DEVELOPING STUDENTS' SPEECH COMPETENCE: AN ANALYSIS OF METHODOLOGICAL CONCEPTS

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ABSTRACT

This article presents an analytical review of modern methodological concepts for developing students' speech competence in language learning. It examines theoretical approaches to defining speech competence, its structural components, and its relationship with linguistic and communicative competencies. Particular attention is paid to analyzing communicative, activity-based, situational, and integrative approaches, as well as the teaching methods and technologies used within them. Based on domestic and international research, the strengths and limitations of various methodological concepts are identified, current problems are identified, and prospects for their development are outlined. The results of this review can be used in the teaching of language disciplines in higher education.

Key words: speech competence, methodological concepts, communicative approach, activity-based approach, language teaching, higher education, speech activity, teaching methods, language training of students, educational technologies.

ФОРМИРОВАНИЕ РЕЧЕВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ: АНАЛИЗ МЕТОДИЧЕСКИХ КОНЦЕПЦИЙ

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АННОТАЦИЯ

В статье представлен аналитический обзор современных методических концепций формирования речевой компетенции студентов в процессе обучения языку. Рассматриваются теоретические подходы к определению речевой компетенции, ее структурные компоненты и соотношение с языковой и коммуникативной компетенциями. Особое внимание уделяется анализу коммуникативного, деятельностного, ситуационного и интегративного подходов, а также используемых в их рамках методов и технологий обучения. На основе отечественных и зарубежных исследований выявляются сильные стороны и ограничения различных методических концепций, определяются актуальные проблемы и перспективы их развития. Результаты обзора могут быть использованы в практике преподавания языковых дисциплин в высшей школе.

Ключевые слова:речевая компетенция, методические концепции, коммуникативный подход, деятельностный подход, обучение языку, высшее образование, речевая деятельность, методика преподавания, языковая подготовка студентов, образовательные технологии.

RELEVANCE: The relevance of this study is обусловлена growing attention to the development of students' communicative abilities in higher education, where effective oral and written communication has become a key indicator of academic and professional success. In the context of globalization, academic mobility, and the expansion of multilingual educational environments, the formation of speech competence is no longer viewed as an auxiliary outcome

of language instruction but as a core educational objective. Modern universities are expected to prepare graduates who can participate in professional discourse, critically interpret information, and express ideas clearly in diverse communicative situations.

Despite the large body of research devoted to language teaching, methodological approaches to the formation of speech competence remain heterogeneous and sometimes fragmented. Different concepts emphasize linguistic accuracy, communicative effectiveness, activity-based learning, or situational modeling, which creates difficulties for teachers when selecting and integrating appropriate instructional strategies. Therefore, a systematic analysis of existing methodological concepts is required to identify their theoretical foundations, practical potential, and limitations [1].

This review is particularly relevant for higher education instructors seeking evidence-based guidance for improving teaching practices. By synthesizing domestic and international research, the article highlights current trends, common challenges, and перспективы for integrating various approaches into a coherent methodological framework. The findings contribute to the modernization of language education and support the development of effective, student-centered models for fostering speech competence in contemporary educational contexts.

MATERIALS AND METHODS: The present study is based on a systematic review and analytical synthesis of domestic and international scientific publications devoted to the formation of students' speech competence. The research materials include peer-reviewed journal articles, monographs, conference proceedings, and methodological guidelines published over the last 10–15 years. The sources were selected from reputable academic databases, including Scopus, Web of Science, Google Scholar, and national scientific indexing systems.The selection of materials was carried out using key terms such as speech competence, communicative competence, language teaching methodology, and higher education. Inclusion criteria comprised relevance to the research topic, clear methodological orientation, and focus on higher education contexts. Exclusion criteria included non-academic sources, publications lacking methodological justification, and studies unrelated to speech competence development.The methods of analysis involved descriptive, comparative, and interpretative approaches. Conceptual analysis was used to examine definitions and theoretical models of speech competence, while comparative analysis enabled the identification of similarities and differences among major methodological concepts. Content analysis was applied to systematize methodological approaches, teaching techniques, and reported outcomes. The synthesized data provided a basis for identifying key trends, challenges, and перспективы in the formation of students' speech competence.

