Effective Communication in Teaching

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evropský sociální fond v ČR   EVROPSKÁ UNIE   MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY   OP Vzdělávání pro konkurenceschopnost   Univerzita Hradec Králové Pedagogická fakulta

INVESTICE DO ROZVOJE VZDĚLÁVÁNÍ

Background Information on the Subject

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Prerequisites:
This discipline has no prerequisites and is not a prerequisite for any other subject either.

Rules for Communicating with the Instructor:
Attendance-based: regular consultations
Combined form of study: through email communication, on the basis of pre-agreed consultations and checks of individual papers; completion of an assessment test based on the registration for consultation and assessment dates in the Faculty Information System.

Introduction to the Subject (Summary)
This discipline creates a basis for theoretical knowledge in social communication and communication in teaching and is also focused on the development of authentic communication predispositions through targeted skill-based microteaching performances (sessions).

Objectives
To shape the elementary knowledge basis on interpersonal communication; to strengthen readiness for the future profession; to develop individual communication dispositions and to reinforce authentic reflection and self-reflection.

Outline of the Subject
See the Table of Contents

Literature
See Appendix B

Requirements for Completion
Completed communication activities (see the Practical part of each topic); successful completion of a didactic test.

Index
See Appendix A

TABLE OF CONTENTS

INTRODUCTION

1.1 Dear reader,

As authors of this study text we would like to devote its first lines to the motives behind its production.

We have been for many years meeting young people who are at the beginning of their university studies and with almost no exception mostly link the idea of their future profession to the fields of their study and their in-depth mastering. Understandably enough, to have and apply the knowledge from the studied disciplines is a condition for us to be respected in our roles as teachers-educators-social workers-special pedagogues-mentors-coaches-employees in the multicultural sector and to become so-to-say professional representatives of the field as a scientific discipline.

Now you may rightfully ask: Who is a professional? And what disposition a professional should possess to persuade about his/her competency? Let us recall some competencies as part of one's competence:

▲ Field and scientific competency ▲

We have already spoken about the meaning of university studies, i.e. their aim is to deepen one's professional (not only theoretical) training in the field of study as a scientific area. Since every scientific discipline keeps evolving, it is clear that the level of knowledge obtained through studies will not be sufficient and the 'time will make us' follow every single innovation related to our subject.

▲ Educational and psycho-didactic competency ▲

If we act as educators, professional readiness is not the only characteristic of our professionalism. Our role is to transfer scientific knowledge to the addressees (to those educated in the widest possible sense) in a way which respects not only their social position but in particular their developmental and age peculiarities. A good educator-lector-social worker-mentor, etc. is the one modifying own acts through the pedagogical and psychological knowledge of those whom he/she affects.

A bit of an argument: You will be in many respects right if you come up with a counterargument saying that university studies introduce the learner-charge-client, etc. rather in an academic and non-authentic form and that it is only the real life practice which gives them a true face and human dimension.

▲ Consultative and managerial competency ▲

Being a professional (in particular in social professions) means to provide assistance in many situations and forms and to contribute with a professional opinion. We rely on scientific knowledge together with the knowledge of assessment procedures and the ability to apply 'the science' in a wide variety of fields. But one needs to have organisational skills and be able of more systematic thinking even for this negligible part of professionalism.

▲ Health-performance competency ▲

When looking through the eyes of undergraduates, this competence component could be questioned with a naturalised statement, 'What's up?'. We will also appreciate professional behaviour for being 'independent' of momentary health fluctuations and having a so-to-say stable (and expected)

course. However, this ideal starts to have cracks with practice, age, changes in personal and professional life.

▲ Reflexive competency ▲

Professionalism is also characterised by 'haunting' questions like: How am I perceived by others in my professional role? Has my work today been important for others and what to do 'differently' (and we do not mean better) next time? How is my job living up to my estimates today, tomorrow, from the long-term perspective?

Seemingly questioning (self-)reflexive reasoning is really good: This is the only way to prevent stereotypes at work; we keep on seeking an optimal form of approaching others and one's self, and last, but not least, a certain 'modification' of professional conduct is good prevention against risks of the burnout syndrome and other unpleasant mental conditions developed as a result of bad 'mental economy', i.e. when we give more than we accept through positive and relieving thinking.

▲ Social-personality and communication competency ▲

We deliberately state the social-personality and communication competency at the end of our list. Should we uncover its content, it may be explained as a professional predisposition that a (social) profession should only be performed by mature and mentally and socially 'complete' people having stable views both of their expertise and occupation. This is related not only to one's scale of values but also to deep conviction about the meaning of own mission, about the need for being beneficial for others and trying to understand them.

If you look at the said competencies and want to find a common denominator, you will apparently get to the term '**communication-communicativeness**'. It is a link between the professional, pedagogical, psychological, didactic, consultative and reflexive component of professionalism. When looking at the more general reasons requiring a necessary level of communicativeness in human behaviour, we can name the following:

1.2 Time requires communicativeness.

The time we live in keeps persuading us about the growing need of successful communication with other people, highlighting the authentic ability of agreement and understanding in professional and personal encounters (which confirms the well-known statement that 'it is impossible not to communicate among people ...').

