

Artículo de investigación

Public Speaking Skills In Educational Space: Russian Traditions And Americanized Approach

Навыки Публичных Выступлений В Образовательном Пространстве: Русские Традиции И Американизированный Подход

Habilidades para hablar en público en el espacio educativo: tradiciones rusas y el enfoque americanizado

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The present article is focused on the search for new approaches in teaching rhetoric and public speaking skills in the system of Russian higher education. The relevance of this topic relates to the lack of rhetorical competences of modern Russian youth. Despite the presence of some authoritative rhetorical schools in modern Russian science and a deep theoretical and applied base, the existing textbooks and manuals on rhetoric and public speaking are largely outdated. It is necessary to introduce some other teaching methods, focused more on practice. Public speaking skills are underestimated in the informational and communicative space of Russian society as well as in the Russian education system. At the same time, there is a need for some appropriate rhetorical tools forming a future specialist of any profession today. They are to be used, taking into

Аннотация

Данная статья посвящена поиску новых подходов в обучении риторике и навыкам публичных выступлений в системе российского высшего образования. Актуальность данной темы связана с отсутствием риторических компетенций у современной российской молодежи. Несмотря на наличие некоторых авторитетных риторических школ в современной российской науке и глубокую теоретическую и прикладную базу, существующие учебники и учебные пособия по риторике и публичным выступлениям в значительной степени устарели. Необходимо ввести некоторые другие методы обучения, ориентированные больше на практику. Навыки публичных выступлений недооцениваются в информационном и коммуникативном пространстве российского

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consideration all the realities of modern mass communication. The present article gives a comparative analysis of rhetoric in Russia and America. Significant differences in approaches to rhetorical education exist due to cultural, historical and political roots in these countries from one side and to the specific mentality of the Russian and American nations from another side as well.

The results of this work include a list of internal and external causes of unsatisfactory quality of rhetorical education in modern Russia and suggestions for improving the situation. Public speaking skills analysis presented in this paper could be extremely useful to all specialists engaged in teaching rhetoric and mass communication in different countries of the world.

Keywords: Methods of teaching rhetoric, oral speech in education, public speaking, rhetoric, Russian and American rhetorical traditions, speech behaviour.

общества, а также в российской системе образования. В то же время, существует потребность в некоторых подходящих риторических инструментах для формирования будущего специалиста любой профессии сегодня. Они должны быть использованы с учетом всех реалий современной массовой коммуникации. В настоящей статье дан сравнительный анализ риторики в России и Америке. Существенные различия в подходах к риторическому образованию существуют из-за культурных, исторических и политических корней в этих странах, с одной стороны, и специфического менталитета русского и американского народов, с другой стороны. Результаты этой работы включают перечень внутренних и внешних причин неудовлетворительного качества риторического образования в современной России и предложения по улучшению ситуации. Анализ навыков публичных выступлений, представленный в этом документе, может быть чрезвычайно полезным для всех специалистов, занимающихся преподаванием риторики и массовых коммуникаций в разных странах мира.

Ключевые слова: Методика преподавания риторики, устная речь в образовании, публичное выступление, риторика, русская и американская риторические традиции, речевое поведение

Resumen

Este artículo está dedicado a la búsqueda de nuevos enfoques para enseñar retórica y habilidades para hablar en público en el sistema de educación superior rusa. La relevancia de este tema está asociada con la falta de competencias retóricas entre los jóvenes rusos modernos. A pesar de la presencia de algunas escuelas retóricas autorizadas en la ciencia rusa moderna y una base teórica y aplicada profunda, los libros de texto y manuales existentes sobre retórica y oratoria están en gran parte desactualizados. Es necesario introducir algunos otros métodos de enseñanza que se centren más en la práctica. Las habilidades para hablar en público se subestiman en el espacio de información y comunicación de la sociedad rusa, así como en el sistema educativo ruso. Al mismo tiempo, existe la necesidad de algunas herramientas retóricas adecuadas para formar el futuro especialista de cualquier profesión en la actualidad. Deben usarse teniendo en cuenta todas las realidades de la comunicación de masas moderna. Este artículo proporciona un análisis comparativo de la retórica en Rusia y América. Existen diferencias significativas en los enfoques de la educación retórica debido a las raíces culturales, históricas y políticas en estos países, por un lado, y la mentalidad específica de los pueblos de Rusia y América, por el otro. Los resultados de este trabajo incluyen una lista de razones internas y externas para la calidad insatisfactoria de la educación retórica en la Rusia moderna y sugerencias para mejorar la situación. El análisis de las habilidades para hablar en público presentado en este documento puede ser extremadamente útil para todos los profesionales involucrados en la enseñanza de la retórica y la comunicación de masas en diferentes países del mundo.

Palabras clave: Métodos de enseñanza retórica, discurso oral en educación, discurso público, retórica, tradiciones retóricas rusas y americanas, comportamiento del habla.

Introduction

What is the role of rhetorical culture in the social and professional development of a person? Or maybe oratorical skills are not so relevant in the informational space of modern society? As we can see, a lot of questions can be asked when it comes to oral speech skills and the rhetorical education of a young person.