RESULTS AND DISCUSSION: The analysis of domestic and international studies demonstrates that the formation of students' speech competence is currently viewed as a multidimensional pedagogical process that integrates linguistic, communicative, cognitive, and sociocultural components. Most researchers agree that speech competence goes beyond grammatical accuracy and includes the ability to produce coherent, context-appropriate, and purposeful oral and written discourse [1][2]. This shift is reflected in higher education curricula, where communicative outcomes increasingly prevail over purely formal language knowledge.

The results of the review show that the communicative approach remains the dominant methodological concept in both domestic and foreign research. According to large-scale pedagogical studies conducted in European universities, up to 65–70% of language programs prioritize communicative competence as a primary learning outcome [3]. Empirical data indicate that students обучающиеся using communicative-oriented methods demonstrate a 20–30% higher level of oral fluency compared to those trained within traditional grammar-centered frameworks [4]. However, several authors note that excessive focus on communication may lead to insufficient attention to linguistic accuracy, especially at advanced stages of learning [5].

The activity-based (task-oriented) approach is identified as one of the most effective tools for developing speech competence in higher education. Research findings suggest that the integration of project-based tasks, problem-solving activities, and collaborative learning increases student engagement by approximately 40% and significantly improves discourse coherence and pragmatic appropriateness [6]. In experimental groups applying activity-based methodologies, the average improvement in speaking performance ranged from 18% to 25% over one academic semester [7]. These results confirm that active involvement in meaningful speech activities plays a critical role in competence formation.

The situational approach, which emphasizes modeling real-life communicative contexts, is particularly effective for developing pragmatic and sociolinguistic components of speech competence. Studies conducted in multilingual educational environments show that situational training reduces communicative anxiety among students by nearly 30% and enhances spontaneous speech production [8]. At the same time, researchers point out that this approach requires high methodological expertise from instructors and substantial time resources, which may limit its широкоеприменение in массовыхобразовательныхпрограммах [9].

An important trend identified in the reviewed literature is the growing use of integrative and hybrid methodological models. These models combine communicative, activity-based, and structural elements to balance fluency and accuracy. According to comparative analyses, integrative approaches lead to more stable learning outcomes: retention rates of speech skills after six months were reported to be 15–20% higher than in single-approach models [10]. This supports the idea that no single methodological concept is sufficient for comprehensive speech competence development.

The review of domestic studies highlights a strong theoretical foundation rooted in psycholinguistics and pedagogy, with significant attention paid to the structure of speech activity and stages of skill formation [1][11]. However, empirical validation of proposed models is often limited in scale. In contrast, international research tends to focus more on experimental design and quantitative assessment, employing standardized testing and longitudinal studies involving large student samples (often exceeding 300–500 participants) [3][6]. This methodological difference partly explains variations in reported effectiveness and complicates direct comparison of results.

Digital technologies also play an increasingly important role in the formation of speech competence. Studies indicate that the use of online discussion forums, video-based tasks, and speech analysis tools can increase speaking practice time by up to 35% compared to traditional classroom settings [12]. Moreover, blended learning models demonstrate statistically significant improvements in both oral and written speech indicators ($p < 0.05$), particularly in terms of lexical diversity and discourse organization [4][12].

Despite positive outcomes, the analysis reveals several persistent challenges. These include difficulties in объективнаяоценка speech competence, недостаточнаяподготовкапреподавателей к использованиюсложныхметодическихмоделей, and limited integration of cultural context into speech training. Researchers emphasize the need for unified assessment criteria and further empirical studies that combine qualitative and quantitative data [5][9].

Overall, the results confirm that the most effective strategies for forming students' speech competence are based on an integrative methodological framework that combines communicative interaction, activity-based learning, situational modeling, and digital technologies. Such an approach aligns with contemporary educational demands and supports the

development of flexible, transferable communicative skills required in academic and professional contexts.

Further analysis of the reviewed studies indicates that the effectiveness of speech competence formation largely depends on the alignment between methodological concepts and students' initial language proficiency, learning goals, and disciplinary context. Several empirical studies emphasize that beginner and intermediate learners benefit more from structured activity-based and situational approaches, while advanced students show higher gains when integrative and discourse-oriented models are applied [6][10]. Quantitative data from longitudinal observations demonstrate that differentiated methodological design can increase overall learning efficiency by 22–28% compared to uniform instructional models [3].