1.3 Development of socially-oriented professions:

With the social transformation we are witnessing, it is also impossible not to see the extraordinary development of professions with a social mission. New fields of study have emerged focusing on contacts with the socially handicapped people requiring social guarantees and help, which would not be conceivable without professional communication with a human dimension.

Communication skills and abilities of the person acting in a certain role reflect, to some extent, this person's professional qualities. This is true both about socially-oriented professions (teachers, educators, probation officers, charity workers) and about 'other' professions where the stakeholders are involved in

common activities or in a relationship of dependence, assistance and need (a coach vs. a sportsman; a leader vs. a member of an interest group; a doctor vs. a patient).

1.4 Modern education builds on the principle of mutual communicativeness:

The everyday educational practice at schools sometimes still remains far from looking like a 'workshop of humanity' or humanity-oriented education as we systematically proclaim. It is essentially based on cooperation and partnership of all actors in education which is inherently built through mutual communicativeness …; we should pursue communicative paths and seek solutions in the situations where there are traces of violence, disparagement of origin, race or world view in a class (regrettably, we must say that it is exactly the present days which, however, too often bring examples of such behaviour and conduct).

In social 'human-to-human' contacts, we evidently encounter a variety of communicativeness levels determined by many circumstances, including those related to the psychological personality up to the level of social experience and course of our social learning.

Yes, you are reading this right: Communication is in many respects dependent on an individual's social learning. We assume that an individual's communicative predispositions are not too much determined by inheritance but that it is socialisation, including the processes of conscious or spontaneous social learning, which has a strong impact on their shaping and development. We have now come to the necessary conclusion (without which this study text would be meaningless) that

the communication skills can be learned.

Not only in the university practice this means that communication skills must be trained (acquired, deepened, etc.) through appropriately arranged social learning. The training is directed from self-cognition and self-opening to understanding other people and a permanently present ability to use suitable means of expression depending on the overall situation. We know from our own experience that socially communicative training largely contributes to the overall personality cultivation of an individual preparing for a professional role.

The meaning and function of this study text is to contribute to the deepening of the communicative readiness of future professionals active in the social area through the development of theoretical knowledge about interpersonal communication and to create practical opportunities to communicate in pre-arranged situations similar and close to the school or social practice. To be more specific, this text has ten chapters on social communication and communication in teaching. The chapters normally contain a compact theory (accompanied by the necessary sources of reference and terms) which is supplemented by structured communication activities, 'communication micro-presentations'. The aim of each topic is to provide a daunting task of a synthesis of the necessary theory with a practical opportunity to communicate and develop sets of specific communication skills.

WHO THIS STUDY TEXT IS FOR

We have given five general reasons why student attention should not neglect the issue of communication. The lines below will detail on the fields of study relying on social communication training where this study text may be applicable. It is most likely to be widely applied in all teaching qualifications of pre-service teachers for basic and secondary schools as well as in the new field of ethical education.

This study text will also address students of non-teaching qualifications such as social pathology and prevention, social pedagogy, special pedagogy, out-of-school education, multicultural communication, charity, police and prison service and other specialised qualifications. This is because it has emerged that these fields have many things in common despite their own specifications.

This is also why communication training of future teachers, leisure-time pedagogues, social workers, etc. can use similar methods, intentions and means. What they have in common is professional training in effective communication with people, whether they are young children, youth or adolescents or adult clients requiring social assistance and protection.

What is the intention behind social communication training?

'Internal' social communication training takes place in subsequent steps which are mutually interlinked (through intent, content, methods) and escalate. For instance, during the first encounters, we seek to recognise the qualities of the current communication expression of students and personal opinions on the importance of interpersonal communication. However, we focus the core of training on the development of communication dispositions of individual students by offering them targeted skills-based micro-presentations connected with evaluation, experiencing and self-reflection.

We want to emphasise that our aim is to offer individually-oriented communication preparation which satisfies student needs while respecting their possibilities and limitations.

Let us mention detailed objectives and intentions behind communication training. The meaning is

- o **to identify** the input communication qualifications of (beginning) students as a basis for their future and more individual development;
- o **to develop** social and communication skills through model situations, typical micro-presentations and other organised communication activities;
- o **to strengthen** the developed skills and integrate them in the built skill-based structure of individuals; to intentionally guide students to evaluation of the developed skills through self-evaluation and self-reflection methods;
- o to **prepare** students, simultaneously with practical training of effective educational and social communication, in theory; to inform them about both modern and traditional views of the theory of social and educational communication as a field of social and professional interest;
- o **to guide** students to make links between the theoretical and practical component of the communication training and thus contribute to the development of a communication (teaching) style of the teacher, educator, social worker.

What is the expected 'know how' the student should have at the end of

communication training?

We expect social communication training or the completion of the 'communication for teachers' discipline to provide an opportunity for unification of skills of future teachers (or students of social fields). What (standard as we believe) skills should be demonstrated by the students who complete this subject?

- **Mastering** of basic motoric and non-verbal means of expression when communicating in diverse social environments;
- **Seeking procedures** when creating less common communication skills (so-called elaboration or experimentation with means of expression);
- **Simulating professional behaviour** in typical educational and professional situations (including seeking of alternatives if the conditions or assignments change);
- **Practical mastering** of dyadic (pair) communication with a partner (including an analysis using the available methods of observation);
- **Naming** (analysis, reflection and self-reflection) of the basic characteristics of one's own communication acts and of others;
- **Starting the mechanisms** leading to self-regulation and self-correction of the outward display (regardless of whether we do frontal, group or individual micro-presentations);
- **Engaging** in one's own future intentional (and wanted) social communication development.

