

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

NATIONAL TECHNICAL UNIVERSITY  
«KHARKIV POLYTECHNIC INSTITUTE»

## **SELF-STUDY GUIDELINES**

**for the «Pedagogical Communication and Rhetoric» course**  
for full-time students of the second (master's) level of higher education,  
specialty A1 «Educational Sciences»,  
educational program «Pedagogy of Higher Education»

Approved by  
the Editorial and Publishing  
Council of the University,  
minutes No. 2 dated 06/28/2024

Kharkiv  
NTU «KhPI»  
2025

**Self-study guidelines for the «Pedagogical Communication and Rhetoric» course** for full-time students of the second (master's) level of higher education, specialty A1 «Educational Sciences», educational program «Pedagogy of Higher Education» / authors: Nina Pidbutska, Nataliia Sereda, Yevheniia Vorobiova. Kharkiv : NTU «KhPI», 2025. 25 p.

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Department of Department of Pedagogy and Psychology of Social System  
Management named after I. A. Ziaziun

## Teaching materials for lectures

### Plan of lecture classes

Topic	Number of hours
The essence of pedagogical communication	4
Mastery of pedagogical communication	4
Pedagogical communication as a dialog	4
Culture of teacher's speech	4
Public speaking as a social phenomenon	4
The main categories of pedagogical rhetoric	4
Speech technique	4
Lecture as a leading form of education in higher education. Ways of influencing the language culture on the audience	4

#### Topic 1: The essence of pedagogical communication

Communication as a psychological category. The essence of pedagogical activity. Reflective approach. The place of communication and speech in the structure of pedagogical skills. Teacher's speech as a means of pedagogical work: general characteristics, functions, conditions of effectiveness, ways of improvement.

#### Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
3. Siczek Megan (2022). Pedagogical Innovations in Oral Academic Communication. University of Michigan Press ELT. <https://doi.org/10.3998/mpub.11631950>
4. Public Speaking for Teachers I: Lecturing Without Fear. Yale University. Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-i-lecturing-without-fear>
5. Public Speaking for Teachers II: The Mechanics of Speaking. Yale University. Poorvu Center for Teaching and Learning.

<https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-ii-mechanics-speaking>

## **Topic 2. Mastery of pedagogical communication**

Personality-oriented professional pedagogical communication. Structure of pedagogical communication. Styles of pedagogical communication. Barriers to pedagogical communication. Forms, stages and means of communication in typical pedagogical situations.

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pages. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
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## **Topic 3. Pedagogical communication as a dialog**

Monologue and dialogic communication. Criteria for dialog. Contact in pedagogical dialog. Role positions. The role of attention and imagination in dialogic communication. The skill of organizing pedagogical interaction in learning. Technology of organizing pedagogical interaction in the process of individual conversation.

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
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#### **Topic 4. Culture of teacher's speech**

Basic professional requirements for teacher's speech. General laws of ethics and culture of communication. General and linguistic culture as an integral element of the professionalism of a higher education teacher. Work of the teacher to improve the level of speech culture.

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Sereda N.V. Osnovy rytoryky dlia biznes-lideriv: efektyvnyi publichnyi vystup : navchalnyi posibnyk. Kyiv : DP «NVTs «Priorytety», 2016. 40 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda\\_Osnovy\\_rytoryky\\_2016.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda_Osnovy_rytoryky_2016.pdf)

3. Romanovskiy O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pages. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
4. Bohdan Zh., Sereda N., Solodovnyk T. Formuvannia komunikatyvnoi kompetentnosti studentiv zakladiv vyshchoi osvity: monohrafiia. Kharkiv : Drukarnia Madryd, 2020. 262 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book\\_2020\\_Bohdan\\_Formuvannia.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book_2020_Bohdan_Formuvannia.pdf)
5. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
6. Siczek Megan (2022). Pedagogical Innovations in Oral Academic Communication. University of Michigan Press ELT. <https://doi.org/10.3998/mpub.11631950>
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8. Public Speaking for Teachers II: The Mechanics of Speaking. Yale University. Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-ii-mechanics-speaking>

### **Topic 5. Public speaking as a social phenomenon**

Rhetoric as a prerequisite for effective pedagogical communication. The concept of public rhetorical speech and its main characteristics. Requirements for an oratorical speech. Rhetorical triangle: rhetorician - audience - speech. The structure of a public rhetorical speech.

