Analysis of e-resources for the specialist's rhetorical culture development

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Abstract. The interpretation of the category "rhetorical culture" as an integrative personality character-ictic, which includes knowledge of history, theory and methods of public speaking (stages of speech preparation, rhetorical paths and figures, methods of activating audience attention, etc.), intellectual, speech, ethical, aesthetic and artistic-performing qualities, which are expressed in the form of an original product of mental-speech activity, is given in the article. The typology of e-resources in the specialist's rhetorical culture development is characterized. Among them video content (speeches of outstanding speakers of the past and present, movies fragments, theater performances, television programs, speeches of masters of the artistic word, lectures by national and foreign teachers, reports of famous scientists, fragments of lessons and educational activities), audio content (podcasts, audiobooks), rhetoric courses on educational platforms (Udemy, EDUGET, TED), specialized resources on rhetoric, specialized software in the field of rhetoric (Speaker Coach, Ummo, Public Speaking for Beginners, Black Rhetoric, Govorillo), social communities for on-line communication (Facebook, Instagram, Telegram). Descriptive charac-teristics of each type are briefly provided and relevant examples with Internet links to typical Internet content are given.

Keywords: rhetorical culture, e-resources, electronic educational resources, specialized software in the field of rhetoric, development of rhetorical culture, digital technologies, professional training

1. Introduction

Digital technologies are in focus of the educational field, which not only provides wide access to educational services, but also influences the development and development of professional culture through audio-visual content of learning, in particular, in a certain field of knowledge through communication with young people. Instead, young people today pay more attention to the bright Internet content, which develops a youth culture of communication, which does not always meet the standards of literary language and academic, and extraordinary individuals who can emotionally enhance and color their own ideas and thoughts to influence the minds of as many persons within social content. This highlights the problem of the future specialist's rhetorical culture development, because the speech presentation of ideas, oral support of communication processes, communication within the educational and professional environment

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are of the more quality, the more successful will be the results of educational and professional activities.

The problem of development of specialist's rhetorical culture was studied in different directions. We have established the connection between the concepts of "speech skills" (Kapska [11]), "rhetorical (oratorical) literacy" (Rozhdestvenskij [20]), "language personality" (Semenog [23]), "professional performing culture" (Tarasevych and Miroshnyk [26]), "pedagogical skill" (Ziaziun [31]), "linguistic and journalistic culture" (Gamretsky [6]), "rhetorical culture of the teacher's personality" (Sahach [21]).

Among the results of scientific research in the context of the problem of forming specialist's rhetorical culture let's note:

- substantiation of theoretical bases of rhetoric as a science and laws of efficiency of speech activity of the teacher (Iunina [10]);
- expression of rhetorical-speech component in the structure of pedagogical activity (Matsko and Matsko [15]);
- disclosure of the essence and structure of rhetorical activity, its main stages (Annushkin [2]);
- the development of a system of specialist's rhetorical skills (Abramovych and Chikarkova [1]);
- checking the effectiveness of pedagogical conditions of rhetorical training in an educational institution (Holub [9], Kozlova and Kolesnikova [12]);
- highlighting the features of pre-service teachers' language training: aspects of the development of rhetorical culture of humanities students (Bilousova [3]), students of technical specialties (Zaliubivska [30]), specialists of inclusive educational institutions (Tarasova [27]), pre-service teachers (Herman [8]), undergraduate students within the framework of building their scientific research competence (Naydenova and Sorokina [17]), preachers (Naydenova, Sorokina and Labko [18]);
- theoretical principles of development of rhetorical culture of teachers of higher education institutions (Luneva [14]);
- analysis of the impact of rhetoric on the process of socialization of the individual and the development of cultural norms and patterns of behavior (Wess [29]);
- the relation between rhetoric competence and comprehension (Sánchez, González and García [25]);
- analysis of the nature of the rhetoric of charismatic leaders (Heracleous and Klaering [7]);
- research of student fears about public speaking and ways to overcome them (Chollet et al. [5], LeFebvre, LeFebvre and Allen [13], Sedlan König, Peulić and Matijević [22], Travis [28]).