The content of this study text and the related style of work are subjected to this final idea. It is obviously difficult, long-lasting and individual to fulfil all intentions within communication training and it cannot be linked only with one subject of higher education. It is quite the opposite – other disciples (each in its own way) should contribute to the expected professionalization and personal cultivation.

The concept of social communication preparation and training presented in this study text is based both on theory and practice with greater emphasis being placed on skill-based (i.e. practical) training. Each of the ten topics is presented from the basic theory perspective and is supplemented with practical suggestions for communication training.

Just to put the record straight, we have chosen micro-presentations which should demonstrate examples of theoretical knowledge and put them in the necessary context.

What issues will be discussed in this study text?

If you look at individual chapters, you see that this study text seeks to outline the issue of social and educational 'communication' on the background of evolution of interpersonal communication throughout individual social and cultural epochs. The first theme provides a historical outline of the **development of rhetoric** including the historical and modern view of the development of the art of public speaking. Please note that rhetoric as a science of good writing and speaking came before all other knowledge about interpersonal communication.   This is also why the next topic deals with **social communication,** interaction and creation of interpersonal relations in social contacts. Modern social communication has been formed by classical

inspirations and therefore these chapters have been arranged one after the other. The third theme is very important for us who work in pre-graduate education. It explains the essence of socially psychological training as a form of **social learning.** It seeks the methods to train social communication, to guide to one's self-opening and to the reflection of one's own behaviour.

Have you ever been interested in what comes in when people communicate with each other? This issue is discussed in the chapter describing **personal expression.** We will see that a communication unit combines and integrates verbal, motoric and indirect communication circumstances. The first part of this study text is concluded with **educational communication** as a form of social communication.

Today's educational theory and practice attaches great importance to dialogue in education and instruction. Therefore, the sixth chapter is devoted to a **dialogue** (and not only at school), to the questioning procedures, creation of questions and questioning. The time we live in is characterised by many attributes. The term '**media**' is very apt, expressing the fact that the classical means of communication (text and image information) have been expanded with the electronic dimension. Hence, this study text also contains basic findings about media communication and we have also not forgotten the communication possibilities of a 'classical' educational text. **Observation and evaluation of communication displays** at school, out of school and in social practice is a related topic. It also marginally concerns the use of technical means and their importance in interpersonal communication.

Final chapters are very specific and appropriately supplement and widen the previous topics. The last but one chapter describes **social aspects of interpersonal behaviour** such as aggressive behaviour or assertive communication. The final unit addresses the issue of interpersonal communication which has grown in importance over time. It focuses on communication with those having an unfavourable fate of life with a handicap who have to cope with it every day.

After a theoretical presentation, each chapter contains practical exercises, well-arranged communication micro-presentations, questionnaires and other suggestions. Appendices bring overviews of the developed skills and their characteristics (we must admit this is only optional and common users do not have to study this in more detail).

HOW WILL WE WORK WITH THIS TEXT?

Social communication training is normally provided through traditional university teaching forms: a theoretical lecture and related seminar activities. We know from our current practice that it is good for each seminar to have a similar structure with repeated training procedures (a possible seminar structure is presented in Table 1). Here are details on individual parts:

Table 1: Optimal structure of communication training seminars

Part	CONTENT	Time (min)	Technical means
A	**Objective** – instruction content (fixation)	5-10	overhead projector (OP) data projection

B	Communication warm-up	10	
C	Theoretical block	10	data projection
D	Skill-based micro-presentations	55	video - audio
E	Conclusion – evaluation (another programme)	5	

All participants should know at the beginning of each seminar what is ahead of them and what are the intentions behind the new knowledge presented. The related theory fixation is an opportunity to revise the previous curriculum. Unlike students, instructors find it useful when students prepare for the revision and fixation of the topic through self-study outside the seminar. Fixation normally means a group dialogue or discussion 'hosted' by a mandated student or couple of students. The aim is to separate the main and less important parts of the theoretical whole, to categorise the essential knowledge and to gradually build (and enrich) the knowledge structure. The group dialogue should be managed in a way so that all those present have a communication opportunity during discussion. To cover the topic, the student needs to acquire:

- **basic knowledge about the theme;**
- **the determined and agreed range of terms;**
- **the expected social communication skills** (which are developed through the prepared skill-based micro-presentations).

The discussion on the topic is usually rounded off with highlighting the main ideas and creating links between the new didactic unit and the previous knowledge (we seek to support the systematic nature and knowledge continuity).

Individual chapters of this study text also bring certain new **terms, definitions and technical terms.** At the end of each topic (chapter), there is always a dictionary of terms introducing and explaining new terms and characterising them according to a simple key.

For instance, the term '**rhetoric**' is characterised with the following signs: **1-E-C** These abbreviations have the following meaning:

1 means that this term has been introduced and explained in the first theme (chapter).

E means that this is an **elementary** term from our discipline's perspective (**B** then means it is a **broadening** term).

C means that it is a term from communication (**G** means general vocabulary, or other scientific disciplines: **C** – communication; **S** – sociology, etc.).

