, the ability to turn in speech mental image of the linguistic personality.

At the final stage of training the new forms of final control are introduced: lecture-discussion: "the verbal image of the modern manager"; the preparation of the demonstration material for use of the case method; the working up of the business game on one of the topics; self-presentation of the postgraduate. The students prepare the suggested forms themselves and hold them in their groups with further discussion.

CONCLUSION

Nowadays higher education system makes great demands of the University graduates. They should be highly educated, widely erudite, cultural, creative specialist and should master the professional competencies. One of the most important tasks in the educational process is the formation of linguistic identity, seeking to get closer to a rhetorical ideal.

An integrated approach to the formation of linguistic identity is an important and urgent problem as the process of mastering the Russian language creates the preconditions for thoughts structuring, intelligence development and for cognitive complexity activities. Linguistic identity is both typical and individual, invariant and variant. In this regard, a comprehensive

description model of the linguistic personality involves sociolinguistic, psycholinguistic, linguo-rhetorical, cognitive and personality aspects. Strong and deep knowledge in the field of rhetoric, culture of speech and the Russian language enables to develop a mental model, a kind of the standard linguistic identity. The Russian literary language and mastering of the effective communication technologies should act as the universal (comprehensive and thorough) characteristics of the individual.

The formation of the mental image of the postgraduate's linguistic personality is the long and laborious process which requires the consolidation of efforts of various specialists and only then the result will be effective.

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