Also, after analyzing the findings on language and speech teachers' training and the their professional culture development, we note the results related to the use of digital technologies: development of media culture of teachers (Boronenko, Kaysina and Fedotova [4]), development of teachers' professional culture by digital technologies (Álvarez Núñez et al. [32]), as well as Osina [19] finding, which substantiates the principles, didactic functions, methods of using videos at rhetoric lessons.

However, the systematic analysis of the findings confirmed the fragmentary nature of the work on the use of e-resources in the development of specialist's rhetorical culture, which determined the purpose of our study.

The purpose of the article is to identify the e-resources types that will be successful in developing the specialist's rhetorical culture.

This purpose led to the solution of the following *tasks*: 1) to clarify the essential characteristics of rhetorical culture; 2) describe the digital technologies types that can potentially affect the level of development of rhetorical culture.

2. Methods

The study is based on clarifying the defining characteristics of the rhetorical culture of the specialist and analysis of Internet content to determine the typology of e-resources in the field of rhetoric and their impact on the specialist's rhetorical culture development.

Previously, a structural and logical analysis of the essence of the phenomenon of "rhetorical culture" is made.

The method of classification is used for conditional division into subsets of available Internet resources and specialized software in the field of rhetoric in order to organize them.

3. Rhetorical culture characteristics

According to the results of terminological analysis of the concepts of "culture" and "rhetoric", analysis of the findings of leading researchers of this category (Bilousova [3], Sahach [21], Zaliubivska [30]) we found that the specialist's rhetorical culture should be perceived as his integrative personality characteristic, which includes thorough knowledge of the history, theory and methods of public speaking (stages of speech preparation, rhetorical paths and figures, methods of activating the audience's attention, etc.), intellectual, speech, ethical, aesthetic and artistic qualities, which are expressed in the form of the original product of thought and speech.

Modern rhetoric, the subject of which is effective professional speech, plays an important role in the personal and specialist's professional development. In the system of higher education, its study is aimed at solving a number of important tasks: mastering knowledge of the theory and history of public speaking (main categories, rhetorical canon, genera and types of eloquence, outstanding speakers of the past and present, etc.); acquaintance and application in practice of technology of preparation and delivery of speeches of different types; development of verbal and nonverbal communication skills; development of speech technique (professional breathing, diction, individual vocal qualities); development of the artistry of the speaker (ability to bright, expressive, skillful, aesthetically pleasing presentation of speech); mastering polemical skills; development of skills to solve communicative tasks in a specific communication situation.

Since antiquity, among the most effective ways of forming and developing the specialist's rhetorical culture are studying the speeches of outstanding persons (structure, style, rhetorical paths and figures, etc.), observing the speeches of masters of eloquence (manner of speaking, use of verbal and nonverbal means, methods of attracting and retaining the audience's attention), writing and delivering their own speeches of various types.

With the development of digital technology and means, it has become possible to add to this list the use of e-resources in the field of rhetoric: electronic educational resources on rhetoric; specialized resources on rhetoric; specialized software in the field of rhetoric; social communities for on-line communication.

4. Types of e-resources for the development of specialist's rhetorical culture

According to the results of content analysis based on the method of classification, the typology of e-resources (ER) in the field of rhetoric is characterized (figure 1).

4.1. Educational e-resources (EER)

According to the regulations of the Ministry of Education and Science, electronic educational resources are teaching means on digital media of any type or placed information and telecommunication systems, which are reproduced by electronic technical means and used in the educational process [16].

In the process of the specialist's rhetorical culture development EER are used to acquaint with theoretical material, visual support, analysis of techniques, methods of writing and presenting texts of speeches; development of video and audio support. In particular, electronic texts, diagrams and tables (when considering structured rhetorical material: canons, rules, content and structural elements of rhetorical culture), photo portraits (when studying the history of rhetoric), materials from multimedia encyclopedias (in clarifying the basic concepts "rhetorician", "subject" and "object" in a public speech, etc.); slides (when studying the technology of preparation and delivery of speech), soundtrack, video clips are used.

Educational e-resources include audio (podcasts, e.g. Audio Course "Rhetoric Online", audiobooks, e.g. Aristotle "Rhetoric") and videos (fragments of movies, theater performances, television programs, performances of masters of the artistic word, e.g. Charlie Chaplin's speech from the movie "The Great Dictator"; speech by King George VI of Great Britain from the movie "The King's Speech" and the Real King's Speech), which have a positive impact on the development and development of specialist's rhetorical culture, educational platforms, where open access to training courses in rhetoric, public speaking.

