INTRODUCTION

Problem statement in general
Throughout history, skills of effective communication, negotiation, and argumentation, impressive and persuasive speech have regularly been highly appreciated and are even more evaluated in the context democratization of the processes of organization of public life and political governance. In this regard, professionals are really interested in the improving arsenal of rhetoric, its various concepts and trends of school development. The improvement of secondary school work, which aims to raise the system of education and upbringing of young generation to a higher level, its preparation for independent living, which provides the ability to communicate effectively in Ukrainian, express their views in monologue, dialogue and polylogue.

The analysis of curricula and textbooks in Ukrainian language for grades 10-11 of secondary schools shows the close connection of elements of practical rhetoric with other language and speech sections and school subjects relevant to the formation of eloquence. Unfortunately, nowadays it has been seen a tendency among students in grades 10-11 to reduce the level of rhetorical knowledge, skills and abilities, which indicates the need to create an effective method of forming oral interpersonal and public speech, which would take into account modern school education and the requirements of the State National Program "Education. Ukraine of the XXI century" (State National Program "Education. Ukraine of the XXI century", 1994).

The aim of the study
The theoretical justification, experimental development of methods of forming the rhetorical skills of seniors, its effectiveness checking is the aim of the research.

The realization of this aim involves the implementation of related tasks: to determine the linguistic, paralinguistic and linguodidactic bases of the methodology of formation of rhetorical skills and abilities of secondary school students; to find out the state of studying rhetoric by graduating students; to analyze the current programs and textbooks in Ukrainian language for 10-11 grades of secondary school, to conduct a statement of rhetorical knowledge and skills, to identify its results; to develop an experimental method of mastering rhetorical knowledge, the formation of appropriate skills and abilities, to implement in school practice, to check its effectiveness.

Linguodidactic aspects of studying rhetoric by secondary school students

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Received in: 2021.03.10
Approved in: 2021.05.20
DOI: https://doi.org/10.24115/2446-62202021731283p.174-181
THE MAIN MATERIAL OF THE RESEARCH

With the democratization of public life in Ukraine, the interest in the forgotten classical science - rhetoric, which is realized through oral monologue, dialogic and poly logical speech, is growing. Rhetoric developed under Greek democracy in the fifth century B.C.E. and has since been used as the systematic practice of persuasive communication strategies in crucial areas of social life, such as public affairs, civil disputes, law courts, and education. A major prerequisite for the development of rhetoric was the establishment of constitutional democracy in Greece, which required the participation of ordinary citizens in the decision-making process to a degree not existing in other literate cultures (ILIE, CORNELIA, 2006). The word “rhetoric” is interpreted as oratory. Rhetoric is, first of all, the science of eloquence in ancient and medieval culture. Eloquence is defined as: 1) the gift of speech, language skills, oratory; 2) public speaking. Rhetoric as a philological discipline covers the ways of artistic expression of thoughts through language; as pedagogical science offers methods, receptions, means, adhering to certain laws and principles of training; as one of the school sections of the Ukrainian language, rhetoric is a methodical science. In general, it is considered a universal science, important for all spheres of public life, because “we use language to influence other people’s beliefs, attitudes and decisions - in short, to persuade”(HEALTH, 2017). Rhetoric has a wide subject of research, description - from the idea, plan, intention, theme, subject of speech, means, sound to the utterance of the text and relaxation.

Nowadays, the study of rhetoric in senior classes is correlated with the requirements of Ukrainian language program, the material of textbooks that meet the program and reflect theoretical and practical material for studying the rhetoric of Ukrainian in grades 10-11, the results of the residual rhetorical knowledge and skills of secondary school students.