When we tried to study this problem, we were led by long-term observations of non-humanitarian students in NSTU (Nizhny Novgorod State Technical University) named after R.E. Alekseyev, Nizhny Novgorod. Basing on our own observations and the opinions of fellow-teachers of various disciplines, we concluded that modern Russian students are not psychologically prepared for the situation of public speech: they lack elementary rhetorical skills.

To provide more objective information, in the framework of the course "Russian language and culture of speech" for technical specialities in NSTU, we offered students to perform analytical and reflexive tasks related to public speaking. One of them was to identify the main problems that each person has in a public speech. 90% of respondents noted the fear factor as the main one: "I am embarrassed before the public," "I am worried," "I can't control emotions," "I'm afraid of the stage," "I'm afraid of condemnation," etc. The answers were different but similar in content - our recipients experience unjustified unrest, fear, they are not confident or have an inferiority complex, etc.

Unfortunately, it is in the component of oral speech design, expressing a point of view, materials presentation that Russian students (especially students in non-humanitarian specialities) are noticeably inferior to the students of the United States, European countries, etc. Teachers who have some working experience in both Russian and Western universities, have to admit that Russian students can surpass their Western counterparts in terms of erudition and professional knowledge, but they are not able to present their projects or any relevant information (Fomina, Kozlova, 2018). Moreover, our compatriots who have gone through the Russian school of education and upbringing and have mastered its traditions, are genuinely surprised by how easily their Western colleagues speak in public. We can present the opinion of O. Burtman - a post-graduate student of the University of Utah, who, after high-grade higher education in Russia, continues to study in the United States: "Everyone speaks very

confidently and effectively, I do not know-how. They are completely confident and that is all!" Even shy and timid people manage to act confidently and effectively. And they do not hesitate. This obvious difference in Russian and foreign education, oddly enough, is very differently evaluated by modern Russian experts in the field of science, education, production, and ordinary people. The vast majority does not see it to be a problem. Many students believe that if their profession is not directly related to oral speech, then it is not necessary to know how to speak. Unlike such a narrow-minded point of view, many Russian specialists in this field usually mention the shortcomings of speech culture in general, without placing emphasis on public speaking skills (Koreneva, 2008; Golub, 2014).

We categorically disagree with the latter position, and therefore we consider it to be necessary to understand the current language practice. Thus, the relevance of the present study is due to the presence of a problem zone in the Russian educational system in terms of the development of oral speech skills, deficiencies in the development of public speaking among Russian students and school children. At the same time, it is obvious that it is a must to develop this competence for successful self-realization. (Fomina, Kozlova, 2018; Sharipova, Danilova, 2016).

It should also be noted that in recent years not enough attention has been paid to this issue in the Russian scientific and methodological literature. Of course, original methodological developments on rhetoric appear regularly, but most of them are reduced to a set of successful techniques, tactics and methods of training and exercises. (Vagapova, 2014; Sternin, 2011; Kireichuk, 2017). We can mention some successful methodological experience of forming individual oratorical skills, for example, logic and argumentation of speech (Zaretskaya, 2007; Ivin, 2002), voice development and self-confidence (Shestakova, 2013; Gracheva, 2003), mastering skills of business communication (Sukhovshinin, Tikhomirova, 2009; Hazagerov, 2002). At the same time, there is no systematic approach, nor any continuity in the development of oral speech skills from elementary to secondary school, and further- to higher education.

And- what is more important: these developments are unsatisfactorily implemented in the actual practice of teaching vocabulary. This article discusses two models of rhetorical education - Russian and American. Such a comparison is not accidental, since, in our opinion, the presented rhetorical systems most clearly highlight the main factors that contribute to the formation of rhetorical competences, and, on the other hand- some components that benefit the development of oral public speaking skills (Salnikov, 2009; Kirp, 2016). Of course, in countries such as the United States or the United Kingdom, traditions in teaching rhetoric in educational systems are very strong, there is a fundamental scientific basis for creating appropriate methodologies. However, in many countries of Eastern Europe or the post-Soviet space, there is no such effective rhetorical model, and in these countries, we can see similar problems in rhetorical education (like Russian students). The experience of studying public speaking skills presented in this paper will be extremely useful to any specialists engaged in teaching rhetoric and mass communication in different countries of the world, which will help them in forming their own effective national model of rhetorical education.

Research methods

The object of this study is the oral public speech of NSTU students - both technical and humanitarian specialities. In this connection, one of the main methods is targeted observation of speech behaviour, considering bachelor and master students in various communicative situations. The present article gives the results of long-term observations received by the authors, as well as by some other teachers of Russian universities experienced in working with foreign students.

To clarify the reasons for the unsatisfactory state of rhetorical education, we turned to the study of cultural and historical traditions of teaching eloquence in Russia, comparing them with more successful experience in forming rhetorical competences in the United States, based on which this article gives a comparative analysis of the development of Russian and American rhetoric in the historical aspect and positions of modern trends (based on the analysis of scientific and educational literature).

To evaluate the level of development of rhetorical skills, research on the motivation of Russian young people regarding the development of oral skills we used selective sampling

methods, those of questioning respondents, and the analysis of students' creative tasks on rhetorical topics. The final conclusions were made on the basis of statistical processing of the results.

Comparative characteristics of Russian and American rhetorical traditions. Historical aspect.

To identify the reasons to assess rhetorical competence in Russia, one should refer to the origins and traditions of formation rhetoric and eloquence in Russia. We will not consider rhetoric in the broad sense of the word, but public speaking, that is oral public speech.