So our intention is obviously not only to introduce and explain the terms but also categorise and arrange them according to simple criteria. Let us get back to the structure of seminars: The theoretical part is followed by practical exercises using communication micro-presentations and suggestions focused on the development of individual components of the student's external expression. In addition to these exercises, there will be communication

activities included depending on the situation in the study group and on the current educational intentions (known as 'communication warm-ups').

Each seminar will end with the determination of the next topic and students will have a task to prepare for the theoretical summary during self-study and to prepare an agreed and assigned communication performance.

How to understand the term 'micro-presentation'?

Micro-presentation is a training and intentionally induced and monitored communication situation aimed to provide a communication opportunity to create, reinforce, develop or replace communication skills. It creates a stimulating tension in the communicator (following from the newness of the situation, inexperience, etc.) which results in a communication act reflected by the surroundings and in self-evaluation. Micro-presentation is a communication activity determined by its goal. In contrast with the majority of social or educational situations, it is shorter in time and content and the means of communication selected. It normally takes place under training (controlled) conditions and then in the environment for which the training is performed.

Micro-presentation in social communication training is defined through its **intentions, content, prevailing means of expression, directness and time requirements.** It is always connected with the development of selected communication skills. It has its procedures and stages with all of them being important. But the crucial parts are evaluation and self-reflection after the micro-presentation as well as contemplation about the original idea and its implementation. Effective communication training must concern each individual with regard to his/her individual needs, current communication skills and attitudes. As a communication training method, micro-presentation is an effective way from external regulation of behaviour to self-regulation, from communication interventions to self-communication expression.

HOW WILL MICRO-PRESENTATIONS BE PRESENTED?

Individual micro-presentations or sets of micro-presentations are related to each theoretical topic described in each chapter. For instance, a set of micro-presentations named INITIAL PERFORMANCE with 25 individual topics is related to the first theme, RHETORIC. The number is fairly high to enable each student in the group to prepare one's 'own' individual theme.

> Note: During the first lessons, the selection of those who will prepare for specific topics is up to the agreement between the instructor and the study group; later, the topics (micro-presentations) are differentiated by individual student needs

Time requirements for the preparation differ. The communication assignments for the first micro-presentations follow the rhythm of individual seminars (usually on a week-on-week basis). Preparation gets shorter later on (a part of the seminar) and finally, some micro-presentations are pure improvisation following immediately after the assignment. All communication assignments (and not only for the aforementioned topic of RHETORIC) are basically determined by six characteristics:

Objective:	What purpose and intention does the micro-presentation serve?
Content (theme):	What should be communicated?
Form:	What forms will communication take?
Means:	What communication channels will be used?
Addressee:	Who is the addressee of communication?
Time:	What is the idea about the micro-presentation's time requirements?

A broadened assignment of individual micro-presentations (contained in a computer database) has a form of one file record. For instance, INITIAL PERFORMANCE has the following detailed assignment: Some information is obvious while other assignment elements are concise and need to be explained. First we will speak about that part of the file record which is marked with an asterisk (*).

Absolute order: 1   Rank in the micro-presentation file: 1

Subject:	Effective communication	Lesson: 1	Theme: rhetoric
Part:	general	Key word:	?
Name:	Initial Performance	Difficulty:	1
Theme:	My favourite book		
Content: The student speaks about the assigned topic in front of the study group without prior preparation			
Objective: The aim is to make the first contact in the discipline; to introduce oneself; to express one's relation to …; to give one's own opinion; to measure one's communication position against other students in the group.			

*

Form (M/D/E/D):	M	Where (S/BS/O):	S	*Who (I/C/G/):*	*I*
Time (min):	3	Addressee (M/FS/SS/O):	M	*Preparation (I/SM/P):*	*I*
Level (B/I/A/C):	B	Note:	With TV record		

** MICRO-PRESENTATION CHARACTERISTICS:

D1:	OS	D2:	V	D3:	VO	D4:	M	D5:	DU	Index:	

A communication form can generally be a **M**onologue, **D**ialogue, communication **E**tude or group – class **D**iscussion. Here we have a monologue (**M**). Where will the micro-presentation take place? We can choose from: **S**eminar, **B**asic **S**chool (after school club) or **O**ther. We have inserted **S** as a seminar.

Who will perform the micro-presentation? We can choose from: **I**ndividual, **C**ouple of students or **G**roup. We have written **I** which means that the 'action' concerns one student only.

The time requirement of 3 minutes is given for reference only. It is much more important that the micro-presentation takes place in front of other **M**ates in the class. There can also be the following addressees: Fictitious Students (**FS**), real School Students (**SS**) or **O**ther (clients, parents, etc.).

We have already spoken about preparation for micro-presentations – now just to make sure: **P** means preparation (normally one week); **SP** means small preparation (several minutes), and **I** is improvisation.

And finally: The level of developed skills may be **B**eginner, **I**mprover, **A**dvanced or **C**ompleted (meaning the level expected to be reached after the course completion).

The broadened assignment is obviously more complete and detailed but we will normally work with the basic assignment only.

The preparation and micro-presentation are normally followed by an **assessment** of each individual performance. It is necessary that 'everybody evaluates everybody', i.e. it includes both evaluation and self-evaluation. Evaluation should express one's own opinion, good advice or thought of how and why to choose a different approach next time.