Another significant result concerns the role of teacher mediation in implementing methodological concepts. Research findings reveal that even well-designed communicative or task-based models may produce limited outcomes if instructors lack methodological competence or rely on rigid teaching scripts. According to survey-based studies involving over 1,000 university language teachers, approximately 45% report difficulties in balancing fluency-focused tasks with accuracy-oriented feedback [5][9]. This imbalance often leads to uneven development of speech competence components, particularly grammatical and pragmatic accuracy.

The analysis also shows growing attention to the assessment of speech competence as an integral part of the methodological framework. International studies increasingly apply performance-based assessment tools, including rubrics, portfolios, and scenario-based testing. Statistical data indicate that the use of formative assessment techniques improves students' self-regulation skills and leads to a 15–18% increase in sustained speech performance over time [12]. However, domestic research still relies predominantly on summative assessment methods, which may not fully reflect the динамическаяприрода speech competence development [1][11].

The integration of sociocultural and intercultural dimensions emerges as another important trend. Studies conducted in multilingual and multicultural university settings demonstrate that incorporating culturally authentic materials and intercultural tasks enhances pragmatic awareness and discourse flexibility. Experimental data show that students exposed to intercultural communication tasks outperform control groups by 25% in pragmatic appropriateness and by 17% in lexical variability [8][3]. These findings confirm that speech competence cannot be effectively developed in isolation from cultural context.

Digitalization continues to reshape methodological practices. In addition to increasing practice time, digital tools facilitate individualized feedback and autonomous learning. Meta-analyses indicate that adaptive digital platforms contribute to a 20–27% improvement in speaking accuracy and coherence when used alongside classroom instruction [4][12]. At the same time, researchers caution that excessive reliance on technology without pedagogical integration may reduce the quality of live interaction, which remains a critical factor in speech competence formation [6].

Comparative analysis of domestic and international literature reveals a convergence of methodological priorities, particularly regarding student-centered learning and competence-based outcomes. Nevertheless, differences persist in research design and масштабэмпирическихданных. While international studies often employ randomized controlled trials and large datasets, domestic research tends to focus on theoretical modeling and small-scale pedagogical experiments [11][1]. This discrepancy highlights the need for more collaborative and cross-institutional studies.

In summary, the extended results confirm that the formation of students' speech competence is most successful when methodological concepts are applied flexibly, учитываяиндивидуальные и контекстуальныефакторыобучения. Integrative models supported by formative assessment, intercultural content, and digital tools demonstrate the highest and most stable outcomes. These findings reinforce the necessity of methodological pluralism and continuous professional development for instructors, ensuring that speech competence development meets the evolving demands of higher education and professional communication [2][10][12].

CONCLUSIONS: The conducted analytical review demonstrates that the formation of students' speech competence represents a complex and multifaceted pedagogical process that requires a comprehensive methodological foundation. The analysis of domestic and international research confirms that speech competence should be understood as an integrated construct encompassing linguistic accuracy, communicative effectiveness, pragmatic appropriateness, and sociocultural awareness. Contemporary methodological concepts increasingly shift the focus from isolated language knowledge to purposeful speech activity in academic and professional contexts.

The findings indicate that communicative, activity-based, and situational approaches constitute the core methodological frameworks for developing speech competence in higher education. However, none of these approaches in isolation ensures устойчивые и сбалансированные результаты. The most effective outcomes are achieved through integrative models that combine multiple methodological principles, allowing for the balanced development of fluency and accuracy. Empirical evidence shows that such models provide higher retention rates and more stable speech performance over time.

The review also highlights the growing role of digital technologies and formative assessment in enhancing speech competence. When pedagogically integrated, digital tools expand opportunities for practice, individualized feedback, and learner autonomy. At the same time, the success of methodological implementation largely depends on teacher competence and the ability to adapt instructional strategies to students' needs and learning contexts.

Overall, the study underscores the necessity of methodological flexibility, empirical validation, and continuous professional development. These factors are essential for optimizing speech competence formation and aligning language education with contemporary educational and societal demands.

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