

2.10.Philosophy of science

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THE DIALOGICAL IMPERATIVES OF ORATORY IN THE PROFESSIONAL PREPARATION OF THE BACHELOR OF LAW

Oratory is a fundamental component of the humanitarian and the socio-economic preparation of the specialists of the new generation and in the complex of the knowledge, the abilities and the skills of the specialist of the legal activities; it has the significant place. That is why, oratory is the integral part of the education of the highly qualified specialist, the formation of his professionalism and the high level of the culture in Ukrainian higher law school.

In this context, the teaching of the future lawyers should be associated with the accost both to the mind and to the human senses and it is contentfully directed the educational and the professional programs of the teaching institutions and necessarily the inclusion of the disciplines which have the purpose of the formation of the valuable-semantic, the cognitive-communicative and the praxeological competences.

The assimilation of the laws of the oratory contributes to the understanding of the peculiarities of the influence of one person on another, the principles and the rules of the eloquence, the intellectual and lingual culture of the future lawyer according to

the integral professional competence. However, in the practical preparation, the focus of the competence growth, in our opinion, transfers to the "technological" aspects of the knowledge (the peculiarities and the characteristics of the stages of the activity of the orator, the methods of the development of the strategies and the tactics of the speech, the general principles of the construction of the public speech, the ways of the presentations of the material of the speech and the activation of the thinking of the audience, on the bases of the culture of the public speech, the socio-psychological laws of the communication of the orator and the audience, on the characteristics of the language in terms of the acoustic-physiological positions, the principles and the methods of the realization of the polemics, the peculiarities of the preparations of the different types of the speech in the legal activities, etc.). The same algorithm of the teaching allows that the abilities which can be modeled the communication with the different people and the audiences in the professional activities, can be built the tactics of the appearance and the argumentation, can be found and can be eliminated the logical the mistakes of the public appearance, can be applied the mechanisms of the minimization of the tension in the audience, etc.

At the same time, the modern educational process arises as the communicatively-cognitive search in the variety of the thoughts and the positions of the universal senses which is can be provided the understanding of the subjects of the cultural and the educational space, and thus the educational process cannot be dialogical. The significant number of the scientists was paid attention to this fact [1; 2 and other]. And the first imperative in this sense is a consistent process of the assimilation of the appropriate ideological positions and the knowledge, the development of the abilities and the skills in the designing of their own activities and the emotion creation.

The second dialogical imperative should be considered the contextuality of the knowledge, i.e., the need to analyze the types of the eloquence and the spheres of its application, to characterize them in the time and the space. Considering the question of the main regularities of the emergence of the rhetorical science is not the excursion into the history, as the formation of the idea of those factors which are determined the

need of the modern society in the existence of the eloquence. As these factors are mixed (economical, political, social, cultural); it is expedient to think over the question about which of them can be considered as the main and which can be secondary. Studying the block of the questions of the history of the judicial eloquence is expedient to start and to complete the analysis of the interconnections between the key concepts which these questions are devoted and used in our time.

The third. It can be followed the rigorous requirements in the conceptual-objective space of the oratory as the educational component. For the successful speaking the logical harmony of the thoughts have the first value, which have the certain forms and they are constructed according to the rules, they are developed, they are fixed and they are tested by the social practice. These peculiarities of the thinking have especially important meaning because the logical structure of the thinking, the laws, the forms and the rules of the construction of the thinking have the universal character. Which word shell does not acquire our thoughts, which language they have been taught; they must necessarily accept only universal forms. So, in the basis of all logical operations, the inferences and the evidence are placed the most general laws that have objective character. The people cannot at their discretion change or "install" new logical laws. The laws of the logic are perceived as an axiom; it is a self-evident truth that does not require proof. So laws which are ensured the correctness of the thinking; it is the laws of the identity, contradiction (consistency).

The fourth. The definition of the dialogic imperative also belongs to the cognitive-content standards (the examples of the process of the cognitive activity, its degrees and the results) and the algorithms of their mastering. It is important that they synthesize the external requirements in the process of the teaching of the discipline (the conformity to the educational standards) and the internal assessments, the methodology of the self-development of the personality and the trajectory of its development. The principle of such imperative is due to the fact that the significant part of the educational material must be mastered by students in the process of the independent work and the conscious attitude to the mastering of the theoretical and the practical knowledge, the free orientation in the information space.

References

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