The analysis of the program for secondary schools in Ukrainian language for grades 10-11 showed that the speech content line focuses the work of teachers on the formation of students' speech as competent speakers, provides systematic purposeful work on enriching active vocabulary, learning genre genres, development of all speech activities, formation of effective communication skills; the linguistic semantic line determines the list of questions from the theory of language, which are basic for the formation of skills of normative speech, speech culture; the activity content line is conditioned by the need to master the strategies of speech activity; the socio-cultural content line is created to ensure the system of patriotic, moral, aesthetic education of students (KOTUSENKO, 2018). The study of the basics of rhetoric is determined by the social needs of educating a speaker competent in public speaking; definition of norms and rules of public argumentation (KOTUSENKO, 2018), providing a productive discussion of important social issues; formation of skills and abilities of orientation in communication situations, construction of dialogue, monologue, polylogue depending on the purpose of communication. In the 10th grade, according to the program, students get acquainted with the dispute as a form of communication, the rules of its conduct, arguments and evidence, polemical techniques, the art of answering questions. The main types of work in this case - determining the topic and purpose of the dispute, forming a view on the subject of the dispute, collecting material, arguments, information about the participants, discussions (KOTUSENKO, 2018).

In the 11th grade students work on material about public speaking, types and stages of speech preparation, editing, memorization and utterance (KOTUSENKO, 2018). According to the program built on rhetoric textbooks Ukrainian language classes 10 and 11, in which the material is arranged in pairs paragraphs: “Rhetoric as an art. Speech situation”, “Personality of the speaker. Requirements for the speaker”, “Contact with the audience”, “Preparation of the text for the speech”, “Strategy and tactics of speech behavior”, in which rhetorical theoretical material and exercises are carefully selected and offered. They have tasks that correspond to the topic. The textbook on the Ukrainian language for the 11th grade partially corresponds to the program. It offers theoretical material on language stability, important for oral speech, means of linguistic expression of speech (paths and rhetorical figures). The requirements of the program are much broader than the theoretical material of the textbook. To consolidate the studied, 28 exercises with 2-3 tasks are proposed. There is no system of exercises and tasks of practical work in textbooks for 10th and 11th grades, but all are aimed at consolidating the studied rhetorical material.
To create an experimental method of studying rhetoric, a statement of rhetorical knowledge and skills of students of 10th and 11th grades has been conducted before conducting experimental training. Quantitative results of the study of rhetoric corresponded to the following levels: high - 4.6%, sufficient - 33.4%, medium - 52.6%, initial - 9.4%. Qualitative indicators: some students can not define the concept of “rhetoric”, do not know the genres of monologue, dialogic and polylogical speech, their units, definitions of speech situation, cannot name non-verbal means of communication, reproduce the algorithm of speech, determine which communication is considered effective etc; students do not know how to build a monologue or dialogic unity; the created dialogues sound false, there is no liveliness, energy of speech, the communication purpose is not reached; monologue texts are prepared with the help of the Internet, they are pronounced according to the written text on paper, while there is no emotionality, expressiveness of speech, etc. Analysis of the study of rhetoric by secondary school students showed that there is a need to create experimental methods to clarify the differentiation of genres of public speaking, a system of rhetorical exercises to improve rhetorical knowledge and skills of secondary school graduates.

To develop skills from any material, students need to acquire the relevant knowledge. In given study, knowledge relates to language norms as a result of learning facts, concepts, patterns, rules of grammar, phonetics, orthoepy, lexicology, phraseology, and speech knowledge of text, communication skills of speech and more. Knowledge is the subject of cognition. In this sense, knowledge includes three interrelated aspects: theoretical (knowledge as facts, theoretical ideas, concepts); practical (knowledge as skills and abilities of practical application of theoretical knowledge); worldview and moral (knowledge as a set of ideas that have a worldview and moral and aesthetic nature). In the process of learning, students master all aspects of knowledge. To master the knowledge of rhetoric, the teacher uses methods of oral presentation of the material - a story, explanation, school lecture. Heuristic conversation is also used to study theoretical material as a method of teaching, which involves the study of partially known material to students and a method of working with a textbook that teaches students to learn under the guidance of a teacher and self work.