Oratory speech, its genera and types. Rhetorical pathos. Rhetorical emotion. Types of pathos. Rhetorical ethos. Ethical norms. Rhetorical logos. Truth and correctness of thinking and speech. Properties of correct thinking. Basic and non-basic formal logical laws. Logical foundations of argumentation. The heuristics. Types of disputes. Invention. Invention of the topic. The system of topoi. Disposition. The main rules for building a speech. Tasks and methods of constructing parts of the speech. Elocution: rhetorical tropes and figures. Preparation of the text for the speech. Skills to speak impromptu. Rehearsal as a direct preparation for a speech. Basic rules of behavior during a speech. History of rhetoric: Ancient rhetoric, medieval rhetoric and rhetoric of the Renaissance, rhetoric in modern times, rhetoric in the twentieth century and the current state of rhetoric. Prominent representatives of oratory, prominent representatives of academic speech.

Recommended reading:

1. Sereda N.V., Kvasnyk O. V. Osnovy oratorskoi maisternosti: navchalnyi posibnyk. Kharkiv : NTU «KhPI», 2019. 304 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book\\_2020\\_Sereda\\_Oratorska\\_maisternist.PDF](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book_2020_Sereda_Oratorska_maisternist.PDF)
2. Sereda N.V. Osnovy rytoryky dlia biznes-lideriv: efektyvnyi publichnyi vystup : navchalnyi posibnyk. Kyiv : DP «NVTs «Priorytety», 2016. 40 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda\\_Osnovy\\_rytoryky\\_2016.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda_Osnovy_rytoryky_2016.pdf)
3. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
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### **Topic 6: Basic categories of pedagogical rhetoric**

Rhetorical laws. Application of rhetorical techniques in pedagogy. Speech and rhetorical knowledge, skills, abilities of the teacher. Characteristics of the teacher's personality. Appearance of the teacher. The image of the teacher as a speaker: facial expressions, plasticity, movements, posture, gaze. Verbal and non-verbal means of communication, their versatility and diversity. Diagnostics of the formation of self-presentation skills in public communication.

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Sereda N.V., Kvasnyk O. V. Osnovy oratorskoi maisternosti: navchalnyi posibnyk. Kharkiv : NTU «KhPI», 2019. 304 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book\\_2020\\_Sereda\\_Oratorska\\_maisternist.PDF](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book_2020_Sereda_Oratorska_maisternist.PDF)
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### **Topic 7. Speaking technique**

Oral speech and its features. Basic requirements for teacher's speech technique. Knowledge of the structure of the language apparatus as a prerequisite for effective pedagogical communication. Language apparatus and its structure. Breathing and its training. Voice and the process of its development. Voice timbre and diction. Intonation. The pace of speech. Internal and external techniques of pedagogical communication. Ways to improve professional voice characteristics.

Recommended reading:

1. Sereda N.V., Kvasnyk O. V. Osnovy oratorskoi maisternosti: navchalnyi posibnyk. Kharkiv : NTU «KhPI», 2019. 304 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book\\_2020\\_Sereda\\_Oratorska\\_maisternist.PDF](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book_2020_Sereda_Oratorska_maisternist.PDF)
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## **Topic 8: Lecture as a leading form of teaching in higher education. Ways of influencing the language culture on the audience**

The importance of the university lecture. Basic requirements for the lecture. Features of lecturing. Preparation for the lecture. The main characteristics of the audience as a social and psychological community of people. Interaction between the teacher and the audience. Emotional states of the audience, its interests, goals and objectives. Contact in pedagogical communication. Language behavior of the teacher in the classroom. Methods and techniques of linguistic influence on the audience.

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedagogichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvitnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedagogichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
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## **Methodological materials to ensure students' self-study**

Students' self-study (SSS) occupies a leading place in the system of modern higher education. Of all the types of learning activities, the SSS largely ensures the formation of independence as a leading trait of a student's personality.

Independent work completes the tasks of all other types of learning activities. After all, knowledge that has not become the object of one's own activity cannot be considered a person's real property. Therefore, SSS has educational, personal and social significance.

Learning activity is characterized by subjectivity, activity, subject matter, purposefulness, structure and content.

Special features of independent learning activities are the following:

- changes in the subject itself;
- dependence on the student's level of development and reliance on the achieved level of development;
- mastering general methods of action and scientific concepts;
- precedence of general methods of action to solving problems;
- dependence of changes in mental properties and behavior of students on the results of their own actions.