The specificity of Russian public speaking is largely due to the mentality and stable Christian traditions that have been formed "on the basis of the interaction between developed folk oral tradition and the ancient, Byzantine and South Slavic models" (Mikhalskaya, 2002., p.466). The standard of eloquence was outstanding social and religious figures: John Chrysostom, Efrem Sirin, Metropolitan Hilarion, Theodosius of Pechersk, etc. The special genre of Russian eloquence is teaching, word, crying, some examples of written texts. As in ancient times, the preference for the written, bookish word is also given now. On the contrary, Americans trust the spoken word rather than written sources (Sternin, 2001). At the same time, the gift of the word was perceived as the most important Christian virtue, but it was a lot of the elected (esteemed princes, prominent church figures). The rhetorical ideal in the Russian tradition has always been associated with a special talent, the charisma of the speaker. Even in the description of the rhetorician by M.V. Lomonosov we see some unique features (Aleksandrov, 2000, p.119). Russian rhetoric was not focused on ordinary people: public speaking skills were not available for them.

The speech portrait of a Russian person today is also influenced by the peculiarities of speech behaviour that were cultivated in the Old Russian culture. Thus, one of the priorities was the ability to listen, the ability to remain silent in conversation. One had to talk only to a decent, and therefore more senior and wiser one (Mikhalskaya, 2002, p. 468). This deep tradition - honouring the elders - creates shyness before the authorities of the Russians today.

In the United States, there is no such problem, "a younger colleague bravely enters into a dispute with a person of older age, defending his point of view, makes some revolutionary proposal"

(Sternin, 2001, p. 41). In the Russian tradition, it is embarrassing to express critical remarks, especially publicly, to elders -it is considered to be more correct to remain silent, and not to object. And this, as it is - a restriction on the freedom of rhetorical space.

With all casual meekness and humility in oral speech, a person should strive for inner spiritual perfection. The manifestation of his/her own "I", his/her position, freedom of speech, and so on — all that which is based on Western culture — was not encouraged. That is, outwardly effective speech, the ability to speak beautifully was not considered a value if the text was not filled with internal content. Verbiage and talkativeness were considered to be a sin and condemned in society. Apparently, one of the stable stereotypes that are entrenched in the Russian speech tradition comes from here, content is more important than the form. On the contrary, in foreign practice, we often see the opposite - outwardly effective speech makes a greater impression, regardless of its internal content. In Russia, not enough attention is paid to the form of speaking (especially oral). Another postulate in the Christian's speech behaviour was the rejection of abuse and encouragement of praise, benevolence. Abuse and condemnation were perceived as a sin. In other words, a person formed a taboo on criticism. But the ability to criticize is an indispensable element of rhetorical mastery in debates, disputes. However, in the conditions of Russian reality, these skills did not develop for a very long time.

But the world view of our ancestors was greatly influenced by the thought of the divine nature of the word: "the human soul is purified and improved in speech, in a word close to the word of God" (Chistyakova, 2009., p.91) This was motivation for the development of speech. On the other hand, the Western European tradition orients a person to the fact that it is a rhetorical skill that is "the most important prerequisite of human success in the society" (Chistyakova, 2009., p 94). And this is the main motivating factor for mastering public speaking. The difference in approaches is obvious. So, we see that eloquence in Russia has always belonged to the elected part of the society, limiting the speaker to all sorts of frameworks associated with Christian values and church canons. The same tendencies can be traced to the period of secular, theoretical, scientific understanding of Russian eloquence. In the 18-th century, these were the works of M. V. Lomonosov, in the 19-th century, the rhetoric of

N. F. Koshansky, M. M. Speransky, V. K. Trediakovsky, I. S. Rizhskoy and others. It is important that the Russian rhetoric is rooted in the science of literature, and therefore almost all theoretical works and aids are aimed at specialists, at deepening philological education, by no means for a wide audience.

The intensification of interest to rhetoric is characterized by the turn of the nineteenth and twentieth centuries, when a jury trial was introduced in Russia and a whole galaxy of prominent judicial orators appeared (F.N. Plevako, A. F. Koni, V. D. Spasovich, etc.), speeches by symbolist poets (N. Bryusov, K. Balmont, and others) were well-known, in the pre-revolutionary years we learn political speeches of P. A. Stolypin, G. V. Plekhanov, V. I. Lenin, etc. (Chernyak, 2013). And again, an orientation to the speeches of prominent figures, and not to a mass audience, is obvious. The Soviet-era had a huge impact on the development of the Russian rhetorical school. In the 1920s rhetoric as a science experienced a short renaissance. The Soviet government launched a campaign to eliminate illiteracy. In 1918, the institute of the living word was created in St. Petersburg, many programs for the development of public speaking skills appeared, but most of the developments were not implemented: "from the mid-30s, any public speaking skill as an expression of personal free thinking was forbidden" (Zharinova, 2005).