With the aim to enrich rhetorical knowledge, it has been proposed to deepen the assimilation of information about: 1) language and speech; 2) speaking and listening as types of oral form of speech activity; 3) rhetoric of oral speech with the help of monologue, dialogic and polylogical speech, their units and components of these units (sentences, dialogic remarks); 4) genres of school eloquence (monologue answer of the student at a lesson, statement of the maintenance of the prepared abstract, performance of the student at conference, mini-lecture (for example, about correctness of speech) (5-6 sentences); , when the class asks additional questions when checking homework, and the student at the board answers: if he does not know the answer, the student who asked the question gives the answer; group discussion of the problem (well-prepared by the teacher organization of a discussion on a topic that requires discussion in the classroom under the guidance of the leader, ie the teacher); 5) the use of positively colored paralinguistic means and means of logical and emotional expression.

The peculiarity of the theoretical material is that its mastering requires implementation in the relevant skills and abilities. Speech development skills are defined as “the readiness of the student to perform a practical task” (PALYKHATA, 2019) to create appropriate texts, express their thoughts, knowledge during the production of monologue, dialogic and polylogical speech. Skills are explained as automated actions, brought to the level of perfection by multiple repetition, as a result of which they become skills (PALYKHATA, 2019). The formation of rhetorical skills is achieved by training with the help exercise method. Exercises are an integral part of the formation of rhetorical skills, mastering a high culture of oral speech (MI PENTILYUK, 2009). The system of exercises is used in the development of rhetorical skills, which consists of: 1) repetition, generalization and systematization of language norms (orthoepic, accental, lexical-phraseological, grammatical, stylistic), 2) improvement of text-making skills, 3) development of skills of observance of indicators of oral culture, 4) use of paralinguistic means. The system of exercises is a set of practical actions of students that are performed independently and ensure the consolidation of acquired knowledge. Exercises put individuals in search, problem solving, and sometimes difficult tasks. The task in any exercise is “what is intended to be performed” (PALYKHATA, 2019). A well-thought-out, scientifically
sound system of exercises is required for the formation of appropriate skills. Depending on the tasks that are relevant components of the exercises, they are classified.

Rhetorical skills are characterized by the following parameters: 1) based on knowledge of language, rhetoric, knowledge of speech, communication; 2) a set of general-educational skills, speech actions, elements of speech, communication and rhetorical activity; 3) are acquired by students in the process of purposeful educational activity, in reasonably organized conditions with the involvement of life and communication experience of students; 4) become the basis for the formation of rhetorical competence in students (NYSHCHETA, 2020). Speech-speaking, conditional-speech and actual speech exercises have been developed for the formation of rhetorical skills of secondary school students (PALLYKHATA, 2019). Speech-speaking exercises (analytical, imitation (imitation), transformation, etc.) are aimed at improving language norms, intonation of speech. They can be called propaedeutic. Conditional speech exercises are aimed at the formation of supra-phrase and dialogic units, sentences for monologues and remarks for dialogic / polylogical utterances through compliance with the indicators of speech culture and the use of forms of speech etiquette. The actual speech exercises include: 1) situational; 2) illustrative; 3) textual; 4) thematic. The tasks of these exercises are aimed at the formation of rhetorical skills based on: a) natural or artificial (verbally described) situation, b) illustration (picture), c) text or excerpt, e) topic proposed by the teacher. To perform them, the teacher needs to: 1) suggest a natural or create a verbally described situation; 2) find an illustration depicting the process of communication and its approximate content; 3) choose a text or its passage, which is easy to discuss or discuss the described problem; 4) find the topic in the cross-cutting lines of the socio-cultural content line of the program. Performing the tasks of proper speech exercises requires students to: 1) listen carefully and hear the task to build a monologue / dialogue / polylogue to navigate the problem of expression; 2) to build supra-phrase or dialogic units in accordance with the conditions of the task (situation, illustration, text, topic); 3) adhere to linguistic and extralinguistic norms, indicators of speech culture, etiquette.

