

jointly constructed. This conceptualization is underpinned with the basic theoretical concepts from the traditional (classical) rhetoric. The rhetorical nature of the pedagogical process and the necessity of a teacher's rhetorical competence for the successful realization of educational goals are emphasized. Next, three thematic cases of rhetorical analysis are presented. Everyday classroom communication is analyzed as a case study of providing negative feedback information to the students and interpreted within the framework of politeness theory. In the second case study, the influence of a message construction on the type of pedagogical activity is studied. In the third case, study we demonstrate the interpretation of knowledge as an active process of the co-construction instead of a mere memorizing of »facts«. The first part ends with a thorough conceptualization of argumentation, bringing forth the distinction between logic, rhetoric, argumentation, and an explanation of their role in everyday life. The structure and the criteria of the soundness of argument(ation) are explained.

The second part of the book presents the rhetorical model of pedagogical discourse and focuses on elements of rational argumentation. Additionally, the contextual elements of the pedagogical discourse are defined and from the viewpoint of the ethics of communication, the importance of politeness and teacher's ethos is stressed. The main focus in the second part is on the presentation of the »argumentative pattern«, where basic elements and criteria of cogent argumentation are explained.

In the last part of the book, three contemporary theoretical directions in the field of argumentation are explored as they might present important perspectives in the context of pedagogical discourse and education in general. The theory of argumentation in language shows that there is an argumentative potential, which is inherent to the language itself and it is not (only) the result of the working of the context. By discussing the theory of visual argumentation, we want to point out that argumentation (and meaning-making in general) should be approached from the multimodal perspective, where together with verbal and visual at least gestures and mimic should be included. Finally, the theory of fallacies is discussed, and the need for its rhetorical conceptualization is presented.