The place of true rhetoric was taken by Soviet agitation and propaganda. Oratorical speech became a means of leading a political struggle. "Forms of mass speech propaganda formed the cult of personality and the totalitarian regime, where the mastery of free speech, affecting the minds and souls of citizens, was more than dangerous" (Zharinova, 2005). Later, mass repressions and the destruction of the intellectual colour of the nation led to a steady feeling of fear of the public speaking situation for the majority of the population, which was passed down from generation to generation of Soviet people: people preferred to remain silent or say something "as they were expected to say." Democratic dialogue and free expression were replaced by the totalitarian monologue, reading of prepared and edited texts on a piece of paper, etc. In general, it can be stated that conditions for developing rhetorical science and practice were unfavourable in Russia.

On the contrary, Western speech tradition contributes to the revitalization and improvement of oral speech skills. This is especially clearly

seen when comparing Russian and American communicative behaviour (Sternin, 2001). Let us mention some peculiarities of the American mentality and traditions that affect rhetorical skills.

As it is, Americans really appreciate individual independence and personal freedom. And it is always an incentive to defend their rights, to represent and defend their opinions, including doing it in public. Moreover, the Americans are characterized by aggressive self-presentation, a demonstrative desire to stand out, show themselves. And here again, we can see a significant difference with the Russian culture, where preference is given to modesty, unobtrusive behaviour. Another kind of behaviour is usually condemned.

Individualism, patriotism, national egocentrism and even a sense of superiority over other nations (Sternin, 2001, p.29) contribute to the formation of a man who is extremely confident in his abilities. In terms of public self-realization, confidence is a positive factor. Inner freedom, the absence of unnecessary fears before the audience, complexes (which, unfortunately, are typical for many Russians) are all cultivated in American popular culture.

The calm attitude to failures has a beneficial effect on the psychological preparedness of the American speaker. The ability of not to be fixated on mistakes and shortcomings has a positive effect on the emotional state of the speaker. By the way, in the Russian speech practice, according to the observations of teachers, this is one of the most significant problems (Russian students are deeply worried if something does not work out in public, they are afraid to look ridiculous and try to avoid publicity).

The origins of the rhetorical tradition of the United States should be sought in the Protestant culture of the Old World. And Protestantism is the religion of business and enterprising people (Weber, 2002). With their inherent pragmatism, they set goals and use all means to achieve them. Public speaking is one of the effective ways to achieve goals, so Americans are interested in developing communication skills from childhood.

Democratism of Americans is widely known, including in behaviour. In public speech, lecturers demonstrate freedom of expression, non-academic style, equality with dialogue partners. True, American listeners, who have firmly mastered the fruits of mass culture, love

the entertaining side of the performance more, the speaker "must make jokes and wits, otherwise, his performance will not be remembered by the listeners" (Sternin, 2001, p.112). Russian rhetoricians are more academic, the content side of speech and its reasoning are appreciated.

Summarizing the above, we would like to note that the origins of the Western (primarily American) rhetorical culture flow organically from the worldview, the mentality of the American nation, which united people from all over the world under their own free spirit.

American rhetoric, first of all, is based on the classical Greek traditions, on Demosthenes, Aristotle. However, for Americans, rhetoric has become something more than following some given rule: rhetoric has in some sense become the basis of American ideology, a way of life. "The principle of presidential power in America is this: to govern- means to speak, people must listen to the speech of their president" (Annushkin, 2008). American rhetoric is called "the most perfect tool for manipulating public opinion" (Salnikova, 2009, p.140). Public speaking in the USA is maintained and cultivated at the state level. Hence, a special interest to the political rhetoric, the study of the texts of political leaders, the training of the ability to model similar texts (Samuel Kernell, 2006; Barrett, 2004). The tendencies noted above in Russian and American rhetoric can also be traced in methodical approaches to teaching public speaking.

Comparison of Russian and American rhetorical models today

In the US education system, much attention has always been paid to active speech practice. Rhetorical methods underlie the teaching of the mother tongue in school. Rhetorical courses are offered in many university programs. At the heart of their traditional "classic" public speaking studies, aimed at learning the persuasive effects of public speech (Corbett and Connors, 1999; Hughes, 2017).

A fairly large place in the context of rhetorical practices in America is occupied by business speech: speech skills are considered to be one of the criteria for assessing the personality and its ability for managerial and administrative activities. In the course of this direction, various manuals and guides are created, and separate practical courses are offered (Daley, 2003; Hamilton, Parker, 1997).

Russian rhetorical science in this sense is in the “catching up” position since the Soviet society did not provide anything for market relations. We had no analogues on how to conduct work with a client or buyer. In Russia, the “orientation towards the speaker” was practised, unlike the West, where the market interests are in the foreground, hence the “orientation towards the audience, the listener, and the consumer” (Salnikova, 2009., p. 142). Today, modern management and rhetorical science are trying to fill this gap, but the corresponding courses in Russia are not available to everyone.

Another feature of American rhetoric is its very close contact, and sometimes complete identification with the products of mass culture. It would seem that, under the influence of the mass media, rhetorical texts should have long since lost their relevance, but the development of the media, on the contrary, revealed new opportunities for public speaking in a persuasive effect on the masses. Hence, the wide availability of popular textbooks and textbooks in the US, the possibility to use them in order to improve skills of communication, debating, creating presentations, etc. (Lakoff, 2004; Genard, 2016; Gallo, 2014).