All the above exercises for the formation of monologue, dialogic and polylogical speech are communicative. Its name comes from the concept — “communication”, which translates from Latin “communicate with someone” and means “communication, transmission of information.” Communication in our case is verbalized, built with the help of language and speech (monologue, dialogic, polylogical), so the exercises for the formation of rhetorical skills are called speech communication.

A system of exercises for the formation of rhetorical skills in the senior classes of secondary schools has been proposed.

Speech speaking exercises. Tasks: 1. Read the words, following the accent rules: dormitory, chronicle, kilometer, task, back, case, stepfather, always. 2. Using an explanatory dictionary, explain the meaning of the words: dress code, emigration, immigration, truth, speaker, rhetorician, landmark, arguments. 3. Edit the phrase: there are mistakes, any taste, quarrel over trifles, a train ticket, bad relations with classmates, he said correctly. 4. Suggest forms of addressing people of different ages. 5. List the forms of speech etiquette: greetings, congratulations, apologies, invitations, farewells. 6. Give the answer: What rhetorical figures do you know? Why are they needed in oral speech? 7. Complete the thought: means of interphrase communication:…8. Name the distant genres of oral speech. 9. Provide algorithms for description, story, reflection.

Conditionally speech exercises with tasks: 1. Build narrative sentences on the topic “Our class”. 2. To build a supra-phrase unity on the theme “Genres of monologue speech” 3. To create motivating remarks on the theme “Hike to the mountains”. 4. To build a dialogic unity “invitation – refusal”. 5. According to the text of the electronic presentation to add the missed words of politeness to the monologue, replies-answers to the dialogue, the conclusion of the offered mini-discussion to the polylogue.

Actually speech exercises for the production of monologues have the following tasks: to carry out: a) a description of a painting or illustration with any landscape, work or study, recreation (dancing, fishing, excursion to enterprises, etc.); b) a story in the scientific style “Types of disputes”, “Rules of debate”, “Aristotle on the liveliness of oral speech”; in a conversational
style on the described situation “You accidentally saw that your younger brother is making fun of a kitten. Tell him that no one can be offended, no one can be mocked, that animals are our friends. Give examples of how dogs and cats help people”; c) reflection on the topic “Why are my parents against tattoos?”, “How to achieve liveliness of oral speech”. These exercises are preceded by a repetition of the structure of each genre of monologue.

For the production of dialogic or polylogical texts, situational exercises based on natural situations are offered, which provide for: 1) choice of topic; 2) remembering the event; 3) the use of language elements in the texts of statements at the request of the teacher. Natural situation: A third-grader rode down a hill outside the village and did not return home in the evening. Parents called classmates and teachers. The search began. Task: Tell what each of you did to find the boy. In this case, everyone will tell about their contribution to the search and finally students will draw a conclusion. To build dialogues on artificial situations, the teacher concludes verbally described situations close to natural, which can occur in the daily lives of students. The teacher offers students: 1) verbally described situation, 2) tasks for each of the interlocutors (or without them); 3) reminding the structure of the future dialogue or polylogue, the observance of language norms, indicators of speech culture, the use of forms of speech etiquette. The following situations have been proposed for dialogues and polylogues. The example 1: “You need to approach the head of the Molokiya plant and arrange a tour of your class to this company. Do not forget to say hello and be polite. Ask whether he gives permission when it is possible to come and at what time. Specify that you are especially interested in the production of ice cream.” Students work in pairs at desks, talk quietly. 2) One or two couples say a dialogue. 3) The teacher and the students of the class give an offer to improve the dialogue. 4) Pronouncing a control dialogue, evaluation. The example 2: “Call the online store, find out if there are the latest models of mobile phones, what is their price, where the store is located, whether you can take the goods for payment.”

