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IMPROVING THE INTEGRATIVE PEDAGOGICAL SYSTEM FOR DEVELOPING THE SPEECH COMPETENCIES OF FUTURE TEACHERS

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Abstract: This article examines the issue of improving the integrative pedagogical system for developing the speech competencies of future teachers. The pedagogical potential of interdisciplinary integration, interactive methods, problem-based situations, pedagogical dialogue, role-playing activities, case studies, debates, and reflective activities in developing the speech competencies of future teachers is substantiated.

Keywords: future teacher, speech competence, communicative competence, integrative approach, pedagogical system, pedagogical communication, speech culture, professional competence, interactive methods, reflection.

One of the important tasks facing higher pedagogical education today is not only to equip future teachers with theoretical knowledge, but also to develop their communicative and speech competencies, which enable them to effectively perform their professional activities. The effectiveness of the pedagogical process largely depends on the teacher's ability to express ideas clearly and understandably, establish effective communication with learners, correctly assess pedagogical situations, and appropriately select communicative means.

Teacher speech serves not only as a means of transmitting knowledge in the educational process, but also as an important pedagogical instrument for providing educational influence, developing motivation, increasing learners' activity, and creating a positive psychological environment. Therefore, developing the speech competencies of future teachers solely within the framework of subjects related to the native language or speech culture is insufficient.

In this process, an integrative approach is of particular importance. An integrative approach makes it possible to develop the speech competence of future teachers by establishing connections among different academic disciplines, types of pedagogical activities, communicative situations, and practical tasks. Consequently, improving the integrative pedagogical system for developing the speech competencies of future teachers represents an important scientific and pedagogical problem. Speech competence refers to an individual's ability to use linguistic means appropriately, accurately, coherently, and effectively in the process of communicative activity. For a future teacher, this competence has a broader meaning. A teacher uses speech to explain knowledge, provide instructions, organize question-and-answer activities, motivate learners, assess their performance, and exert educational influence.

From this perspective, the speech competence of a future teacher can be characterized through the following interrelated components:

1. Linguistic component – the ability to correctly use literary language norms as well as grammatical, lexical, and phonetic knowledge.
2. Communicative component – the ability to establish effective communication with different interlocutors.
3. Pragmatic component – the ability to select communicative means according to the purpose, situation, and audience of speech.
4. Pedagogical-methodological component – the ability to use pedagogical speech techniques when explaining educational content.

5. Reflective component – the ability to analyze one's own speech, identify shortcomings, and improve them.

Developing these components not separately, but as an integrated system strengthens the professional and communicative preparedness of future teachers.

The essence of the integrative approach to developing the speech competencies of future teachers lies in combining various academic disciplines and types of activities around a common communicative goal. For example, the integration of such topics as "pedagogical communication" in pedagogy, "interpersonal relations" in psychology, "language norms" in the native language and speech culture, and "teaching explanation technologies" in methodological disciplines contributes to the comprehensive development of students' speech competence. As a result of such integration, students not only acquire theoretical knowledge but also learn to apply it in real pedagogical and communicative situations.

When assessing the speech competence of future teachers, four levels can be distinguished:

Level	Main indicators
Low	Frequent grammatical and logical errors in speech; difficulties in expressing ideas coherently and consistently
Intermediate	Able to express ideas, but experiences certain difficulties in adapting speech to different communicative situations
Good	Speech is clear, coherent, and appropriate to pedagogical situations; communicative means are used effectively
High	Independently selects appropriate speech strategies, manages interaction with the audience, effectively organizes dialogue, and reflectively analyzes personal speech

In the assessment process, it is necessary to consider not only linguistic accuracy but also the communicative effectiveness, pedagogical appropriateness, and reflective nature of speech.

To ensure the effectiveness of the integrative pedagogical system, it is advisable to create the following pedagogical conditions.

First, the educational content should be communicatively oriented. Tasks aimed at developing students' professional speech should be incorporated into each academic discipline.

Second, a communicative environment should be created in the classroom. Students should be provided with opportunities to freely express their opinions, ask questions, participate in discussions, and defend their viewpoints.

Third, real pedagogical situations should be used. Theoretical exercises should be connected with real communicative situations occurring in schools and preschool educational organizations.

Fourth, digital technologies should be utilized. Video presentations, podcasts, online discussions, electronic portfolios, and video communication can increase students' speech activity.

Fifth, reflective activities should be systematically organized. Students may record their speech in audio or video format and subsequently analyze its strengths and weaknesses.

As a result of education organized on the basis of the integrative pedagogical system, future teachers develop competencies related to pedagogical communication, oral and written speech culture, logical and coherent expression of ideas, effective communication with an audience, selection of appropriate speech strategies in pedagogical situations, questioning and active listening, participation in discussions and debates, presentation skills, correct use of professional terminology, and analysis and improvement of their own speech.

The scientific novelty of research in this area can be substantiated through the following aspects:

1. An integrative pedagogical system for developing the speech competence of future teachers is developed.

2. The linguistic, communicative, pragmatic, methodological, and reflective components of speech competence are substantiated as an integrated system.

3. The content and technologies for developing speech competence based on interdisciplinary integration are improved.

4. A system of criteria, indicators, and levels for assessing students' speech competence is developed.

5. The pedagogical conditions ensuring the effectiveness of the integrative system are identified.

In conclusion, developing the speech competence of future teachers is one of the important components of modern pedagogical education. Limiting this process merely to the acquisition of knowledge related to speech culture does not provide sufficient preparation for the teacher's real professional and communicative activities.

Therefore, the use of an integrative approach to developing speech competence serves as an important methodological foundation. Integrating the potential of pedagogy, psychology, language and speech culture, teaching methodology, and digital technologies into a unified pedagogical system makes it possible to increase students' communicative activity.

The introduction of this system into higher pedagogical education can contribute to improving the professional competence of future teachers, their pedagogical communication culture, and the overall effectiveness of the educational process.

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