

rebut certain accusations. While these suggestions may be useful for diminishing the damage made by accusations that are standpoints in respective conversations, 'arguing semantics' accusations usually appear to be not only counter-arguments addressed to a speaker, but also standpoints for arguments in discussions among the audience. These situations are hardly controllable for the speaker, yet one can minimize the damage by managing to word rebuttals to accusations in a manner that makes their wording difficult to take out of context.

Iryna Khomenko
khomenkoi.ukr1@gmail.com

THEORY OF ARGUMENTATION IN UKRAINIAN UNIVERSITIES

This paper presents the results of the Research Project that is focused on the role of theory of argumentation in education. It consists of two parts: empirical and theoretical.

In general it is possible to distinguish qualitative and quantitative empirical research in field of theory of argumentation. The first takes place when it relies on introspection and observation by the researcher, the second – when it is based on numerical data and statistics. Each of these two types of empirical research has advantages and disadvantages. For our study the quantitative method is more suitable.

Therefore in our project the empirical part includes surveys conducted in Ukrainian universities. We collect data summarizing understandings of the significance of theory of argumentation and fundamental orientations to arguing among students. About 300 respondents from Ukrainian universities will be surveyed from November 2017 to April 2018.

In my talk I am going to represent information received during these surveys on such criteria as levels of abilities for arguing, levels of argumentativeness, verbal aggressiveness, visual aggressiveness, personalization of conflict, and arguing frames.

The theoretical part of this investigation includes evaluation of available data.

Victor Tchouechov, Galyna Malychina
tchoue@mail.ru, malyhina@bsuir.by

ARGUMENTATION THEORY IN A SHADOW OF THE ETYMOLOGY

If we deliver argumentation theory in classes on logic, we should take into account that there are at least four perspectives the theory connected with etymology of the word *argumentation*. From this point of view we should take into consideration that the English word *argumentation* derives from Latin '*argumentum*' as well as from Old French '*argument*' and it has four basic

Latin meanings: 1.evidence; 2.ground; 3.support; 4. proof (logical argument) [Merriam-Webster's Dictionary and thesaurus online (2014). Retrieved from <http://www.merriam-webster.com/>].

It is interesting to stress that the Russian word '*argumentation*' derives from Latin '*argumentum*' too as well as Polish '*argument*' and it has too four basic meanings: 1. persuasion; 2. demonstration (proof); 3.confirmation (substantiation, support); 4. cause (causality) [Dal, V. I. (1955). *Explanatory Dictionary of the Live Great Russian Language. Moscow State publ. com. of foreign and national dictionaries, vol.1 (in Russian.)* p. 21].

To deliver classes on logic it is reasonable to distinguish among ordinary meanings of the word '*argumentation*' in various languages. For example, there are three types of differences between the ordinary meaning of the English word '*argumentation*' and its counterparts in the Dutch language. The first difference is that in English the process side of argumentation is predominant while the product side remains more passive, uncovered. At the same time in the Dutch language there is a kind of a balance between the above mentioned sides in ordinary usage. The second difference is that in English an ordinary meaning of the word '*argumentation*' is connected to a non-deliberate, skirmishing approach to dispute resolution, whereas non-English ordinary meanings of the word '*argumentation*' are immediately associated with reasonableness. The third difference is that in the Dutch language the meaning of the word '*argumentation*' deals only with a constellation of reasons put forward in defense of a standpoint. While in the case of English the ordinary meaning of the word '*argumentation*' covers both a standpoint and arguments advanced [Eemeren, F. H. van (2010). *Strategic maneuvering in argumentative discourse. Extending the pragma-dialectical theory of argumentation*. Amsterdam: John Benjamins publ.com. 308 pp.].

It is clear that such meanings as evidence, ground, support, proof, a logical argument, reasoning, and opinion constitute various prescientific approaches to the argumentation theory presentation. At the same time a parascientific approach is formed by such meanings as 'accusation', and 'charge'. As compared to the Russian etymological perspective, the English one holds a more critical character etc.

One may not only discuss which (English, Dutch, Russian, Belarussian or Ukrainian) etymological meaning of the word '*argumentation*' is better to provide argumentation theory machinery but to take into account that in theory of argumentation there are at least *four* scientific approaches to argumentation: *persuasive, demonstrative, confirmative* as well as the *explanatory* [Tchouechov, V. (2014) Theory of argumentation: the argumentological twist is necessary / ISSA proceedings 2014 URL <http://rozenbergquarterly.com/category/language/issa/>.].