Speeches of outstanding speakers of the past and present (Martin Luther King "I Have a Dream"; Steve Jobs' Stanford Commencement Address; Mark Zuckerberg Harvard Commencement Speech) give an opportunity to get acquainted with current trends of modern eloquence (manner of speaking, rhetorical techniques, use of technical means, features of video, etc.), and therefore can be used in the process of forming the specialist's rhetorical culture.

Let us note also the courses on rhetoric, posted on educational platforms such as Udemy (Rhetoric master class; The Complete Presentation and Public Speaking/Speech Course), EDUGET (Individual course of public speaking skills "Oratorio for teapots"; Training course on the skills of effective self-presentation "Secrets of effective self-presentation"), TED (Technology, Entertainment, Design) ("How to use rhetoric to get what you want" by Camille A. Langston; "How to speak so that people want to listen" by Julian Treasure; "The 7 secrets of the greatest speakers

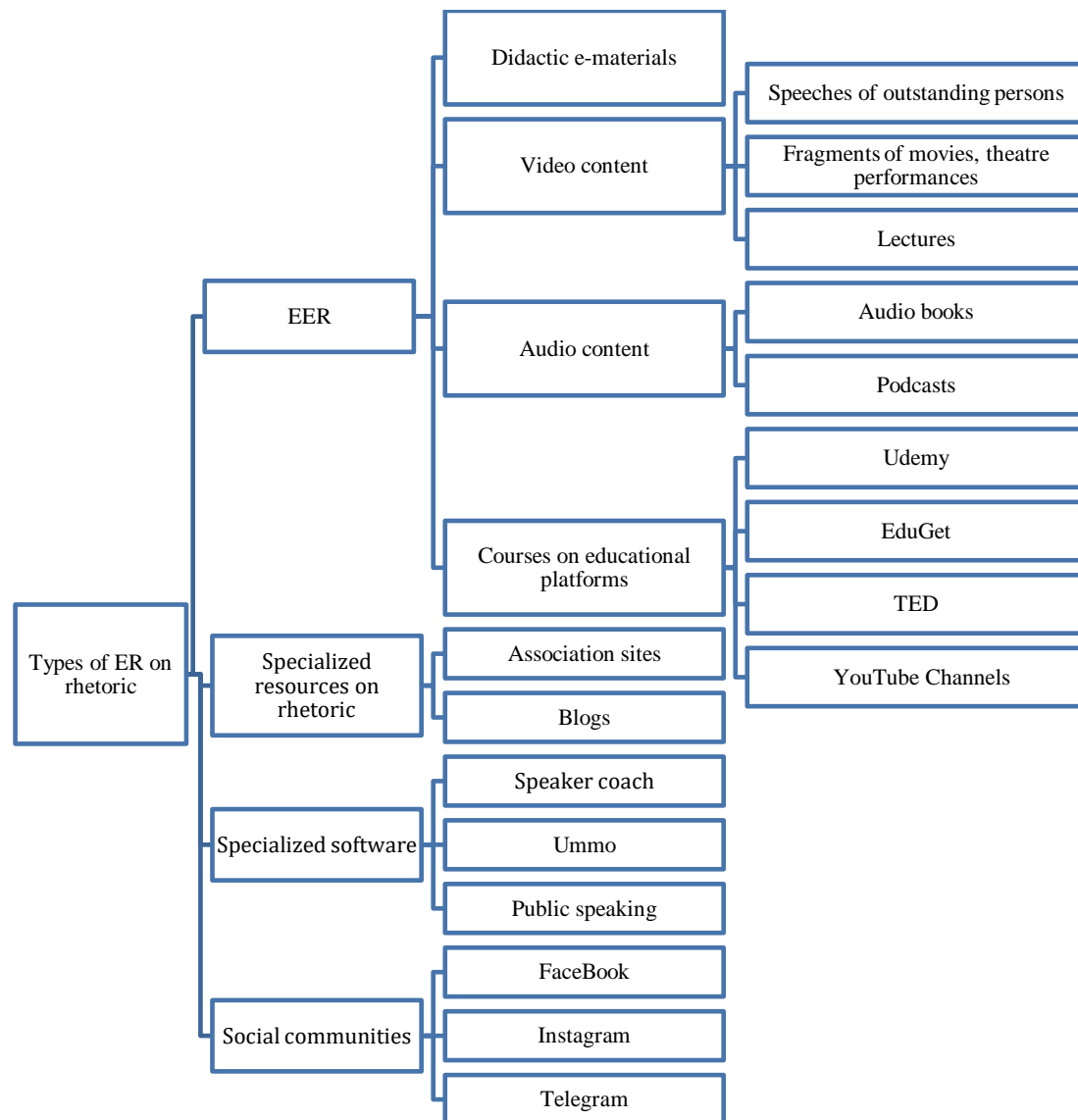**Figure 1:** Educational e-resources on rhetoric.