Technical means are also helpful in the analysis next to the knowledgeable (and maybe also critical) words from the mates and instructor. What we mean is an audio or video recording of the performance. Each micro-presentation should purposefully develop certain (pre-defined) communication skills or sets of skills.

This is also why each assignment contains a list of the developed social communication skills. As an illustration, let us mention some skills developed in the **INITIAL PERFORMANCE:**

EXAMPLES OF DEVELOPED SKILLS

Skill content:
- To discuss opinions of others
- To support the content of communication with mimic
- To defend one's own idea, approach
- To support the content of communication with the audio aspect of speech
- To accept a criticised mistake
- To accept appraisal
- To adequately address communication addressees - to start a micro-presentation
- To continuously concentrate on the overall concept of the micro-presentation
- To prove basic – minimal motoric orientation within a defined space
- To regulate the relation between the content, communication addresses and vocabulary
- To logically divide content of the monologue
- To be aware of the micro-presentation time and adapt it accordingly
- To freely (without any method) evaluate (analyse) the mates' performances

- (arranged in alphabetical order)

We believe that the theory of communication skills described above has not disinclined you from communication training and from practical 'fight' with your own means of expression.

> *To be skilful means to be able to perform the required activity in an observable form; it should be an activity I know something about and for which I have prepared myself by creating an 'activity pre-concept'. In our opinion, a skill is the 'ability to act' benefiting from the individual level of internal aspects of the acting personality which strongly affect and 'shape' the result. Finally: each activity performed is connected with lived experience, evaluation, reflection and reasoning about what is good and desirable from the long-term perspective and what to do differently next time and why …*

with theoretical knowledge but should first and foremost contribute to the development of your practical readiness for your future profession.

Important end note: The readers used to the polished literary style of textbooks, study texts, manuals and other educational texts will be disappointed by the choice of words used in this text. We seek to use a pragmatic style with content expressed in brief watchwords, sentences or theses. This is because of the working approach to this study text and because of the possibility to provide more information within a smaller space.

MEANING OF ICONS IN THE TEXT

Since we regard our text as 'didactic' (i.e. intended for learning and having its intentions, methods and form), we have decided to 'equip' each chapter with icons facilitating orientation in the information provided and creating a similar structure in the text.
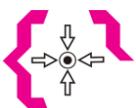
Objectives

Objectives are given at the beginning of each chapter in a specific and verifiable form.

Intensity of Acquisition

This is expressed as efforts needed for the topic's acquisition at three levels: **low – middle - high**

Situation

An initial problem situation is described opening the topic of the chapter.

Basic Theory Perspective

The topic is described from the perspective of the basic and supplementary theory and provides the necessary scientific knowledge.

Practical Application – Assignments, Activities, Skills

Specific practical assignments are given as well as suggestions for micro-presentations which develop the pre-defined skills in escalation and continuity.

Terms to Remember (Key Words)

The most important key words supplementing the theoretical part.

Issues for Thought

These are suggestions and questions for students as a feedback about their understanding of the subject discussed.

Summary

A summary of the topic, an extract of the fundamental information and ideas.
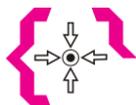
Literature

CHAPTER 1: RHETORIC (An Outline of the Meaning)

> *As great minds have the faculty of saying a great deal in a few words, so lesser minds have a talent of talking much, and saying nothing.*
>
> *La Rochefoucauld*
>
> *By using sweet words and gentleness you may lead an elephant with a hair.*
>
> *Saadi*

Objectives

The main aim of this chapter is to outline the importance of (not only classical) rhetoric for human communication and for the development of the art of public speaking and communication as a theoretical and applied discipline. After studying this chapter, the students will be able to

- **understand the development** of classical rhetoric of the time;
- **distinguish the attributes** of Greek and Roman rhetoric and their representatives;
- **describe the relation** between rhetoric and communication in the current interpretation;
- **understand** the terms and terminology of this field;
- **apply** the basic rhetoric procedures in skill-based training (for details, see the practical part of this chapter).

Intensity of Acquisition

To understand educational theory and verify it in skill-based practice: **low**

Situation

The general Czech vocabulary is fairly wide and has many nuances and refinements, meanings and sub-meanings. Foreigners would be the best experts to speak about the difficulty of the Czech language when they try to learn our language at different levels. It may many times happen that we want to use several words (phrases) to describe one phenomenon, event, meaning, etc. in good faith that we describe the same thing. This is about synonyms and homonyms.

Nonetheless, we are not always successful and suddenly start doubting whether the meaning of the word (so-called 'referent') is the same or at least close to what we have intended to say. Let us give an example: If we take the words '**correct**' and '**good**' – are their meanings identical? And if not – why? Are the differences rather denotative (i.e. related to the meaning) or connotative (i.e. related to what is 'around the word' – emotions, expressions, philosophical meaning)?

Let us use the first chapter of this study text on effective communication to find an answer (not only) to this question.

Téma pohledem základní teorie

1.1 ANTICKÁ RÉTORIKA

Rétorika jako obor lidské činnosti existuje více jak 2.000 let, je spojena se společenským životem, filozofickými koncepcemi, uměním a prvními poznatky jednotlivých nauk. Nejčastěji se definuje **jako nauka o dobrém psaní a hovoření.** Procházela dvěma klasickými obdobími.

