

## НЕОРИТОРИКА В ЦИКЛЕ ЯЗЫКОВЫХ ДИСЦИПЛИН В ВУЗЕ

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В статье рассматриваются возможности и преимущества изучения неориторки (практической риторки) как практической иноязычной дисциплины в лингвистическом вузе, а также место неориторки в цикле смежных лингвистических дисциплин и ее роль в развитии языковой и профессиональной личности.

**Ключевые слова:** практическая риторка; неориторка; практическая языковая дисциплина; преподавание; университет.

## NEO-RHETORIC IN THE CYCLE OF LINGUISTIC DISCIPLINES AT THE UNIVERSITY

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The article highlights the possibilities and advantages of studying Neo-rhetoric, or Practical Rhetoric, as a practical foreign language discipline at a linguistic university, as well as the perspectives of Neo-rhetoric in the cycle of related linguistic disciplines and its role in the development of the linguistic and professional personality.

**Keywords:** practical rhetoric; neo-rhetoric; practical foreign language discipline; teaching; university.

The current trends in democratization and globalization of social processes have made it necessary to study language not only as an abstraction in its pure form, but also as a speech activity in the context of a communicative situation, taking into account the peculiarities of the functioning of linguistic phenomena in speech communication, as well as social, cultural, and ethnic characteristics of communicants, their intentions and other extralinguistic factors. Modern linguistics is characterized by a pronounced shift in emphasis from the study of the internal structure of language to the study of the procedural aspects of linguistic activity.

At the beginning of the third millennium, against the backdrop of changes in socio-political formations, under the conditions of the information revolution and the development of information technologies, the growing role of the media, avalanche-like technological progress, and increasing competition, rhetoric literally rose from the ashes. Since the effectiveness of influence is the main criterion of rhetoric, the task of achieving an effective communication

impact forces us to go beyond the linguistic context and consider extralinguistic factors that largely determine rhetorical communicative successes and failures.

Currently, the term “Neo-rhetoric” is used in a narrow sense as the name of a philological discipline that studies the theory of eloquence and the methods of constructing expressive speech in all areas of speech activity. In a broader sense, firmly established at the end of the 20th century, the concept of neo-rhetoric is synonymous with a theory of argumentative discourse. The priority tasks of neo-rhetoric are the efficiency of addressing different types of audiences and the persuasive power of speech and text. The demand for rhetoric is explained by the emergence of new linguistic studies – semiotics, discourse linguistics, hermeneutics, theory of speech activity, psycholinguistics, etc. Neo-rhetoric paves the way for a practical application of these areas of linguistics, operating at its intersection with philosophy, logic, psychology, theory of literature, ethics, and aesthetics.

The debate about the place of Rhetoric in the cycle of linguistic disciplines, in particular, and the humanities in general, about its relationship to related sciences, about its methodology and scientific tools, its conceptual and categorical apparatus, etc. is far from over. However, the relevance of the ideas and problems of neo-rhetoric research, on the one hand, and its close cooperation with linguistics, on the other, is recognized by a large number of reputable researchers.

Neo-rhetoric not only attempts to answer the question of how to formulate a statement in a certain way under given conditions, but also generalizes the experience of the art of argumentation and reflects the real norms of historically evolved oratory culture. Communicative roles, mechanisms of speech production, forms and methods of influence through oral and written speech, language preferences of speakers, determination of optimal communication algorithms, among many other important topics, are the subject of the study of modern eloquence.

It is therefore logical that linguo-didactics also turns to neo-rhetoric. The prerequisites for this trend have been brewing for a long time due to the growing contradictions in the applied field – the teaching of practical skills in the mother tongue and in foreign languages at secondary schools and universities. Language teaching is moving ever closer to the scientific, i.e. the formal and historical context, whereby knowledge of language is replaced by knowledge about language. The student masters language neither in its relation to formal thought nor in its relation to real speech activity.

The use of rhetorical devices, techniques, and elements for a variety of other practice-orientated linguistic disciplines whose educational material has

an argumentative communicative potential (Interpretation of Literature Discourse, the Language of Mass Media, Regional Studies, Academic Writing, the Speech Practice of Foreign Language in all its forms, etc.) proves to be very fruitful. At the same time, the introduction of a rhetorical methodological portfolio not only enriches the didactic inventory, but also increases the pedagogical potential of the study material and the effectiveness of its assimilation, and enables the implementation and actualisation of interdisciplinary connections. In the system of language education, these disciplines are no longer perceived as opposites in terms of objectives, purposes and subjects of study, but as complementary, contributing to a balanced, comprehensive development of the linguistic personality. In terms of the coherence and continuity of teaching, neo-rhetoric naturally follows subjects such as grammar, phonetics, general speech practice, academic writing, etc., although there is a significant methodological difference between them resulting from the scope of their tasks.

Rhetoric demands that every speech act is individual and unique and contains new information. This task is impossible without a preliminary study of the entire complex of theoretical linguistic disciplines, and, accordingly, the original relationship between linguistics and rhetoric as discourse practices is perceived as a necessary broad theoretical (analytical) basis, on the one hand, and a practical (synthetic) super-structure, on the other.

In advanced stages of learning, the function of Rhetoric in the formation of a linguistic personality consists in the systematization of knowledge and the ability to synthesize discourse and effectively solve practical communicative problems, which in the sense of modern education is referred to as communicative competence.

As the analysis of the sources on the history, theory and methodology of neo-rhetoric shows, it is one of the most perspective-rich directions in the development of modern linguistics.

The researchers note that on the basis of neo-rhetoric there are possibilities for synthesizing theories of general semiotics, communication, linguistic personality, speech activity, discourse, linguistics and pragmatic linguistics. Neo-rhetoric has a great potential for consolidating different areas of linguistic knowledge and for strengthening interdisciplinary connections and can be regarded as a functional language of culture.

On the other hand, due to the democratization of public life and the humanization of education, interest in Rhetoric as a practical discipline is increasing – courses in Practical Rhetoric, or Neo-rhetoric, are taught in many higher educational institutions as well as in senior grades of gymnasiums and

lyceums. Since 2010, there has been a specialization “Practical Rhetoric” for 3rd year students of the Faculty of English of Minsk State Linguistics University majoring in teaching modern foreign languages. Practical Rhetoric is a course for in-depth practice in speaking and writing English as a foreign language, designed for linguistic students who have an upper-intermediate level of English proficiency and want to progress to the next, advanced level of linguistic competence. Practice of teaching, sharing experiences and analysing normative documentation suggest that contemporary rhetoric can contribute significantly to the development of holistic linguistic and pragmatic competences as the primary task of professional language education.