in history" by Richard Greene; "TED's secret to great public speaking" by Chris Anderson).

4.2. Specialized resources on rhetoric

Among the specialized resources on the rhetoric in the Internet let's note:

- American Rhetoric resource (figure 2), dedicated to current issues of modern American eloquence (audio and video versions of public speeches by speakers of America and the world, analysis of rhetorical figures, lectures, debates, interviews);

- resource of the American Society for the History of Rhetoric (figure 3), which contains information about the activities of this institution, including the *Journal for the History of Rhetoric*, practical symposiums, etc.;
- resource of the Italian rhetorical association (Associazione Per La Retorica) (figure 4), focused on promoting rhetoric as a communicative and creative discipline, justifying the need to study it to succeed in professional activities. The website contains a large number of videos, texts of speeches of prominent speakers with detailed analysis, methodological developments in the development of rhetorical skills and others through access to the media library and videos, methodological developments in the development of rhetorical skills and more.

Among the websites that contain textual materials on public speaking (messages, manuals, publications, abstracts, speeches of prominent speakers) let's note blogs dedicated to the problems of eloquence, for example, the blog "Oratory: just about the main thing" (figure 5) and authors' blog https://budianskiy.blogspot.com/.

According to the analysis of Internet content, we agree with opinion of Shcherbakova [24] and confirm the lack of rhetorical Internet resources aimed at promoting the achievements of Ukrainian eloquence, as well as Internet resources adapted to the needs of students and teachers of higher education who want to develop their own rhetorical culture.

4.3. Specialized software

For the development and development of specialists' rhetorical culture there are a number of specialized software focused more on improving speech technique (professional breathing, diction, sound position), mastering the methods of public speaking, discussion techniques, control of their own speech deficiencies and errors.

Orator's Coach (figure 6) is an application for iOS and Android, which makes them available: a detailed description of theoretical aspects of public broadcasting; a selection of exercises to improve speech technique; trainings; colloquialisms; lessons on the pronunciation of certain sounds. The application can be considered a voice simulator, as it makes it possible to correctly add overtones, develop voice power, improve diction through specially selected texts, colloquialisms and monophony (phrases or poems in which all words begin with one, "problematic" letter).

The app developers provide the ability to record their own speech with subsequent listening and correction of diction and acoustic deficiencies. It is also possible to add articles to the "Favorites" list; filter them by tags and sections (theory, pronunciation improvement, monophony, colloquialisms, speech therapy techniques, preparation for public speaking); adjust personal settings (font size of articles in the app window, sending texts or audio recordings by e-mail, etc.).

All materials of the application can be divided into several categories: theoretical articles, colloquialisms and monophony, exercises for pronunciation, preparation for public speeches.

It is advisable to use the software to improve the speech and artistic and performing elements of rhetorical culture.

Ummo App (figure 7) is an application that can be used to analyze the prepared speech by fixing some of its parameters: recorded language transcript, number of pauses, recorded word-

Figure 2: American Rhetoric resource.