Of course, language education in the United States is not limited to oral speech. Here rhetoric is understood in a broad sense as the art of creating text. Within this area, practical recommendations are offered on the art of writing thoughts, on the theory of “composition” (Lauer, Pender, 2003; Connors, 1997). Today’s rhythm is becoming an interdisciplinary discipline, innovative approaches to its study are based on the synthesis of social sciences, communicative, psychology and cognitive linguistics, etc. (McCroskey, 2016; McKinnon, 2016; Dancygier B. 2017; Potapenko, 2016). Rhetorical tactics and strategies in various types of discourse are widely studied (Bradshaw, 2018).

Rhetorical studies today occupy a significant share in American scientific research, most of which are devoted to neo-rhetoric (Christensen, 1967; Foss, 2004), where the space of rhetoric, the subject of its study, is greatly expanded to a variety of external and internal factors that can affect a person.

The most important component in the latest rhetoric is the role of “rhetorical symbol”, which has a psychological impact on the specific audience. Symbols form a semantic field by which the declared norms and values of the state

and society are approved. There is a tendency to “symbolize” the vocabulary of public speaking as a whole. A number of American researchers correlate rhetoric with semiotic signs (Foss, 2004; Burke, 1966). Studies of the influence of paralinguistic elements on the recipient served as the basis for the emergence of visual rhetoric that studies images, symbols, pictures, etc. (Gries, 2015).

Thus, the development of rhetoric in the United States combines fundamental theoretical science and practical orientation, the popularization of rhetorical competences by all available means. However, the study of the experience of others is not an end in itself for us, but only a reason for understanding the problems in rhetorical education in Russia.

Undoubtedly, domestic science in our days has gone far ahead, integrating the foreign experience. Modern rhetoric began in Russia in the years of perestroika, thanks to the reforms of Mikhail S. Gorbachev, elements of a new style of thought and speech appear. From this point on, one can speak of a revival of interest in rhetoric and eloquence.

Over the past years in the Russian science and research community there have been many areas: Moscow School of Philology (Rozhestvensky, 2015; Volkov, 2005; Annushkin, 2008), Moscow Pedagogical School (Ladyzhenskaya, 1986), a combination of classics and innovation in the St. Petersburg rhetorical school of the Mining University (Schukina, Egorenkova, 2017). There are successes in the field of practical rhetoric (Sternin, 2011; Chernyak, 2013) and others. However, despite the most interesting developments in this area, real rhetorical practice is at an unsatisfactory state: the subject of rhetoric is absent in the school curriculum, and in most of the Russian universities. At the state level, rhetorical education is not supported. Yes, there are some paid courses, there are enthusiasts who seek to promote rhetorical initiatives. But this makes little difference.

The above-mentioned historical and cultural peripetia, which influenced the development of the Russian rhetorical school, left their imprint on the methodological approaches to this subject. The Russian developments are radically different from Western (especially American) sources. So, among American sources, we see extremely many popular and even populist publications. Almost all Western sources widely known in Russia since perestroika (Carnegie, 2003; Pease, 1988; Soper, 1995), they are built as a collection

of tips and recommendations, and theoretical information here is minimized. We see a pragmatic and utilitarian, result-oriented approach: "Public speaking is no longer viewed as elegant literature; like any verbal message, it is a means to achieve the result, but not an end in itself" (Soper, 1995. p.11). On the contrary, most modern Russian rhetoric is characterized by depth and theoretical orientation. Of course, there is a description of both rhetorical strategies and tactical techniques, but almost all the manuals and textbooks are focused on the deepening of humanitarian knowledge, they suggest at least minimal philological preparedness. The Russian sources give a detailed description of the history of rhetorical teaching, the moral and ethical principles of public speaking, the rhetorical canon, expressive means, logic and theory of argumentation are taken into consideration. But, as a rule, existing methodological guides involve work with a teacher. Opportunities for self-education, especially for technical or natural-science audiences, are very limited here. Most likely, a usual average pupil or student will not read such literature.

As for the Americanized approach, it is distinguished by extreme simplicity, conciseness, accessibility, and sometimes primitive presentation (Carnegie, 2003; Lakoff, 2004). But it is precisely this circumstance that attracts a wide audience (including the Russian-speaking one). Let us recall how enthusiastically the Russian readers perceived Western sources according to rhetoric in the post-perestroika era, began following the recommendations of D. Carnegie to increase self-confidence. A significant difference in methods is that Russian rhetoric tends to the content of speech (composition, arguments, expressive techniques). At the same time, not enough attention is paid to speech behaviour, primarily overcoming fears and psychological barriers, whereas this problem, according to our observations, is central to Russian schoolchildren and students. By the way, Americans are also not without such fears and phobias (Helweg, 2013), however, they work on these shortcomings more successfully, primarily by means of popular

literature. The priorities here are to teach "to make and pronounce complex and reasoned statements spontaneously, to control and overcome anxiety before public speaking, to confidently speak to an audience", etc. (Kirp, 2016). Moreover, the format and style of these publications imply independent study even for an unprepared reader, and practical recommendations make it possible to work successfully on effective speech (Anderson, 2016; Gallo 2014; Genard, 2016; Lakoff, 2004).

