**Nischeta Volodymyr. The subject-object principle of interaction of educational process’s participants in the context of phenomena “rhetorical”.**

In the article there have been done the investigation of theoretical and applied aspects of realization of subject-subject principle of interaction of educational process’s participants in measurement of modern rhetoric. There have been analyzed philosophical, methodological, linguistic, pedagogical and linguadidactic contexts of notions “subject”, “subjectivity”, “experience”; there have been done the extrapolation of defined meanings in rhetorical plane. The author has determined meaning parallels of investigated notions with conceptual statements of personality-oriented approach in pedagogy and with problematic of educational communication which develops with the help of educational texts. The subjectivity in educational texts should be considered as a human factor which is expressed in value orientations, views, ideals and teacher’s convictions. The personality experience consists of ideas, knowledge, skills, abilities habits, combination of sense perceptions got in the process of life activity – in practical activity, in active interaction with material and social world, in the process of cognition and education, and every of this activities consists of acts and events which have already happened or take place in actual moment of life. The subjectivity of educational texts addressed to pupils-subjects of educational activity – can be considered as a rhetorical attribute which should be considered through the prism of the main categories of rhetoric (ethos, pathos, logos). The organization of subject-subject interaction in the process of educational communication is impossible without creating of conditions for defining by pupils their own subjectivity, and teachers in the process of realizing the professional activity should work out some mechanisms of self-presentation and self- opening the pupils’ personality. There have been grounded that in mutual personality subject-subject exchange – all participants of didactic communication gain experience of positive pedagogical interaction. The realization of subject-subject principle of interaction of educational process’s participants contributes its subjectivity the result of which is internal reconstruction (forming, development) of the didactic interaction and all its subjects.

**Key words**: subject, subjectivity, subject-subject attitude, subject experience of life activity, domestication of subject experience of life activity, experience of subject-subject interaction, didactic communication, educational text.