Figure 3: Resource of the American Society for the History of Rhetoric.
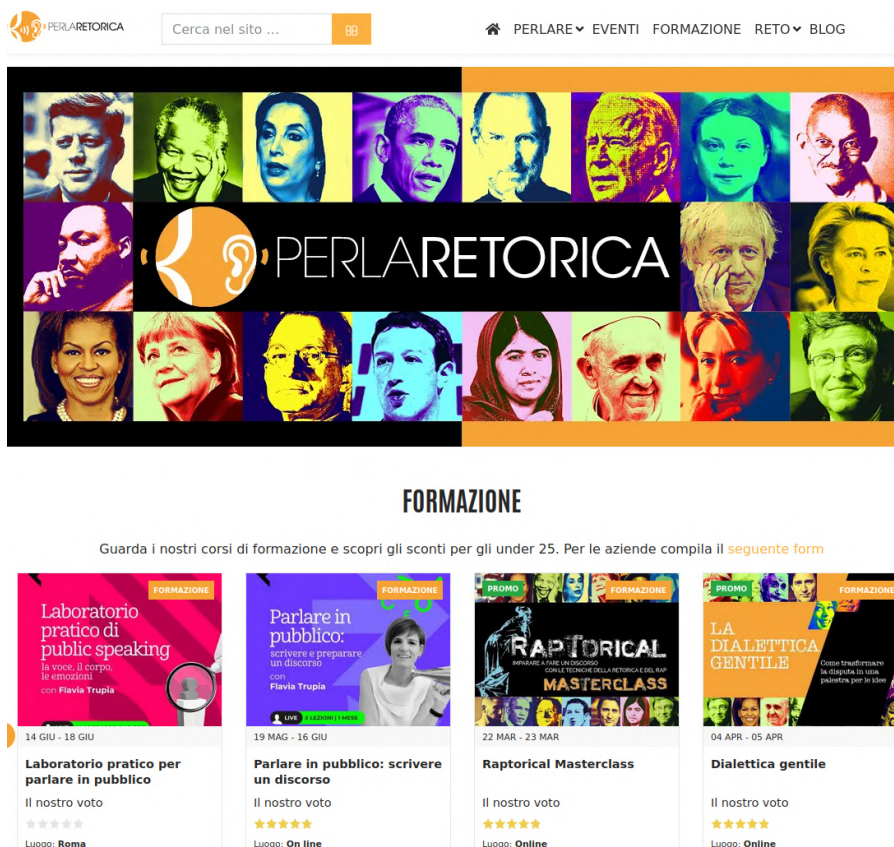
Figure 4: Resource of the Italian rhetorical association – Associazione Per La Retorica.

Figure 5: Blog "Oratory: just about the main thing".

parasites ("well", "actually", "um") etc. The generalized information in the form of diagrams is then fed to a computer screen, which allows you to analyze the speed of speech, the purity of speech, the volume of pronunciation, and so on.

Note that the application is designed for iOS, costs $2 and offers services only for speaking in English. But, as practice shows, the application helps to control your own language by demonstrating errors in absentia.

It is advisable to use the software to prepare for a public speech (speeches, reports at a scientific conference, lesson or extracurricular activity in a foreign language).