The study of students' rhetorical competences

In order to understand or disprove the theoretical calculations presented in this article, made on the basis of the analysis of scientific and methodological literature, we examined contemporary Russian students for the development of rhetorical competences among them. It was important for the authors of this study to understand what real problems our recipients face in public speaking, their needs and motivational attitudes regarding working on oral speech, which oratorical skills they consider most important, etc. In order to answer these questions among the students of the technical university (NSTU named after R. Alekseev, Nizhny Novgorod), diagnostic work was carried out, during which participants were asked to perform a series of reflective, analytical and creative tasks (open and closed). A representative group - 250 bachelor students and 150 undergraduates of technical specialities (tasks for all were the same). Students worked on the answers at home, having time and opportunities for reflection and analysis.

Let's comment on each task and answers. The first question: "Indicate the main problems that you have personally in a public speech. What do you think is the main disadvantage?" Some participants gave several answers. All of them were taken into account. Since it was an open type task, the wording was different. We considered it possible to unify them, combine them into categories. The results are presented in the table.

Table 1. Problem areas in public speaking

Problems and shortcomings indicated by students	Answers of bachelors, %	Answers of masters, %
Psychological attitude. Self control (68%)		
Excitement (including palpitations, nervousness)	27	
Shyness (sometimes stuttering, burring)	13	
Fear of a large number of people (fear of condemnation, interruption of speech, fear of looking ridiculous, etc.)	15	
Lack of self-trust, low self-esteem	13	
Non-verbal design. Diction and intonation (17%)		
Unjustified gestures (extra gestures, no gestures, unnatural behaviour, fuss)	5	
Lack of eye contact	1	
Inadequate speech tempo and pause making	6	
Monotony	3	
Quiet speech	2	
Quality of speech (15%)		
Scanty vocabulary (including repetitions and parasite words)	6	
Difficulties in building coherent sentences	9	

Based on the results of the survey, it can be argued that most of the problems in a public speech by our participants are associated with the inability to control oneself, lack of control over emotions and psychological state. These are unjustified unrest, unmotivated fears, unnatural behaviour. The identified problem areas are partly related to the psychological unpreparedness of Russian students for public discourse, the peculiarity of character and temperament, but at the same time, it is a manifestation of the underlying features of the mentality that go back to history. Students note shyness, fear of being misunderstood, fear of condemnation - in our opinion, this is a reflection of the cult of modesty, Christian humility, the importance of public encouragement of the speaker. Defects associated with non-verbal speech design, diction and intonation, are also primarily associated with improper mental attitude and lack of self-control. Here, of course, there is a lack of practice, the experience of public speaking and any necessary training, which indicates gaps in rhetorical education. Interestingly, the subjects in the list of shortcomings highlight the quality of speech design. Here, we believe, there are stable

stereotypes and priorities formed in the process of school and university education. This indicator is considered important and significant in the Russian speech tradition.

The presented picture of the problem areas in the students' speech is complemented by the results of purposeful observations of the recipients' speech behaviour in the dialogical discourse. At the site of the R.Y. Alekseev NSTU within the framework of the development program of the support university during 2018, outside the educational process, 10 round tables of a wide thematic focus (general cultural, historical, professionally-oriented topics) were held. The average number of participants in each event was from 30 to 60 people; total coverage - 400 people. The events were attended by students of the technical university, invited guests (students of Nizhny Novgorod universities or branches of the humanities - pedagogical university, higher school of economics, drama school, a theoretical branch of the Nizhny Novgorod conservatory, etc.). In this part of our diagnostic study, we tried to evaluate the activity of students in a public discussion situation. The counting and evaluation of student activity (the proportion of participants

who entered the dialogue of the total number of those present) was conducted by an independent expert.

Table 2: Evaluation of students' activity

Types of dialogic discourse	Technical University Students	Humanitarian students	Students of creative universities
Entering the dialogue without prior preparation in the presence of distinguished guests	22%	40 %	78%
Entering the dialogue with prior preparation in the presence of distinguished guests	40%	62%	82%
Entering a dialogue in a relaxed atmosphere (members of some familiar group)	60%	70%	90%

As we can see, the overall assessment of student activity in a situation of public discourse, when it is necessary to debate, express opinions, ask questions, etc., is quite low. This is especially true for a formal atmosphere, the presence of reputable guests. Most participants prefer to remain silent, shy; they are afraid of the reaction of the public. We consider this to be a manifestation of deep-seated complexes, cultural and historical traditions. Expressing one's opinion in Russia was not encouraged for a long time, sometimes it was even dangerous. Here we can see some excessive piety before the recognized authorities, before the older generation. The result is evidence of the unusual nature of this format for students. Unfortunately, discussions, debates and discussions in the educational process are used today very little. In a relaxed atmosphere, students more easily overcome their complexes, hence here we can see a high percentage of their activity in the dialogue.

Students of humanitarian universities come into contact more easily, their higher level of general speech development is noticeable (although there

are practically no rhetorical courses in the program of Nizhny Novgorod universities). Their orientation to the future profession, which is closely connected with the communicative activity, should also be taken into account. Representatives of creative higher education institutions appeared to be even more successful in the discussion; here an individualized approach to teaching methods and a greater amount of oral speech practice has an effect, and besides, creative students have better self-control skills over their emotional state in a public setting.

Let us return to the statistics of the student survey. We would like to comment on the next task. The participants were invited, relying on Internet resources, to get acquainted themselves with some Russian and American textbooks and manuals on rhetoric and business communication, which were translated into Russian; then rank the books by a degree of personal preference and point out some useful advice, or recommendations to be used in the speech activity. The answers are presented as percentages in the charts below.

