

## Role of rhetoric in the development of speech skills

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**Abstract:** The paper discusses the importance of rhetorical skills and their role in training students for successful verbal communication. Introduction to the theory of rhetoric, the analysis of selected texts speaking examples, recognition of rhetorical elements of speech and their use, are placed in the function of developing speaking skills of students and improve their oral expression. The methodology of teaching rhetoric includes practical exercises public appearances based on the application of techniques and principles of oration in order to enable the development of eloquence students.

**Keywords:** rhetoric, methodology, public speaking, speaking skills, oratory

### Introduction

The rhetoric teaching and development can be followed through the Greek and Latin terminology and epistemology development. The expressions rhetoric (gr. ρητορικὴ, lat. rhetoric), eloquence, (gr. εὐλωπία, lat. eloquentia) came to use very early. [2] However Aristotle is due for its establishing as a theoretical discipline which systemizes knowledges and principles of a good speech.

The theoretical frame establishment of the problems involves inevitably the notion determination and expression differentiation, speaking gift, rhetoric, speaking skill, and appearance in public. Very early it was noticed that the word, as the means of establishing a speaking relation among people, besides its understanding, thought expressing and feeling expressing role, can (while acting) possess such a positive or negative power which borders a healing or destroying effect. Cicero says on the power and grace of a good speech: *Who can stimulate virtue more eloquently than the orator, who can divert from sin more sharply, who can scold a criminal more severely, who can praise the good ones more beautifully? Whose attack can*

*break greed more strongly, whose comfort can soften pain more gently.* (Cicero, M. T., 2002).

Eloquence, as a speech gift, is a base of every good speech. However the original oratory to be raised in quality, it is necessary to be educated and cultivated. The writers of the first oratory skill textbooks knew very well that a successful speaking appearance depended a lot on rhetorical knowledges and their practical use. Though the learned rhetorical rules are not the ones making some body a good speaker by themselves if he is eloquence (as an extraordinary gift) short. There fore there are rhetoric authorities whom the knowledge does not replace the lack of talent. Thus they are good theoreticians, though but not good orators. How great the practice influence on the speech skill formation is (even when the speech potential is not inherited), is best seen in famous orators Demosthenes [3] and Cicero's [4] experiences. They managed to become exemplary orators by knowledge practice and persistence and also to overcome their personal limits.

The knowledge that the speech should be supported by certain principles (which can be learned and used in a speaking practice) initiated the oratory authorities textbooks containing the speech skill development directives- Rhetirike theme<sup>5</sup>. Out of them Rhetoric as a theoretical philosophical discipline was developed later involving the rule system which help the development of discovery, the way of a correct and clear thought expressed according to the aim.

At the beginning of the twentieth century we have the emergence of discipline under the name of public speaking,<sup>6</sup> which was a response to the crisis in which the rhetoric began to the west of the Middle Ages, when more and more lost connection with reality, speech practice and the real needs and is increasingly turned into sterile theoretical discipline with the character of stylistics and grammar. This space is filled public speaking as a form of simplified rhetoric that has turned away from theoretical issues and debates to practical advice. Keeping ahead of the average citizen who is verbally addressed in different situations, the media, in appropriate circumstances and the modern audience that is willing to listen to long speeches and theorizing, writers such manuals tend to be choose to provide guidance on the successful performance of speech for a short time can give good results. Therefore of this public appearance did not give a complete system of education speaker because of the rhetorical skills did not take eloquency, general culture, intellectual experience, logic and rhetorical skills.

### Rhetoric Programme Basic Structure

How much our educational system values a correct and fine speech is shown by a very small presence of rhetoric as a teaching subject. This lack is felt both in the teaching process quality and the lack of speaking culture, as well as the word misuse in all the social political life spheres. The colloquial language of young people specially is full of vulgarities, which unfortunately, are not free of even those expected to cultivate a good language and a fine word. Though rhetoric is involved as a facultative subject at the Teachers Training Faculties, its introduction meant the renewal of interests in a correct and persuasive language. It also means reaching the consciousness that every educated man, the one preparing himself for a teaching vocation specially, the reach of rhetorical knowledges and the speech skill development is of a great use.

A good teaching rhetoric programme with performance methodology has the task to connect theoretical knowledges and practical exercise. The language rule and principle acceptance can contribute greatly to the verbal communicating culture. So three components contained in a good speech (logics, ethics, and esthetics (λογός, ήθος, πάθος) should be cared of. Speaking persuasion is realized by threefold means: *Addressing intellect, character and feeling.*<sup>7</sup> (The speech skill formation will students should involve, the speaking subject consciousness importance (what is being told about), then the orator's personal characteristics (who is talking), and the way of exposing (how something is being told). The knowledges focused on the audiences character (whom something is being told) should be also considered.

The logical dimension of speech does not refer only to the correct logical rule use but also to the arguing skill, the use inductive and deductive concluding methods, entimemis (shorten syllogism), and other logical instruments. *A necessary condition for what should be told fine and right is that the soul of the one speaking understands the truth of what it is being spoken about.* (Platon, 1979). The good speech skill is not based on eloquence onli but on the correct and reasonable word use, for which the rational thinking power memory, full attention, knowledge and imagination are necessary.

We cannot take those facts talk for themselves as granted because truth is not obvious in itself. Therefore truth should be known and told, for the truth if not defended, gets suppressed. (Veritas quae non defensatur, opprimitur). Truth gets lost even in too much discussing because a wide exposing unsharps the truth blade. A speaker cannot let himself

overspeaking. That quality shows most that overmeasuring is a sign of the real knowledge lack. The speaking uncontrol is mostly the consequence of multi- knowledges, namely superficial understanding of many things but not a reasonable reach of the essence. While having a speech, one should be aware of simplified and banalized expressing as well as of too much decorating and flattering. Stereotyped, modeled, ready- made phrases highly terms which give the impression of an affect, the use of clear and simple thinking speaking and style forms instead which give the effect of the effect of natural and sincere.