Public Speaking for Beginners (figure 8) is an application for iOS and Android, designed to reduce fear of public speaking. Thanks to the ability to choose the venue (theater stage, office,
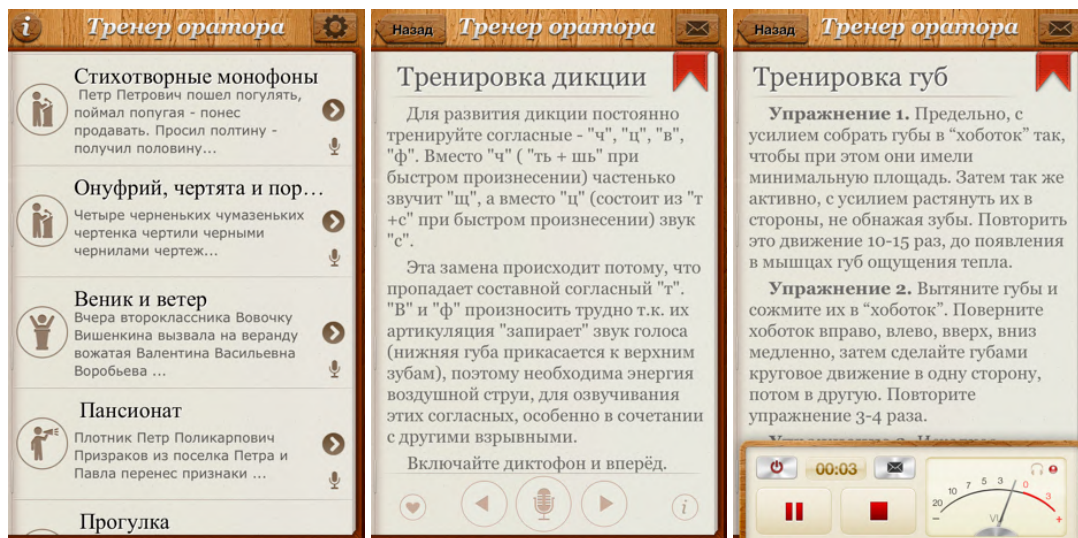
Figure 6: Speaker Coach App.
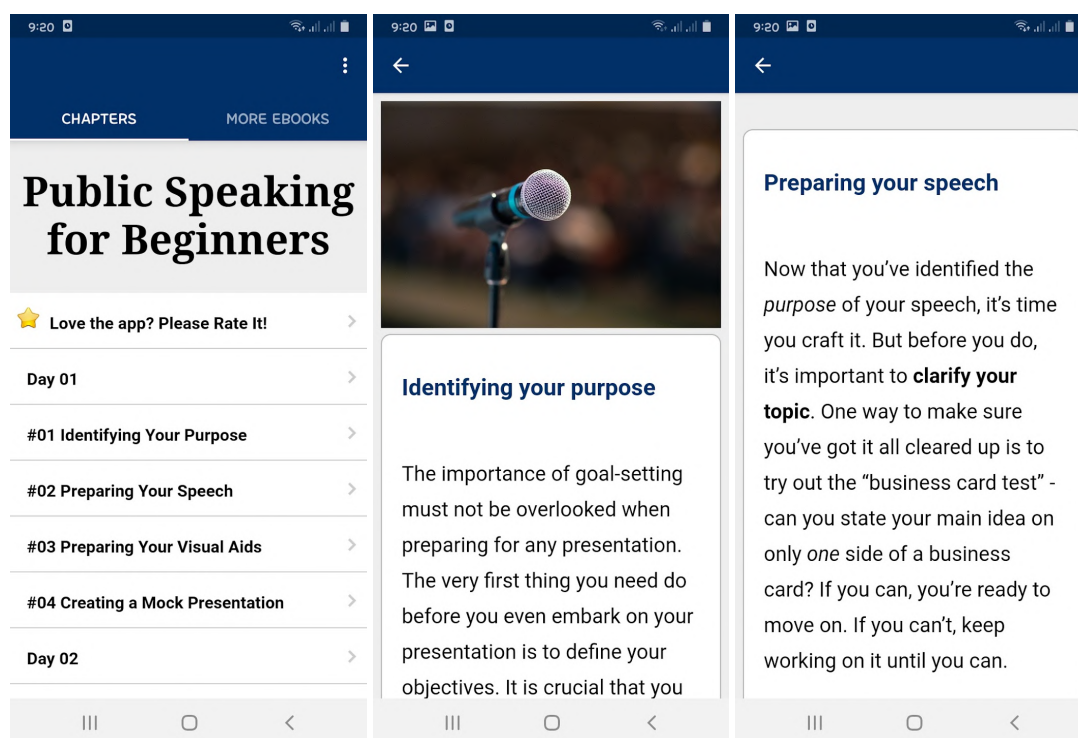

Figure 7: Ummo App.

Figure 8: Public Speaking for Beginners App.

etc.) creates a sense of 3D reality. Note that using the application requires the purchase of an additional Google Cardboard gadget, which attaches to the smartphone and allows you to see the virtual room around the corner.

It is advisable for novice speakers to use the program as a virtual platform for public rehearsals.

Let's note that such applications are not developed in Ukraine, although they are a popular resource for future specialists.

4.4. Social communities for on-line communication

Among such social communities we can note web conferences, webinars, forums, Skype, etc. Social communities create conditions for establishing contacts with students and teachers of higher education institutions of Ukraine and abroad, promote direct communication between representatives of different rhetorical traditions, exchange of scientific and practical achievements in rhetoric, educational, methodological and scientific literature, create conditions for discussions and more. Currently in Ukraine, such means are beginning to be actively used in educational and scientific work on the study of rhetoric.