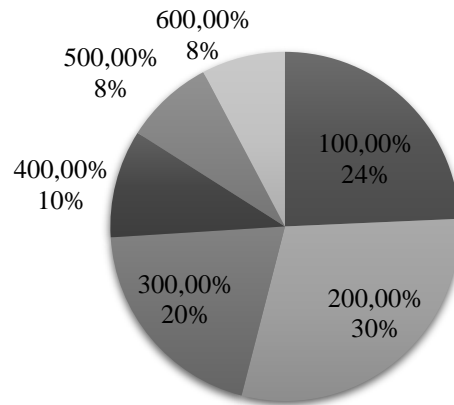


Figure 1. Rating of the sources

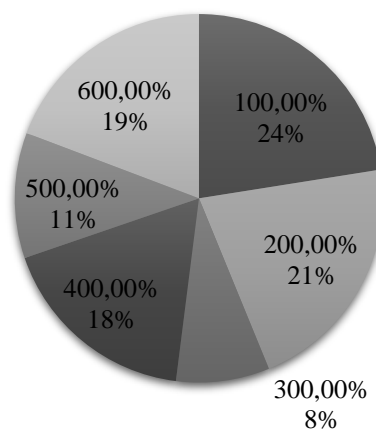


Figure 2. Rating of the tips

Numbers indicate references to the following sources: 1 – (Soper,1995); 2 – (Anderson,2016); 3 – (Ury,1991); 4 – (Stermin, 2011); 5 – (Mikhalskaya, 2002); 6 – (Annushkin, 2008)

In the resulting peculiar rating of sources (Fig. 1) by the criterion of preference, foreign authors occupy sustainable leadership, only 26% of respondents liked Russian publications more. Moreover, the respondents noted first of all the practical significance and accessibility of the presentation of American benefits. It is obvious that Russian students have a need for publications of this format. The tips that the students considered most valuable (Fig. 2) also had a purely practical focus (note that the

statistics of useful tips are somewhat different - 48% of respondents mentioned Russian authors, 52% of the responses were for the American authors). Here cultural and historical traditions and peculiarities of the students' mentality are felt. Some examples and recommendations focused on the American model of behaviour seem alien to them. In this sense, the Russian sources are closer to the tested students, hence the figures. We do not undertake to evaluate the pros and cons of each source. It seems to us more important to evaluate the preferences of students in terms of the content of selected tips and recommendations.

Table 3. Thematic groups of practical tips on rhetoric

Contents of practical tips and recommendations	Answers of bachelors, %	Answers of masters, %
Psychological attitude. Self control (26%)		
Self-confidence	9	
Search for individuality, incl. public speaking honesty	5	
Work on the emotional state	6	
Interest in the subject of speech, inspiration	6	
Work with non-verbal and paralinguistic means (20%)		
Contact with the audience	6	
Work on the pose, gestures and facial expressions	8	
Diction, breathing and intonational expressiveness training	6	
Speech development (14%)		
Work on expressive means	7	
Argumentation (facts, examples, etc.)	4	
Memory training	3	
Work with the text of the speech (32%)		
Compositional design ("frame of speech", the beginning and ending, target-setting)	20	
Elaboration of written text (rehearsal, work with cards)	7	
Speech brevity	3	
Work with keywords	2	
Work with an opponent in a dispute or in negotiations (8%)		

If we compare thematic groups of the selected practical advice and problem areas, they do not quite coincide. The scope of practical advice is much wider. This means that recipients do not always get hung up on their problems. They are looking for interesting approaches, tactics and techniques. And, perhaps, students subconsciously try to avoid the zone of discomfort, they are not internally prepared to work on their problems. However, in general, one may notice an interest in the practice of oral public speech.

As the last task, the participants were offered some creative work. For its implementation, the subjects had to watch several issues of the Scientific Stand-Up program on the "Kultura" ("Culture") TV channel, where young scientists of different profiles presented their developments in a short speech or presentation. A student should in a short essay indicate the speaker he liked, describe his rhetorical features and highlight the main features of the rhetorical ideal of our contemporary.

Of course, students ultimately choose different speakers as their standard, a complete rhetorical analysis was not seen in all essays, understanding the rhetorical ideal is often primitive, but in all the works one can notice something common. The speech portrait of a modern orator (whom they ("students") would like to be similar to) , according to young people, has the following qualities: interest in the topic and ability to interest others, democracy and conversation in the manner of presentation of the material, creativity and originality of the approach, contact with the audience, simplicity and accessibility, self-confidence, self-control, competent composition of speech design.

As we can see, the marked features correlate in many ways with the selected practical advice and recommendations. The standard of modern rhetoric is significantly different from the classical model. By the way, the drawbacks that were noted in the analysis of the speakers (they were only in 30% of the works) are quite indicative: insufficient artistry, not enough jokes

(although the presentations were mostly scientific), inadequate possession of non-verbal means, redundancy of speech, unnecessary sounds, filling pauses, incomprehensible terms. If we evaluate the generalized image of the speaker by student priorities, then it is largely close to the American model, affected by the influence of mass culture, Internet communication and other factors. Young people want to see elements of the show in their oratorical speech. Of course, Russia has strong speech traditions and cultural values, but the tendencies towards rapprochement can be seen.