*Performing self-study involves:*

1. Study of educational literature using the university library and the Internet.
2. Study of educational material given for self-study.
3. Mastering knowledge, types and methods of activity in a particular subject area.
4. Self-checking of the acquired knowledge with the help of the questions presented.

If necessary, you can get individual advice from a teacher on how to perform self-study. To do this, the department develops a schedule of teacher consultations each semester.

### Questions for self-study

1. Analyze the known theories of communication.
2. Perform a structural analysis of communication: examine its interactive, perceptual, and communicative aspects.

3. Identify and analyze the needs and motives of the individual in communication.
4. Identify ways to improve professional pedagogical communication.
5. Analyze the levels of communication.
6. Name and describe the functions of speech in interpersonal communication.
7. Analyze speech as a means of establishing social status.
8. Explain the place and function of non-verbal communication in interpersonal communication.
9. Explain and analyze the problem of interpreting nonverbal behavior.
10. Compare the features and possibilities of non-reflective and reflective listening in the professional activity of the teacher.
11. Analyze the role of feelings and emotions in communication.
12. Name and describe ways to manage emotions and feelings.
13. Explain the concept of pedagogical interaction. Describe the forms of interpersonal interaction in the business environment.
14. Analyze the difficulties of communication in the educational environment.
15. Analyze the concept of «destructive communication».
16. Formulate and analyze the criteria for effective communication.
17. Analyze communication styles in terms of effectiveness.
18. Describe the relationship between temperament and communication style.
19. Work out ways to improve the level of teacher's speech culture.
20. Analyze the national origins and traditions of academic eloquence in your country.

#### Literature for self-study:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
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6. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
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9. Public Speaking for Teachers II: The Mechanics of Speaking. Yale University. Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-ii-mechanics-speaking>
10. Aristotle (2012). The Art of Rhetoric. William Collins. 256 pages.
11. Corbett Edward P. J., Connors Robert J. Classical Rhetoric for the Modern Student, 4th Edition. Oxford University Press, 1998. 562 pages.
12. Eva Bjerkholt, Trine Ørbæk & Tina Kindeberg (2020): An outline of a pedagogical rhetorical interactional methodology – researching teachers' responsibility for supporting students' desire to learn as well as their actual learning, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1792876 <https://doi.org/10.1080/13562517.2020.1792876>
13. Bartlett, Lesley E., "Pedagogy in Action: Teaching and Writing as Rhetorical Performance" (2014). Dissertations, Theses, and Student Research: Department of English. 89 pp. URL : [https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1098&context=english\\_diss](https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1098&context=english_diss)

## Methodological recommendations/teaching materials for conducting practical classes

### Plan of practical classes

Topic	Number of hours
The essence of pedagogical communication	2
Mastery of pedagogical communication	2
Pedagogical communication as a dialog	2
Culture of teacher's speech	2
Public speaking as a social phenomenon	2
The main categories of pedagogical rhetoric	2
Speech technique	2
Features of pedagogical communication during practical (laboratory), seminars, individual and group consultations	2

### Practical tasks for the classes

#### 1. **Practical Assignment 1:**

**Prepare a report - 5 pages with a multimedia presentation 5-7 slides.**

The report structure: title page, introduction, main part, conclusion, references.

Topics (choose one):

- Voice characteristics of the speaker. How to improve your voice.
- Specifics of the lecture preparing and giving.
- Barriers in pedagogical communication.
- Audience management techniques.
- The role of non-verbal means in pedagogical communication.
- Organization of pedagogical interaction in teaching. Features of dialogic communication.
- Communication skills and abilities.
- The ability to listen as a necessary condition for effective communication.
- The image of a teacher as a speaker
- The manifestation of teacher`s leadership qualities in his/her speaking activity.
- The art of discussion: how to answer questions and respond to comments and criticism.
- The use of visual aids in teacher`s speaking activity.
- Principles of effective presentation.
- Principles of teacher`s effective self-presentation
- Specifics of the lecture preparing and giving.
- Barriers in pedagogical communication.
- Audience management techniques.