On popular social networks, such as Facebook, Instagram, and Telegram a number of rhetorical communities, such as "Oratory community. Krasnomovets" (figure 9), "Orator Club Community" (figure 10) are created.

Despite the commercial nature of the resources presented, they provide free access to useful
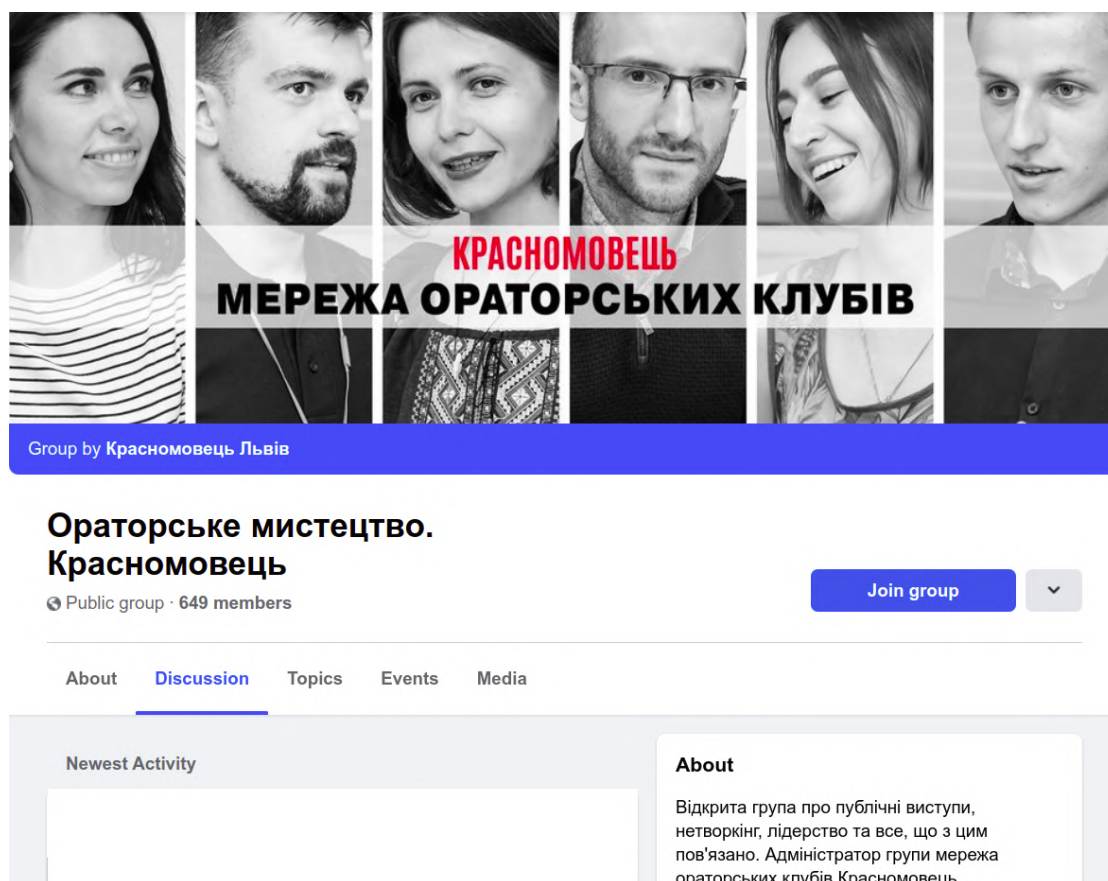
Figure 9: "Oratory community. Krasnomovets" on Facebook.

materials (articles, videos, exercises, etc.) for those who seek to improve public speaking skills.

5. Conclusions and post-project activities

The use of digital technologies for the specialist's rhetorical culture development today should be considered a relevant and promising area of scientific and pedagogical research that meets modern trends in national training. Appropriate use of e-resources to form a specialist's rhetorical culture contributes to his mastery of models of speech behavior in a variety of communicative situations and the development of a harmoniously developed personality capable of effective rhetorical activities within and outside the profession.

The specialist's rhetorical culture as a dynamic system education is constantly gaining new features due to new requirements and conditions of professional activity (in particular, the translation of the educational process into a distance format) and requires the use of digital technologies for its formation and development.