Recommendations on the formation of an effective model of rhetorical education

We are deeply convinced that the status of rhetorical competences in the Russian educational model should be changed- special attention should be paid to the skills of public speaking, regardless of the addressee's professional preferences.

Of course, for the formation of an effective rhetorical model, it is necessary to rely on speech traditions, cultural and historical features. Historical excursion, the study of mentality allows to consciously relate to the problem areas in rhetorical education. It is here that additional motivation should be sought for overcoming speech imperfections and successful mastering of public speaking skills. Yes, in Russia, many cultural and historical factors hampered the development of rhetorical education. But the mentality of all Russians is the same, and rhetorical skills are formed differently. Thus, the majority of participants in the pedagogical process (teachers, university professors) successfully cope with problems in speech and speak publicly every day; among the representatives of the church in Russia today there are many prominent speakers. This fact indicates that eloquence requires attention, training, the search for effective techniques, rhetorical experience - and in this case there will be the result.

In the process of forming motivational tasks and the substantive part of the rhetorical concept, one should adhere to a reasonable ratio of one's own material and borrowed one (for example, relying on moral values - the prerogative of Russian rhetoric, developing self-confidence, overcoming fears - achieving Americans, etc.). The main thing is to correctly arrange priorities. Our surveys allow asserting with confidence that in today's Russian realities (at least among young people) there is a request for practical rhetoric.

The basis of the "new" rhetoric for non-humanitarian specialists should be practical skills. Russian students have a need for specific recommendations on public speaking, applied textbooks on rhetoric that are available in content and form, including for self-studying. And many Russian sources (unlike Western ones) do not always meet these requirements. Russian scientific and methodological literature should be reoriented to a mass audience.

In addition, in conditions of a shortage of classroom hours within the framework of existing speech courses (the "rhetoric" discipline in the non-humanitarian curriculum is absent), an effective approach to the development of oral skills requires an integration approach based on broad interdisciplinary connections between individual disciplines, in particular, of the humanitarian block. And here it is advisable to use the experience of American colleagues. In the American education system, a system of library-research papers is widespread, where the authors necessarily express their opinions, and then this written work is defended orally. Moreover, the speaker's own position may be far from the truth, contain logical or factual errors, but the attitude of the students and the teacher is very loyal to this, the main thing is how the person managed to present his material and defend his point of view. According to the Americans, the rhetorical work is "the ability to think differently and the ability to publicly incline people to take your position" (Grunchenko, 2014). The same skills are formed in the process of numerous debates and discussions, which are an indispensable element of various educational programs in schools, colleges, and universities of the United States. Since it also adds an element of competition (a strong motivating factor), this becomes a very popular format.

We propose to actively implement all this in Russian teaching practice. It is advisable to develop rhetorical skills during classes in various subjects, using specially designed tasks designed to synthesize various knowledge and skills in training (for example, oral presentations, debates and discussions are possible within various disciplines). It is important that teachers in a public speaking situation would pay attention not only to the content of the speech but also to the form of presentation of the material.

In the Russian socio-political system (as it happened historically), expressing one's point of view, which was especially different from the generally accepted one, was often perceived as

dissent and was not welcomed. Of course, this was connected with the political structure of the Soviet state, but it also penetrated into educational practice. Unfortunately, our students at school are afraid of speaking out, making a mistake and getting a low mark from a teacher, they are afraid of looking ridiculous or unconvincing in the eyes of their peers. They are not motivated for self-disclosure and self-expression in oral speech. And such a teaching mistake, alas, is made by many teachers. And in this sense, it is necessary, perhaps, additional training, re-orientation of the teachers themselves.

But of particular concern is the lack of opportunities for Russian students to develop public speaking skills. In recent years, a gradual minimization of the oral form of speech has been observed in the Russian educational space. There is less and less discussion and debate, even on humanitarian subjects. Oral speech is replaced by computer presentations, tests or written tasks. But rhetorical skills are something that requires practice and training. We believe that the oral form of work in practical classes should be returned to the educational system. Another aspect is the work on problem areas in rhetorical preparation (and these are difficulties of the communicative stage - lack of self-confidence, fear of the audience, absurd gestures, speech technique, etc.). These shortcomings require special attention from both teachers and psychologists. One of the solutions is the correct motivation of students and the creation of a comfortable psychological environment for discovering the natural potential of an individual during the course, a personality-oriented model (Osipova, Prikhodko, 2015). On the one hand, a student has to know- where he will need rhetoric skills, and on the other hand, he needs to form a conscious desire to work on overcoming communicative barriers and complexes, and a favourable microclimate and trusting relationships with the teacher and in a group. All these should help him accomplish the task. Today, it would seem, everyone understands how necessary oratorical skills are for self-realization of man in society. But it is also important to change the consciousness and personal attitude of a person to public speaking, it is necessary to form the individual's need to change something in himself, to work on problem areas in oral speech. For this, in our opinion, it is necessary to promote public speaking in the media and in educational systems. Probably, the state should change its attitude to this issue. The Russian state, which declares democratic values, should be interested in the formation of a "speaker"

person. The general cultural competence associated with the formation of "oral and written speech," which is stated in all educational standards, should cease to be a formality. Effective measures to support public speaking are necessary so that Russian schoolchildren and students are not inferior to their Western peers.

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