- The role of non-verbal means in pedagogical communication.
- Organization of pedagogical interaction in teaching. Features of dialogic communication.
- Communication skills and abilities.
- The ability to listen as a necessary condition for effective communication.
- The image of a teacher as a speaker
- The manifestation of teacher`s leadership qualities in his/her speaking activity.
- The art of discussion: how to answer questions and respond to comments and criticism.
- The use of visual aids in teacher`s speaking activity.
- Principles of effective presentation.
- Principles of teacher`s effective self-presentation

**Be ready for the speech in class (5-7 minutes).** If the deadline has expired make a video with your speech.

**Deadline:** \_\_\_\_\_ **Send to [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)**

**2. Practical Assignment 2. Part 1:**

**Find three tests (psychological diagnostic methods) to check the level of your communication skills and public speaking skills.**

- provide a brief description of these tests,
- take the tests,
- show the results,
- draw conclusions about your level of communication and public speaking skills

**Deadline:** \_\_\_\_\_ **Send to [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)**

**Practical Assignment 2. Part 2:**

**Pair up, exchange psychological tests** you chose in the 1st part of this assignment, take three tests your partner has given you, show your results, and draw new conclusions about your level of communication and public speaking skills. You do not need to find new tests, simply exchange questionnaires with your partner

\*Be sure to indicate your partner in the task.

**Deadline:** \_\_\_\_\_ **Send to [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)**

**3. Practical Assignment 3:**

Based on the results of your self-test (Task 2, parts 1 and 2), **create a program to improve your public speaking and communication skills**; the program should include specific steps: for example, reading books (specify which ones), methods, exercises (provide examples of exercises), advanced training courses (specify the name and provide links), etc. This should be a creative work, a unique program written just for you - 2-3 pages.

**Deadline:** \_\_\_\_\_ **Send to [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)**

#### 4. **Practical Assignment 4:**

Imagine that you are a university teacher and start the first lecture of a new course.

**Prepare a fragment of the lecture** (10 minutes). It should contain: self-presentation, a short announcement of your discipline (the goal is to interest students); beginning of the first lecture (introductory part). You can choose any discipline. Submit a .doc file with the task text and a .ppt presentation to my corporate mail. Present the assignment at a practical class (10 minutes). If the deadline has expired make a video with your speech.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

#### 5. **Practical Assignment 5:**

Prepare a set of exercises to improve your speaking technique.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

#### 6. **Practical Assignment 5:**

**Make a plan for a practical lesson** on a topic of your choice. Think over and **write a text that you, as a teacher, will address the audience with** (explanation of the practical task, algorithm of its implementation, recommendations for completing the task, detailed evaluative judgments). Prepare to conduct a practical lesson in the classroom or online.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

#### 7. **Practical Assignment 5:**

**Make a plan for a seminar lesson** on a topic of your choice. Think over and **write a list of questions to be discussed during the seminar, a text with which you as a teacher will participate in the discussion** (key ideas, arguments, detailed evaluative judgments). Prepare to conduct the seminar in the classroom or online.

**Deadline:** \_\_\_\_\_ **Send to** [nataliia.sereda@khpi.edu.ua](mailto:nataliia.sereda@khpi.edu.ua)

Recommended reading:

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Sereda N.V., Kvasnyk O. V. Osnovy oratorskoi maisternosti: navchalnyi posibnyk. Kharkiv : NTU «KhPI», 2019. 304 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book\\_2020\\_Sereda\\_Oratorska\\_maisternist.PDF](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book_2020_Sereda_Oratorska_maisternist.PDF)

3. Sereda N.V. Osnovy rytoryky dlia biznes-lideriv: efektyvnyi publichnyi vystup : navchalnyi posibnyk. Kyiv : DP «NVTs «Priorytety», 2016. 40 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda\\_Osnovy\\_rytoryky\\_2016.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda_Osnovy_rytoryky_2016.pdf)
4. Romanovskiy O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst lektsii. Kharkiv : NTU «KhPI», 2008. 64 pages. <https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>
5. Bohdan Zh., Sereda N., Solodovnyk T. Formuvannia komunikatyvnoi kompetentnosti studentiv zakladiv vyshchoi osvity: monohrafiia. Kharkiv : Drukarnia Madryd, 2020. 262 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book\\_2020\\_Bohdan\\_Formuvannia.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book_2020_Bohdan_Formuvannia.pdf)
6. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
7. Siczek Megan (2022). Pedagogical Innovations in Oral Academic Communication. University of Michigan Press ELT. <https://doi.org/10.3998/mpub.11631950>
8. Public Speaking for Teachers I: Lecturing Without Fear. Yale University. Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-i-lecturing-without-fear>
9. Public Speaking for Teachers II: The Mechanics of Speaking. Yale University. Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-ii-mechanics-speaking>
10. Aristotle (2012). The Art of Rhetoric. William Collins. 256 pages.
11. Corbett Edward P. J., Connors Robert J. Classical Rhetoric for the Modern Student, 4th Edition. Oxford University Press, 1998. 562 pages.
12. Eva Bjerkholt, Trine Ørbæk & Tina Kindeberg (2020): An outline of a pedagogical rhetorical interactional methodology – researching teachers’ responsibility for supporting students’ desire to learn as well as their actual learning, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1792876 <https://doi.org/10.1080/13562517.2020.1792876>
13. Bartlett, Lesley E., "Pedagogy in Action: Teaching and Writing as Rhetorical Performance" (2014). Dissertations, Theses, and Student Research: Department of English. 89 pp. URL : <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1098&context=englishdiss>
14. <https://www.ted.com/>