Rétorika v antickém Řecku

Tvořila důležitou složka veřejného života, identifikujeme 3 obory řečnictví: soudní + politické (filozofické) + slavnostní; **rétorika** vznikala z praktického řečnictví (umělé řečnění), první ucelené řečnické teorie i praktické aplikace nacházíme u tzv. sofistů, např. Gorgiase z Leontýny. Sofistům („potulným" učitelům řečnictví) je vytýkáno přecenění techniky řeči na úkor obsahu, ISOKRATES založil první školu řečnictví a stanovil stylistické základy platné dodnes.

Další představitelé:

EMPEDOKLES z Akragantu (vyzdvihoval znalost jazyka ...)

SOKRATES (mistr akademických **dialogů**, viz tzv. sokratovská metoda…)

PLATÓN (žák Sokratův, dialogizuje text, rétorika je prostředkem formování veřejného mínění, cílem má být pravda).

DEMOSTENES: zřejmě nejvýznamnější **orátor** v Řecku, jako mladý se soudil o dědictví po otci, díky zkušenostem, vytrvalosti a cílevědomosti se stal učitelem řečnictví, později politickým řečníkem a státníkem. Nejslavnější jsou tři řeči proti makedonskému králi Filipovi (tzv. filipiky). S oblibou proslovy dramatizoval; používal zvolání, řečnické otázky, či patetická oslovení. Jeho projevy byly logické, stylově různorodé – ať již se jednalo o věcné texty, či verše. Bohužel nezanechal jediné teoretické dílo, avšak z jeho projevů (shrneme-li), bylo zřejmé, že usilovat o: stylovost, logičnost, kladl důraz na dikci, adekvátní použití jazykových i mimoslovních prostředků, byl velký vzor pro současníky i dnešek.

ARISTOTELES: patrně nejvýznamnější myslitel starověku, známý encyklopedickými znalostmi. Věnoval se také řečnictví, napsal dílo RÉTORIKA (také v Poetice několik kapitol věnoval řečnictví), v Rétorice 3 části: jazyk, styl a struktura projevu.

Rozlišoval ústní a písemnou řeč, zdůrazňoval pestrost projevu, rytmus a tempo, byl proti strojenosti a vyumělkovanosti, moderním pohledem viděl v rétorice **komunikační proces** (cestu naplnění záměrů).

Význam řecké rétoriky:

- Rozpracování teorie a praxe řečnictví,
- vyčlenění monologu a dialogu jako specifických forem sdělování, spojení řečových a mimoslovních prostředků,
- rozlišení **gramatiky** (nauky o správném psaní a hovoření) **a rétoriky**,
- časově nezávislá inspirace poznatků pro další generace...
- stanoveny zásady pro písemné i ústní sdělování (např. ustálené členění řeči - invencio, dispositio, elocutio, memoria a actio (Mistrík 1980).

Rétorika v antickém Římě

Obecně známou skutečností je, že antické Řecko bylo politicky podmaněno římskou civilizací, avšak v mnoha ohledech představovalo vyspělejší kulturu. Nelze pominout také zásadní vliv řecké rétoriky na vznikající římskou a doložit skutečností, že mnozí římští orátoři prošli řeckými řečnickými školami.

Teprve Marcus Tulius **CICERO** je považován za představitele původního římského řečnictví. Ve svých spisech vytvářel ideál dokonalého řečníka, napsal spis O ŘEČNÍKOVI (De oratore, smyšlený příběh o dvou řečnících), avšak svým idealizovaným pojetím neuspěl. Základem jeho rétoriky byla přesvědčivá mluva, dojemnost a zábavné uctívání adresáta.

Další představitelé :

Titus Livius: zajímavý specifickým výběrem slov (anzianizmem), používal poetizmy, archaické a specifické výrazy,

Lucius Anneeus SENECA: opak Livia, řeč má být: jednoduchá, průzračná, spontánní, dialogická, s citáty a metaforami, sám toho příliš nedbal...

Publius Cornelius TACITUS: napsal Dialog v řečnictví, byl anzianista, přístupem k řečnictví se hlásil k Cicerovi...

Marcus Fabius QUINTILIANUS: byl první státem placený řečník - učitel rétoriky v Římě, napsal Poučení o řečnickém umění, stál mezi patetickým (oslavným, květnatým…) a věcným řečnictvím...

Význam římské rétoriky:

- návaznost na rétoriku řeckou,
- **větší publicita** řečnictví jako oboru (více děl o rétorice – jako teoretickém i praktickém oboru),
- větší **orientace na společenskou praxi** (soudnictví, státní funkce, politické projevy),
- větší inventář v lyrickém poetizmu, sentencích a citátech,
- ostrý **boj mezi stoupenci věcného řečnictví a „květomluvci"**.
- stanoveny zásady pro písemné i ústní sdělování (např. ustálené členění řeči - exordium, expozitio, causa, simile, exemplum, testimonium, conclusio (Toman 1981).

