**H KAKOVOSTNEMU POUČEVANJU SODI TUDI UČINKOVITO GOVORNO NASTOPANJE**

**QUALITY TEACHING ENCOMPASSES ALSO EFFICIENT RHETORICAL APPEARANCE**

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***Izvleček***

*Jezikoslovje se je s sporazumevanjem in v njegovem okviru z javnim govornim nastopanjem začelo ukvarjati sorazmerno pozno. To se je zgodilo šele z razvojem teorije govornih dejanj in pragmatike ter s pojmovno-funkcijskim in komunikacijskim pristopom pri učenju jezika, ko je govorjeni jezik postopoma začel stopati v ospredje jezikoslovnega raziskovanja. Učiteljeva sposobnost učinkovitega sporazumevanja predstavlja eno izmed temeljnih kompetenc, v okviru katere ima pomembno vlogo tudi javno govorno nastopanje. Ozaveščenost na tem področju je lahko priložnost za profesionalni razvoj učitelja. Ker gre za zahtevno in pomembno spretnost, se nam zdi ključnega pomena, da so učitelji o tem ustrezno izobraženi in usposobljeni za to dejavnost. Pri razvijanju zmožnosti učiteljevega javnega govornega nastopanja je treba biti mdr. pozoren na sposobnost tvorjenja vsebinsko ustreznih, razumljivih, pravilnih in učinkovitih javnih enogovornih govorjenih besedil. Učitelj se mora zavedati: 1) da mora biti dobro seznanjen z merili za javno govorno nastopanje in da mora imeti znanje o tvorjenju učinkovitih javnih enogovornih govorjenih besedil; 2) da so izkušnje eden glavnih dejavnikov čim boljšega javnega govornega nastopanja in da je koristno, če čim več javno govorno nastopa, in sicer ne samo v razredu, ampak tudi v drugih dejavnostih, povezanih s šolo; 3) da mora ves čas sproti ugotavljati, katero znanje o javnem govornem nastopanju bi moral še pridobiti ali poglobiti, da bi bil še učinkovitejši govorec; 4) da se mora ves čas govorno izpopolnjevati; 5) da mora biti kritičen do svojega javnega govornega nastopanja in da mora na osnovi prepoznanih napak izboljševati lastno govorno zmožnost; 6) da mora imeti jasen načrt, kako izboljšati svojo lastno govorno zmožnost; 7) da vsem poslušalcem (učencem in drugim) predstavlja govorni zgled.*

***Ključne besede:*** *govorno nastopanje, enogovorno govorjeno besedilo, govorni zgled, učitelji, vzgojno-izobraževalni proces*

***Abstract***

*Linguistics started to deal with communication and public rhetorical appearance relatively late. This happened not earlier than with development of a theory of speech acts and pragmatics, and evolvement of conceptually functional and communicative approach to learning of language, when a spoken language gradually began to get a more prominent role in a context of linguistic research. Teacher's ability of efficient communication represents one of fundamental competences, where important part is also taken by public rhetorical appearance. Awareness in this field may be opportunity for professional development of a teacher. It is demanding and important skill, therefore it seems crucial that teachers become adequately educated and trained for this activity. During evolvement of teacher's abilities of public rhetorical appearance attention should be, among other factors, paid to ability of production of understandable, correct and efficient public monological spoken discourses with a suitable content. A teacher should be aware: 1) that he or she needs to be well acquainted with measures for public rhetorical appearance and have knowledge about production of effective public monological spoken discourses; 2) that experiences present one of major factors of quality public rhetorical appearance, so it is useful to perform as many public discourses as possible, not only in a class, but also regarding other activities connected with a school; 3) that he or she needs to continuously find out which kind of knowledge about public rhetorical appearance he or she should additionally get or deepen to improve efficiency of his or her speaking; 4) that he or she needs to permanently enhance his or her rhetorical skills; 5) that he or she needs to be critical to his or her rhetorical appearance and learn from recognised mistakes; 6) that he or she needs to have a clear plan for improvement of his or her rhetorical ability; 7) that he or she provides a rhetorical example to all listeners (pupils, students and others).*

***Keywords:*** *rhetorical appearance, monological spoken discourse, rhetorical example, teachers, education process*