## **Methodological instructions/recommendations for completing an individual assignment**

### General requirements for the abstract

- Language – English.
- Style – scientific.
- Sequence – logical.
- Page format – A4.
- Font and size – Times New Roman, 14.
- Line spacing – one and a half.
- Margins: left margin – 30 mm, right margin – 15 mm, top and bottom margin – 20 mm.
- Simple outline – 1-2 sections.
- The list of references should include about 10 titles.
- Section headings are written in CAPITAL letters.
- Subsection titles are written in lowercase letters (except for the first one).

The length of an abstract is usually 7-15 pages, in some cases up to 20-30 pages. A standard abstract traditionally consists of several parts: title page; table of contents; introduction; main body; conclusion; and references.

**The table of contents** contains a list of sections, subsections, and page numbers to them. Often, instead of the table of contents, you are required to write an outline. The plan can be simple, when you need to list the names of the paragraphs of the essay in a numbered list, and complex, when in addition to the paragraphs, you also indicate their subparagraphs.

**An introduction** usually lasts a page and a half. Its main purpose is to introduce the reader to the essence of the problem. The introduction justifies the choice of the topic (why it is important) and its relevance. We outline the goals and objectives of the work. If necessary, make a brief review of the sources used. If you can't write an introduction at first, you can do it after writing the conclusion, when all your thoughts are systematized and finalized.

**The main part.** Before you start writing the main body, you need to decide on the titles of chapters and paragraphs – the basic requirements for an essay. Next, you should build a chain of presentation so as not to disrupt the sequence of thoughts and not to deviate from the given topic. Highlight the main aspects as much as possible; the main part of the essay should outline the main concepts set forth in the sources. Be sure to cite the author if you use quotations: this is an indicator of your academic integrity. When citing, make references. There are several options for their design, for example, footnotes can be placed at the end of the page, or they can be indicated briefly in square brackets with the number of the source in the bibliography and the original page of the quote like [10, p. 355], so it is better to specify their design in advance.

**Conclusion.** The conclusion summarizes the main topic in a concise form and presents your own view of the problem and its solution.

**A list of references or bibliography** is a systematic compilation of a list of sources used. In other words, it is the information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

The topic of the abstract can be chosen by the student in accordance with the principle of academic freedom, in consultation with the teacher, and within the framework of the educational component.

#### **Approximate topics of an abstract:**

1. Culture of speech.
2. Methods of maintaining and activating attention in terms of rhetoric.
3. The richness of speech.
4. Voice qualities of the speaker. Ways to improve your voice.
5. The role of intonation in the teacher's speech.
6. Specificity of scientific speech.
7. Features of preparation for the lecture and its conduct.
8. Barriers to pedagogical communication.
9. Specifics of public speaking in different types of audiences.
10. Methods of audience management.
11. Interaction of the teacher and the audience.
12. The role of non-verbal means in pedagogical communication.
13. Functions of pedagogical speech.
14. Ways to improve the teacher's speech.

15. Organization of pedagogical interaction in teaching. Features of dialogic communication.
16. Communicative skills and abilities.
17. Listening skills as a prerequisite for effective communication.
18. The image of a teacher-speaker.
19. Manifestation of leadership qualities of a higher education teacher in his/her public speaking.
20. Difficult situations in teaching rhetorical activity.
21. The art of discussion: how to answer questions and respond to comments and criticism.
22. Speaking techniques.