1.2 NOVĚJŠÍ RÉTORIKA

Středověká rétorika

Po pádu říše římské se rétorika orientuje jak obsahově, tak prostředky na církevní tematiku, vznikají pojmy „kazatel - kazatelství", odlišnosti od řečníka - filozofa, základní znaky tehdejší kazatelské rétoriky:

- monologický charakter, více abstrakce,
- méně nebo vůbec polemičnosti, spíše dogmata a pompéznost,
- patetickost a ódičnost (vytrácí se světský duch z řečnictví).

Dvě formy kazatelství:

- **homilie** (výklad biblických textů)

o **apologie** (obhajoba idejí)

Nejvýznamnější představitelé: Tertulianus, Jan Zlatoústý, Řehoř Velký, Tomáš Akvinský ... Církevně bohoslovecká rétorika měla výsadní postavení po celý středověk, byla světonázorovou a politickou zbraní někdejšího společenského systému.

Z pohledu šíření informací nelze opomenout **vynález knihtisku** (r. 1441), první masově komunikační prostředek, důsledky: zmnožení tištěných žánrů (církevních texty, publicisticko-žurnalistické práce, administrativně právní texty, zpěvníky, cestopisy atd.) a přístup k informacím většímu okruhu (i méně vzdělaných) lidí.

Tradiční podobu měla rétorika na středověkých univerzitách, kde se rozvíjelo akademické řečnictví (obdobně jako v antice, ale z jiných pozic), tvořilo jedno ze **sedmera svobodných umění**:

TRIVIUM: rétorika, gramatika, logika

KVADRIVIUM: aritmetika, geometrie, astronomie, múzika

O rétorice se učilo a zároveň byla vyučovací metodou na školách. V pozdějším období (renesanci a reformizmu) přísluší rétorice jiné funkce a poslání.

Původní česká rétorika

Koncem 16. století byla napsána první česká RÉTORIKA Šimona Gelenia Sušinského, avšak podstatu přebíral ze středověké a částečně i antické rétoriky. Základní zmínky ke slovnímu a písemnému projevu lze nalézt u mistra Jana Husa a některých jeho současníků.

V pozdějším období (zejména v obrozenecké době) se zvýšil zájem o český jazyk a slovesnou kulturu, nalezneme např. u J. Jungmanna či E. T. Havránka a dalších.

Východiskem je osvědčené pojetí **rétoriky** (nauky o dobrém psaní a hovoření) a **gramatiky** (nauky o správném psaní a hovoření).

1.3 RÉTORIKA A SOUČASNOST

Rétorika má své místo v současnosti. Má nejméně trojí význam:

- nadále existuje jako **nauka-věda** a prohlubuje své poznatky (např. v pracích Mistríka aj.),
- **popularizuje řečnictví** pro nejširší okruh uživatelů a dává návody pro úspěšnou interakci s druhými lidmi,
- je cenným zdrojem poznatků při utváření „nových" disciplín, jakými jsou sociální komunikace či pedagogická komunikace. Ty si ve větší míře všímají **společenské determinace** sdělování mezi lidmi dbají více na **neverbální aspekty komunikace**.

Terms to Remember (Key Words)

No.	Term:	Explanation:	Characteristics:

No.	Term:	Explanation:	Characteristics:
1	abstract	imaginary, general, saturnine	1-E-G
2	ansianism	selection of words	1-B-C
3	apology	defence of ideas	1-B-G
4	archaic	ancient, old-fashioned	1-E-G
5	citation	literal extract	1-E-G
6	determination	denomination, definition	1-E-G
7	dialogue	conversation between two people	1-E-C
8	diction	style of enunciation, choice of words	1-E-C
9	philippic	public denunciation	1-B-G
10	grammar	science of correct use of language in writing and speech	1-E-G
11	homilist	preacher	1-B-C
12	homiletics	science of preaching	1-B-C
13	homology	Interpretation of Biblical texts	1-E-C
14	interaction	reciprocal action	1-E-G
15	language	system of written or audio symbols	1-E-G
16	communication	mutual contacts, communication, message	1-E-G
17	communication process	process of communication determined by its objective, means and final effect	1-E-C
No.	Term:	Explanation:	Characteristics:
18	metamorphoses	changes, transformations, change of the form	1-B-G
19	monologue	soliloquy, speech by one person	1-E-C
20	ode	exalting poem	1-E-G
21	orator	speaker	1-E-C
22	pathetic	passionate, excited, emotionally exaggerated	1-E-G
23	polemic	(sometimes) strong and passionate scientific or artistic dispute	1-E-G
24	rhetoric	science of good writing and speech	1-E-C
25	rhythm	regular rotation of stressed and unstressed beats	1-B-G
26	sentence	idea, statement, theorem	1-B-G

27	style	structure, external character of a piece of art	1-E-G

Note: The glossaries of terms for individual lessons are provided using the listed sources of reference.

Practical Application – Assignments, Activities, Skills

Micro-presentation 1: INITIAL PERFORMANCE

Basic Assignment

Objective: To make the first contact in the discipline; to introduce oneself through the topic assigned; to publish one's opinion – attitude.

- **Content** (theme): 25 topics – see below
- **Form:** monologue (narration, dramatization, etc.)
- **Means:** Mainly verbal means which express the communicated content
- **Addressee:** study group mates
- **Time:** approximately 3 minutes per performance

Broadened Assignment:

Absolute rank: 1   **Micro-presentation file**   **rank: 1**

Subject:	Effective communication	Chapter: 1	Theme: Rhetoric
Part:	general	Key word:	?
Name:	Initial Performance	Difficulty:	1
Theme:	My favourite book		

Content: The student speaks about the assigned topic in front of the study group without prior preparation

Objective: The aim is to make the first contact in the discipline; to introduce oneself; to express one's relation to …; to give one's own opinion; to measure one's communication position against other students in the group.