The use of texts as models has a legacy in classical traditions of rhetoric (MYHILL, LINNEN, JONES, 2018). Text supports are important for imagining artificial situations. Artistic or scientific texts, samples of fine arts, themes of statements, etc. can be supports for the production of artificial situations. For example: a) read an excerpt from a work of art, make a dialogue on its content; b) create your intended dialogue based on an illustration that reflects the situation of aggressive communication between two students; c) brainstorming as a statement without limits on the topics suggested by the teacher. Exercises on the topic are offered only when students are able to produce interphrase units, mini-monologues, dialogue unity and monologue and dialogic texts on the described supports, which stimulate the development of the content of any statement. For example: 1. Build a monologue, which uses all types of speech, on the topics: “Where will I go to study after school?”, “Who I want to be”, “My dreams”. 2. Create a dialogue on the topics “Music or music school?”, “Sunday - what is it?”, “What accentual mistakes do we make in our speech?”. 3. Organize discussions on the topics: “Do students need a school uniform?”, “Should I argue?”, “What can a dispute lead to?” etc. Discussions are preceded by organizational work of the teacher with students on the choice of topic, the structure of the discussion, compliance with the rules of conduct, speech culture and speech etiquette.

These exercises are introduced into the educational process of studying the rhetoric of the Ukrainian language to actively stimulate students to produce monologue, dialogue and polyological statements in grades 10-11 (standard level).

The materials of the experiments have been introduced into the educational process of the secondary school No 15 in Ternopil. To verify the results of the experimental method, a control section of knowledge in rhetoric has been conducted in 11th grade students. 24 students took part in the control section. Of these, 11 students of experimental 11-A class (EC) and 13 students of control (SC) - 11-B class.

The aim of the control section is to check the acquired knowledge of secondary school students in rhetoric and the formed skills to produce monologues, dialogues and polylogues of EC students, to identify their effectiveness.

The proposed tasks for testing language skills: 1. What does rhetoric study? 2. Name the genres of monologue public broadcasting. 3. What kind of public broadcasting does the
Identifying the skills of producing rhetorical statements has been based on the following tasks:

1. Create a story on the topic “Language space in my city.”
2. Suggest initial lines of dialogue with an American your age, say them.
3. Participate in a discussion on “Signs of Male Culture” or “My Future Steps to Success in Life.”

For the correct answers to the first 9 questions and tasks, students receive 1 point, for the last task - 2 points, in total - 12 points.

Qualitative indicators of the results of the study of rhetoric. Most students in the experimental class (EC) correctly defined rhetoric, named the genres of monologue, dialogic and polylogical speech, but some made mistakes in defining the discussion, failed to navigate the types of speech and rhetorical speech activities, although clarifying questions about listening and speaking were answered in a right way.

When testing the skills of producing texts, students mostly adhered to the indicators of speech culture, but paralinguistic means and means of logical and emotional expression were false. But the main thing is that students mostly have rhetorical theory and practice, so in nature they will be able to use them.

Students of Control Class have not been focused on answers to the theory of rhetoric, but participated in the creation of a monologue, dialogic cues-stimuli and replicas of the discussion produced at their own discretion, despite the rules of speech culture.

### Table 1. Quantitative indicators of experimental results study of rhetoric (in%)

| Assessment levels | Control class (CC) | Experimental class (EC) |
|-------------------|--------------------|------------------------|
| High              | 0                  | 18                     |
| Sufficient        | 31                 | 45                     |
| Average           | 62                 | 36                     |
| Primary           | 7                  | 0                      |
| Success           | 92                 | 100                    |
| Quality           | 31                 | 63                     |

**Source:** Search data.

Indicators of the results of experimental methods of studying rhetoric in the senior classes of secondary school indicate its effectiveness: the success of the EC was 8% higher, the quality of knowledge - 32%, compared with CC.

**CONCLUSIONS AND PROSPECTS FOR FURTHER STUDYING**

Based on the analysis of the scientific literature, it has been found that in modern society there is a growing interest in the problem of forming rhetorical skills, which is the focus of the study.