## **Teaching materials for current, intermediate and final control**

1. Describe communication as a psychological category.
2. Determine the role and place of communication and speech in the structure of pedagogical activity of a higher education teacher.
3. Determine the place of communication and speech in the structure of pedagogical skills of a higher education teacher.
4. Analyze the specifics of pedagogical communication.
5. Define the purpose of pedagogical communication.
6. Define the essence and content of pedagogical communication.
7. Analyze the functions of pedagogical communication.
8. Reveal the place and functions of verbal and non-verbal communication in pedagogical communication.
9. Explain and analyze the problem of interpreting nonverbal behavior.
10. Compare the features and possibilities of non-reflective and reflective listening in the professional activity of the teacher.
11. Name and describe the conditions of effectiveness and ways to improve the teacher's speech.
12. Identify the features of personality-oriented professional pedagogical communication
13. Analyze the types of pedagogical communication.
14. Define and characterize the structure of pedagogical communication.
15. Analyze the styles of pedagogical communication; determine their relationship with the behavioral patterns of teachers.
16. Name and describe the main stages of pedagogical communication; analyze the technological methods of their implementation.
17. Name and characterize the barriers to pedagogical communication; identify ways to overcome them.
18. Identify forms and means of communication in different pedagogical situations.
19. Analyze the features of monologue and dialogic communication.

20. Define and characterize the criteria for dialog.
21. Name the signs of contact in the pedagogical dialog.
22. Give an analysis of role positions in communication (according to Eric Berne).
23. Analyze the role of attention in pedagogical professional communication.
24. Analyze the role of imagination in pedagogical professional communication.
25. Identify the features of the organization of pedagogical interaction in learning.
26. Describe the technology of organization of pedagogical interaction in the process of individual conversation.
27. Describe the «I-statement», determine the advantages of this speech construction.
28. Name and describe the main professional requirements for teacher's speech.
29. Analyze the general patterns of ethics and culture of communication.
30. Describe the work of the teacher to improve the level of culture of speech.
31. Analyze the role of classical rhetoric in improving the effectiveness of pedagogical communication.
32. Define the concept of public rhetorical speech and its main characteristics.
33. Name and describe the basic requirements for an oratorical speech.
34. Analyze the structure of public rhetorical speech.
35. Provide a classification of genera and types of oratory.
36. Identify the specifics of scientific (academic) speech.
37. Describe the classical rhetorical doctrine of ethos, pathos and logos.
38. Name and describe the main stages of preparation of a public speech.
39. Describe the main stages of development of rhetoric.
40. Name the prominent representatives of public speaking and academic speech, give a brief biographical note and analysis of the activities of one of them.
41. Name the basic rhetorical laws.
42. Analyze the use of rhetorical techniques in pedagogy.
43. Professionally important qualities necessary for working with the audience.
44. Describe the speech and rhetorical knowledge, skills, abilities of the teacher.
45. Analyze the image of the teacher as a speaker.
46. Evaluate the requirements for the appearance of the teacher.

47. Describe the internal and external techniques of pedagogical communication.
48. Analyze the ability to listen as a prerequisite for effective communication.
49. Describe the ability of self-presentation in public communication; determine the role of this skill for a university teacher.
50. Name the basic requirements for teacher's speech technique.
51. Describe the language apparatus and its structure.
52. Describe the types of breathing; name the means of training proper breathing.
53. Describe the voice and the process of its development.
54. Analyze the following concepts of prosody: Timbre of voice and diction; Intonation; Pace of speech. Determine their role in the communicative and rhetorical competence of the teacher.
55. Describe ways to improve the professional characteristics of the voice.
56. Name and describe the basic requirements for a lecture.
57. Describe the modern types of lectures.
58. Analyze the features of lecturing.
59. Identify the main stages and rules of preparation for a lecture in terms of rhetoric.
60. Identify the main stages and rules for preparing for a practical (laboratory) lesson in terms of rhetoric.
61. Identify the main stages and rules of preparation for a seminar in terms of rhetoric.
62. Identify the main stages and rules of preparation for an individual conversation in terms of rhetoric.
63. Provide the main characteristics of the audience as a social and psychological community of people.
64. Define the essence and rules of interaction between the teacher and the audience.
65. Analyze the emotional states of the audience, its interests, goals and objectives.
66. Identify ways and methods of language influence on the audience.
67. Name and describe effective methods of activating the audience.
68. Analyze the principles of speaking in a negative audience.
69. Analyze the preparation of the teacher to answer questions.
70. Define the essence and rules of discussion as a form of interaction with the audience.