*

Form (M/D/E/D):	M	Where (S/BS/O):	M	Who (I/C/G/):	I
Time (min):	3	Addressee (M/FS/SS/O):	M	Preparation (I/SM/P):	I
Level (B/I/A/C):	B	Note:		With TV record	

** MICRO-PRESENTATION CHARACTERISTICS

D1:	OS	D2:	V	D3:	VO	D4:	M	D5:	DU	Index:	

Individual communication topics

Order – topic		Order – topic	
1)	My favourite book	2)	My hobbies
3)	My secondary school studies	4)	My (native) town (place)
5)	My relation to my future profession	6)	My good qualities
7)	My bad qualities	8)	My family
9)	Me and my brothers and sisters	10)	My normal weekend
11)	My normal day	12)	What makes me feel good
13)	What makes me feel afraid	14)	What is worrying me
15)	Realistic desires	16)	Unrealistic desires
17)	What I enjoy in the society	18)	What I do not enjoy in the society
19)	What I am indifferent to	20)	What I am not indifferent to
21)	Me and music	22)	Me and arts
23)	Me and radio	24)	Me and film
25)	Me and television	26)	Other topics …

Examples of developed social communications skills (in alphabetical order):

C o n t e n t   of the skill:

- To discuss opinions of others;
- To support the content of communication with mimic;
- To defend one's own idea, approach …
- To give someone else praise and justify one's attitude;
- To support the content of communication with the audio aspect of speech;
- To accept a criticised mistake;
- To accept appraisal;
- To adequately address communication addressees - to start a micro-presentation;
- To attract attention of others with overall expression;
- To continuously concentrate on the overall concept of the micro-presentation;
- To prove basic motoric orientation within a defined space;
- To regulate the relation between the content, communication addresses and vocabulary;
- To logically divide content of the monologue;
- To bear attention of others;
- To be aware of the micro-presentation time and adapt it accordingly;

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- To freely (without using any method) evaluate performances of study group colleagues;
- To tell one's feelings after the micro-presentation;
- To reproach someone else's mistake and justify one's attitude;
- To be engaged in a monologue through narration;
- To intentionally perceive 'the others' and regulate one's performance;
- To evaluate (analyse) one's performance - saying pros and cons;
- To support the content of communication with eyes in its direction;
- To support the content of communication with eyes within the space with addressees;
- To externalise the actual topic (assigned content) using suitable linguistic means;
- To exteriorise basic feelings.

Related appendices: Communication Questionnaires TSK-C and SK-PRE (Appendices 2 and 3)

Issues for Thought

- The difference in the definition of rhetoric and grammar is in the difference between the words 'good' and 'correct'. Try to find distinctions using examples from current life (social or personal practice and experience);
- What did classical Greek and Roman rhetoric have in common and in what way were they different? How could these distinctions be reflected in rhetoric practice?
- We have encountered an important term, 'apology'. It is said that this term has become secularised since the classical times and has a broader and more general meaning now. So how should this term be explained if used in the following sentence, for example: 'That person has great apologetic skills …'
- Rhetoric is primarily about verbal communication/linguistic means and acoustic aspect of speech. Does that mean that classical rhetoricians did not consider the impact of non-verbal means on the effect of their communication?

Souhrn

S rétorikou (jako naukou o dobrém psaní a hovoření) se setkáváme již v antické době. Procházela nerovnoměrným vývojem; od počátků v Řecku však byla spojována se společenskou praxí a významem. Byla natolik důležitou složkou tehdejšího života, že procházela všemi jejími myslitelnými aspekty. Stala se prostředkem sdělování i tématem a cílem řečnických škol.

V pozdějším období, kdy se začala vyčleňovat římská rétorika od řeckého základu, přinášela kontroverzi mezi dvěma základními pojetími: mezi tzv. věcným (pragmatickým) řečnictvím a jeho oslavnou (uměleckou, slavnostní, vyumělkovanou …) podobou.

Významem překročila staletí; dala vzniknout významným pojmům, pravidlům pro úspěšné řečnictví, stanovila ustálenou strukturu projevu. I dnes působí jako specifická jazyková věda a má stále co říci současné lingvistické teorii, i komunikační praxi.

K ústupu významu řečnictví došlo v dalším společenském vývoji, ve kterém středověké období formovalo člověka především z ustálených církevních světonázorových pozic a rétorika ztrácela na světském významu.

S nastupující renesancí a humanismem se společnost „vracela" k antickým hodnotám, mezi nimiž nechybělo znovuobjevení poznatků o rétorice a snaha o její aktualizaci.

Posláním rétoriky ve své době bylo nalezení pravdy a přesvědčování druhých o správných postojích; dělo se tak především verbálními prostředky, s menši účastí neverbálního sdělování. Z toho pohledu je rétorika „subsystém" vyššího pojmu „komunikace". Vytvořili jsme myšlenkový most mezi touto a navazující kapitolou.

Literature

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