How we teach, how we employ language, and how we access language are particularly essential, because every time we speak we are extending a gesture that structures the way others behave and value certain qualities. How we use language is judged and undertaken by others; every utterance can be effectively and socially charged (CAROLINE, 2018). Rhetorical knowledge contributes to the deepening of information about the genres of school monologue, dialogic and poly logical speech, through the use of theoretical teaching methods. The proposed system of speech speaking, conditional and actual speech exercises on the basis of a situation, illustration, text, theme promoted the formation of abilities to produce monologues, to take part in dialogues and polylogues. The implementation of the final creative tasks of a complex nature by playing role-playing games, producing texts of various genres are the most effective forms of work on the formation of rhetorical skills.

The results of experimental training convinced of the positive dynamics of the acquisition of rhetorical knowledge and the formation of appropriate skills. The search for optimal ways of forming rhetorical skills taking into account psycholinguistic factors, which is due to the globalization of educational interests are promising further directions of the methodology of studying rhetoric are.
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Linguodidactic aspects of studying rhetoric by secondary school students
Aspectos linguodidacticos de estudar a retórica por estudiantes de ensino medio
Aspectos linguodidacticos del estudio de la retórica por los estudiantes de secundaria

Resumo
A justificativa teórica, o desenvolvimento experimental de métodos de formação das habilidades retóricas de idosos, a verificação de sua eficácia é o objetivo da pesquisa. A concretização deste objectivo envolve a implementação de tarefas relacionadas: determinar as bases linguísticas, paralinguísticas e linguodidácticas da metodologia de formação de aptidões e aptidões retóricas de alunos do ensino secundário; descobrir o estado de estudo da retórica pelos alunos concluintes: analisar os programas e livros didáticos atuais em língua ucraniana para os anos 10-11 do ensino médio, realizar uma declaração de conhecimentos e habilidades retóricas, para identificar seus resultados; desenvolver um método experimental de domínio do conhecimento retórico, a formação de competências e aptidões adequadas, a implementar na prática escolar, para verificar a sua eficácia. A execução final de tarefas criativas usando a natureza integrada dos jogos de RPG, a produção de textos de diferentes géneros são as formas mais eficazes de formar habilidades retóricas.

Palavras-chave: Retórica. Oratória. Discurso monólogo. Discurso de diálogo. Discurso polilogue.

Abstract
The theoretical justification, experimental development of methods of forming the rhetorical skills of seniors, its effectiveness checking is the aim of the research. The realization of this aim involves the implementation of related tasks: to determine the linguistic, paralinguistic and linguodidactic bases of the methodology of formation of rhetorical skills and abilities of secondary school students; to find out the state of studying rhetoric by graduating students: to analyze the current programs and textbooks in Ukrainian language for 10-11 grades of secondary school, to conduct a statement of rhetorical knowledge and skills, to identify its results; to develop an experimental method of mastering rhetorical knowledge, the formation of appropriate skills and abilities, to implement in school practice, to check its effectiveness. The final performance of creative tasks using the integrated nature of role-playing games, producing texts of different genres are the most effective forms of forming rhetorical skills.

Keywords: Rhetoric. Oratory. Monologue speech. Dialogue Speech. Polilogue Speech.

Resumen
La justificación teórica, el desarrollo experimental de métodos de formación de las habilidades retóricas de las personas mayores, su comprobación de la eficacia es el objetivo de la investigación. La realización de este objetivo implica la implementación de tareas relacionadas: determinar las bases lingüísticas, paralingüísticas y lingüísticas de la metodología de formación de habilidades y habilidades retóricas de los estudiantes de secundaria; conocer el estado del estudio de la retórica de los estudiantes graduados: analizar los programas y libros de texto actuales en idioma ucraniano para los grados 10-11 de la escuela secundaria, realizar una declaración de conocimientos y habilidades retóricas, identificar sus resultados; para desarrollar un método experimental para dominar el conocimiento retórico, la formación de habilidades y habilidades apropiadas, para implementar en la práctica escolar, para verificar su efectividad. La realización final de tareas creativas utilizando la naturaleza integrada de los juegos de rol, produciendo textos de diferentes géneros son las formas más efectivas de formar habilidades retóricas.

Palabras-clave: Retórica. Oratoria. Discurso monólogo. Discurso de diálogo. Discurso polilogue.