## Sources for training:

### Basic literature

1. Barnes Alyssan (2016). Rhetoric Alive! Book 1: Principles of Persuasion (Student Edition) Classical Academic Press. 384 pages.
2. Siczek Megan (2022). Pedagogical Innovations in Oral Academic Communication. University of Michigan Press ELT. <https://doi.org/10.3998/mpub.11631950>
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4. Public Speaking for Teachers II: The Mechanics of Speaking. *Yale University. Poorvu Center for Teaching and Learning.* <https://poorvucenter.yale.edu/teaching/ideas-teaching/public-speaking-teachers-ii-mechanics-speaking>

### Supplementary literature

1. Aristotle (2012). The Art of Rhetoric. William Collins. 256 pages.
2. Corbett Edward P. J., Connors Robert J. Classical Rhetoric for the Modern Student, 4th Edition. Oxford University Press, 1998. 562 pages.
3. Eva Bjerkholt, Trine Ørbæk & Tina Kindeberg (2020): An outline of a pedagogical rhetorical interactional methodology – researching teachers' responsibility for supporting students' desire to learn as well as their actual learning, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1792876 <https://doi.org/10.1080/13562517.2020.1792876>
4. Bartlett, Lesley E., "Pedagogy in Action: Teaching and Writing as Rhetorical Performance" (2014). Dissertations, Theses, and Student Research: Department of English. 89 pp. URL : <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1098&context=englishdiss>

### Our own methodological works

1. Sereda N.V., Solodovnyk T.O., Ihnatiuk O.A. Pedahohichne spilkuвання ta rytoryka : navchalno-metodychnyi posibnyk dlia studentiv osvithnoho stupeniu «mahistr» spetsialnosti 011 «Osvitni, pedahohichni nauky» ta aspirantiv vsikh spetsialnostei. Kharkiv : NTU «KhPI», 2023. 152 pages. URL : <https://repository.kpi.kharkov.ua/server/api/core/bitstreams/9a5b05fb-63df-44d8-bc5e-e9f5f97034e1/content>
2. Sereda N.V., Kvasnyk O. V. Osnovy oratorskoi maisternosti: navchalnyi posibnyk. Kharkiv : NTU «KhPI», 2019. 304 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book\\_2020\\_Sereda\\_Oratorska\\_maisternist.PDF](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/47845/1/Book_2020_Sereda_Oratorska_maisternist.PDF)
3. Sereda N.V. Osnovy rytoryky dlia biznes-lideriv: efektyvnyi publichnyi vystup : navchalnyi posibnyk. Kyiv : DP «NVTs «Priorytety», 2016. 40 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda\\_Osnovy\\_rytoryky\\_2016.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/30520/1/Sereda_Osnovy_rytoryky_2016.pdf)

4. Romanovskyi O.H., Sereda N.V., Kvasnyk O.V. Pedahohichna etyka : tekst leksii. Kharkiv : NTU «KhPI», 2008. 64 pages.  
<https://repository.kpi.kharkov.ua/handle/KhPI-Press/23724>

5. Bohdan Zh., Sereda N., Solodovnyk T. Formuvannia komunikatyvnoi kompetentnosti studentiv zakladiv vyshchoi osvity: monohrafiia. Kharkiv : Drukarnia Madryd, 2020. 262 pages. URL : [http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book\\_2020\\_Bohdan\\_Formuvannia.pdf](http://repository.kpi.kharkov.ua/bitstream/KhPI-Press/46292/1/Book_2020_Bohdan_Formuvannia.pdf)

### **Information resources**

1. <https://www.ted.com/>
2. <https://www.toastmasters.org/>
3. <https://www.kindrahall.com/>
4. <https://www.coursera.org/>

## Навчальне видання

Методичні вказівки до самостійної роботи з навчальної дисципліни  
«Педагогічне спілкування та риторика»  
для студентів денної форми навчання другого (магістерського) рівня вищої освіти  
за спеціальністю А1 «Освітні науки», освітня програма «Педагогіка вищої школи»

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Роботу до видання рекомендував проф. Дольська О. О.

В авторські редакції

План 2025 р., поз. \_\_\_\_\_

Підп. до друку Гарнітура Times New Roman.

Видавничий центр НТУ «ХП», вул. Кирпичова, 2, м. Харків, 61002

Свідоцтво про державну реєстрацію ДК № 5478 від 21.08.2017 р.

Електронна версія