Among the e-resources in the field of rhetoric for the specialist's rhetorical culture development we have identified: electronic educational resources on rhetoric; specialized resources on
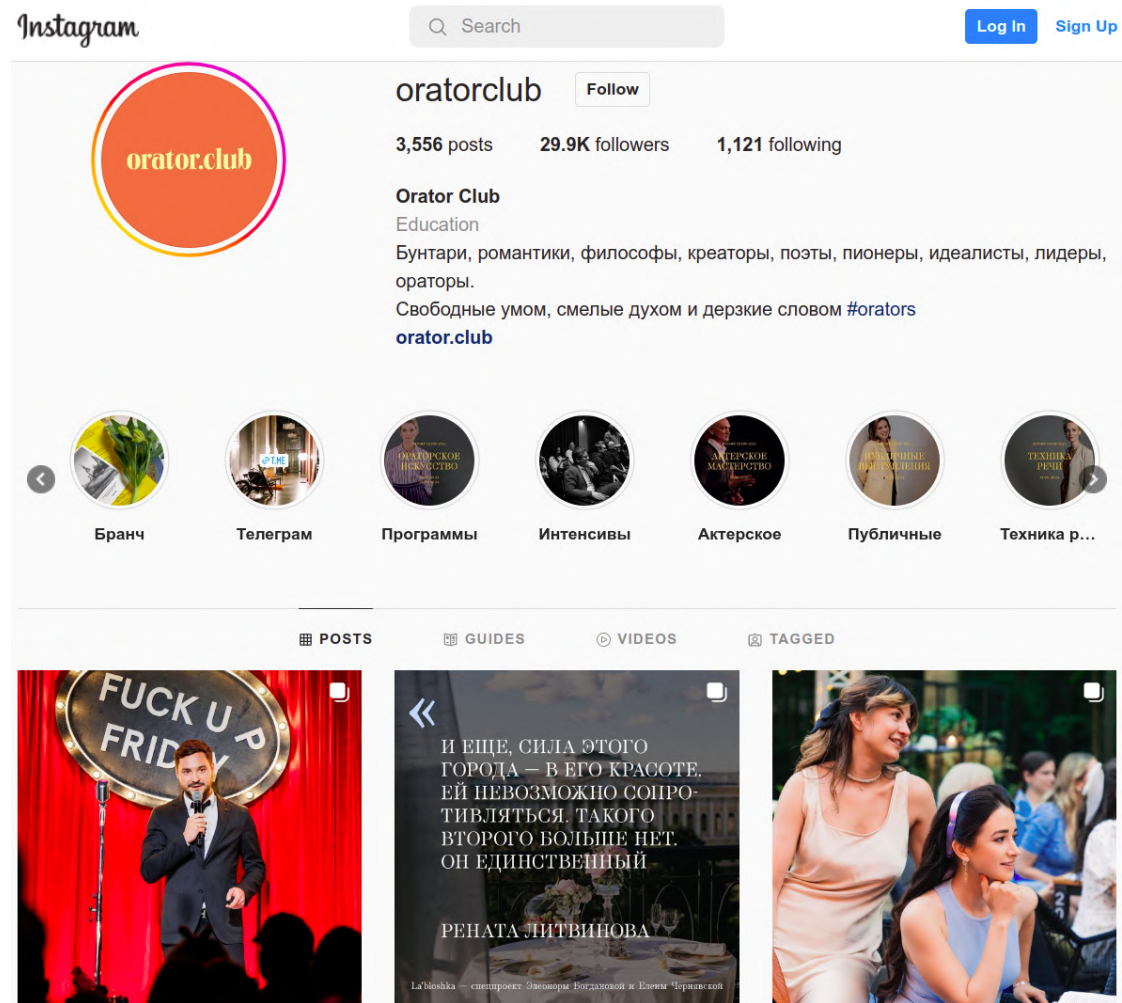
Figure 10: "Orator Club Community" on Instagram.

rhetoric; specialized software in the field of rhetoric; social communities for on-line communication.

The lack of Internet resources on Ukrainian eloquence, as well as Internet resources adapted to the needs of students and teachers of higher education institutions wishing to develop a national rhetorical culture, has been confirmed.

We consider promising the development and use of specialized Internet resources in the educational process, which will contribute to the development of the rhetorical culture of professionals.

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