

## Summary

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Language can be interpreted as the basis of our everyday activities. It is the foundation of our living together – our understanding of the world depends upon it, we communicate with language, and, last but not least, we teach and learn by using it. Language use is fundamental for every segment of educational practice, such as explanation, clarification, asking questions, giving answers, testing and evaluating knowledge, critical assessment, exchange of opinions, development of new viewpoints, etc. The knowledge along with the mastering of communication skills in the classroom is, therefore, one of the most critical aspects of the quality of the educational process.

In their almost 2500 years long tradition, rhetoric and argumentation set the foundations for the proper and effective persuasion and construction of arguments. By mastering rhetorical and argumentative skills, teachers, as well as students, can substantially improve the quality of the educational process. They can become independent, competent, critical agents that can construct, adequately express, critically evaluate, defend and refute arguments, and effectively persuade their audience in the concrete situation.

The book is divided into three main parts. The first part defines pedagogical communication as a particular form of the language use, that is, as the pedagogical discourse. Pedagogical discourse is conceptualized as a dynamic social process, in which the pedagogical process and knowledge are