Differently from the science dealing with the essential truth knowledge, Rhetoric is inclined to a relative thinking. Being such it deals with what a hypothetical character carries in. *If in communicating with some people we possessed even the most exact knowledge, we could not persuade them easily until we have based our speech on that knowledge. For a scientific speech belongs to teaching (διδασκαλία, the logical method of proving, persuading) and that is impracticable in front of people... The rhetoric task is not persuading but the discovery of that persuadable in every exposed case.* (Aristotel, 2002) It means that an orator in his exposing should activate both logical and psychological elements. If possessing the idea and dialectical reasoning power as well as the abstract notion revival energy, he can contribute his speech to realize its logical sense including challenges, specially the state of mind necessary for reaching the persuasion.

Will the orator open the audience for truth by his speech, will he reach the exposing persuasion? It all depends on his approach of what he is speaking about and who he is addressing? Is he doing it which a real interest or just mechanically, does he address with a deep belief in what he is speaking about or with an uncertainty, does his speech includes the thought experience or a cold and indifferent relation? An inner persuasion imbued with true feelings and gives a special strength to the spoken words making them beneficial. *When a man wants to express his thoughts and charm his listeners with them, first of all he should enrich his exposing with his belief which shows that the thought is justified, and with it his feelings which show that he is excited with that thought.* (Miloš Đ., 1986)

A good speech should express a justified thought, divine sensitiviti, and noble character. It means it should include thinking and feeling, and an ethical aspect. Quintillian says about the orator's moral quality importance: *I do not firm that somebody acting as orator must be correct and honest but that only a correct and honest man can be an orator'* (Kvintilijan, M. F., 1985) The important role in the persuasion reach is possessed by the orator's strong character which makes him thrust worthy, specially when regarding

the things which can be doubted. The ethos preserve, also includes the discovery of real way to all aspects of truth and its adequate presentation.

### Conclusion

Rhetoric as a teaching subject is a system whose structure is made of three elements: theoretical teaching, practical exercises and other people's speech studies. The sophistic rule that 'what resembles truth is presented as truth itself' is strange to it. Its task is not to persuade the audience that something is true and justified but to lead them to the true knowledge about it. Therefore its role is not teaching the persuading skill as any price but to discover the best ways of persuading in the logical and ethical based attitudes.

One of the correct speech rule is: declamation avoid. Once it involved a precise and strict selection of words and figures, so making it formalized and artificial. Today it appears in some other form carrying the some signs. So instead of reciting and slavery to a written text, which always leaves the impression of unsincerity and stiffness, it is necessary to let oneself a spontaneous talking. Though certain logical and rhetorical rules are important every speech and speaking situation are so unique that the rule could be rather a landmark in every concrete situation than as immutable and generally valid. What rhetoric methodology teaches is a clear and distinct language and it is reached by using of those words which leave the impression of directness and sincerity, contra to highly terms, which seem artificial. Of course a good speech could be marked by seriousness, fullness, strength, limitation. It could also be that kind of speech enriched by decorations, with jokes, irony, illustrations, wise sayings, attraction. Anyway expression styles can be different but put into right measure limits. Rhetoric compensate the lack students' public appearances and are the best exercise in introducing them to the verbal communicating area, and develop skills of speech presentation. Unfortunately the way of work with students has not reach the necessary level of a direct speaking relation, which would enable the liberating from all those weaknesses and disadvantages that accompany that kind of communication.

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[2] The expression orator (ῥήτορας) is mentioned with Homer, eloquence (εὐλογία) is mentioned with Isocrates and the notion rhetoric (ρητορική) was started in use by Plato in the dialogue of Georgie.

[3] Demosthenes is the example of a man who could be said to become an orator rather by coincidence than owing to his natural predisposition. As a child he lost his father. Owing to his tutor's greed, he was left only the benth of his interited wealth. As an adult he chose issai, the most eminent Athenian logograph, for his teacher. Issai became famous by writing oratories for inheritance disputes. So both his inheritance struggle and orator's carrier began. He was sick, with a weak voice, with the 'r' pronouncing defect as a child. Years long exercises and an unseen persistence won a defect after a defect. He strengthened his weak voice with a loud verse reciting at the sea coast by intending to overpower the roaring of waves like the Parliament noise: he was reciting while running up the hill, trying to utter the almost number of verses at one breath, in order to streanghen his lungs for long sayings. Gravels under his tongue he repeated many a time Odysseys's verses with 'r' in order to correct his natural defect. Under a shiny metal plate like a mirror he tried out his movements and gesticulation, and in order to turn away the unconscious raise of one of his shoulders he trained under a sword which would cut his shoulder when repeating that movement. Thanks to the will strength and persistant exercises. Followed by his teacher's foll help, he became the most eminent orator of all times. (S. Avramović, Rhetorike techne)

[4] Plutarh quoted that Cicero showed his oratory talent even when starting his schooling but he had a voice problem-strong but unformed voice. He practiced the Geek and Latin verse reciting to improve it. He also suffered from a serious appearance fright, and that not only at the beginning of his carrier. He started his oratories in fear but his paleness and tremble would stop when falling into e passionate oratory, so reaching his inner peace.(Plutarh, Likovi antike II, Matica Srpska, Novi Sad.

[5] Kennedy, George A.,. A New History of Classical Rhetoric, p. 23, Princeton University Press

[6] John S. Nelson, Allan Megill, Donald N. McCloskey, The Rhetoric of the Human Sciences: Language and Argument in Scholarship and Public Affairs, Univ. of Wisconsin Press

[7] Aristotel, Retorika, p. 53.