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**Neo-rhetoric as a methodological and didactic basis for Kazakh Rhetoric**

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The report is built on a synthesis of the main approaches of neoritrics as a basis for the creation of a scientific concept of Kazakh rhetoric. The topicality of the topic is determined not only by the lack of a systematic approach to the national rhetorical tradition, but also by the necessity of working out, on the one hand, the scientific-theoretical foundations of Kazakh rhetoric and, and on the other hand, the systematization of didactic principles of teaching Kazakh rhetoric at school and university as an academic and educational discipline. This approach requires a knowledge paradigm that involves understanding the argumentative characteristics of the text, the specifics of rhetorical analysis of a fiction text, aimed at understanding rhetorical argumentation and its role for effective communication. The effectiveness of updating the learning process with new subjects in the rhetorical cycle is due to the development of such skills as: applying the acquired knowledge in the non-rhetorical (discourse) analysis of a work of fiction, and applying the rules of effective communication. The student's system of linguistic skills implies mastery of the basic methods and techniques of rhetorical argumentation and the rules of utterance procedures. The application of non-rhetorical (discursive) analysis of medieval Kazakh zhyrau poetry and the case law of the Biys contributes to students' understanding of rhetoric as a metatext of scientific knowledge and the advantages of philological education, which is based on the triangle: language - rhetoric - literature with rhetoric as the central position (V. Annushkin). The subject is the notions of rhetorical competence as a discursive competence, or a set of statements necessary for the implementation; rhetorical competence of the author and addressee (listener) from the perspective of the text as an object of the three competences (V.I. Tyupa), signs and factors of communication efficiency. The report substantiates a systematic approach to shaping the academic and learning competencies of a graduate in the Faculty of Philology. The focus of academic competencies is on understanding the methodology of non-rhetorical (discourse) analysis, while the focus of academic competencies is on developing the skills and abilities to analyse a work of fiction with the tools of rhetorical analysis.

**Key words:** Neo-rhetoric, Kazakh rhetoric, methodology, didactics in schools and universities