

METHODOLOGY FOR DEVELOPING THE PROFESSIONAL COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS BASED ON ORAL SPEECH IN ENGLISH

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Abstract: *This article examines the methodology for developing the professional competence of future English language teachers through oral speech practice in English. The study focuses on the importance of oral communication in preparing prospective teachers for real classroom situations and professional pedagogical interaction. It discusses how speaking-based activities can support the development of communicative, linguistic, methodological, and pedagogical competencies. Special attention is given to classroom communication, teacher-student interaction, lesson management, explanation skills, questioning techniques, and the ability to organize discussions in English. The article also highlights the role of dialogues, monologues, role plays, presentations, problem-based tasks, micro-teaching, and interactive activities in improving future teachers' oral speech skills. These activities help students use English not only as a subject of study but also as a practical tool for teaching and professional communication.*

Key words: *future English language teachers, professional competence, oral speech, speaking skills, communicative competence, teacher training, pedagogical communication, methodology*

In recent years, the role of English language teachers has become more important than ever. English is widely used in education, science, technology, international communication and professional cooperation. For this reason, future English language teachers should not only know the language, but also be able to use it confidently in real classroom situations. Their professional competence depends on how well they can explain ideas, ask questions, organize communication and guide students through English.

Professional competence of future English language teachers includes several important abilities. These are linguistic knowledge, methodological preparation, pedagogical skills, communicative ability and the capacity to manage classroom interaction. Among these components, oral speech has a special place. In the teaching process, an English teacher mostly works through speaking: explaining new topics, giving instructions, correcting mistakes, encouraging students and creating a friendly learning atmosphere. Therefore, the development of oral speech in English is one of the main conditions for preparing qualified English language teachers.

Oral speech is not only the ability to speak fluently. It also includes correct pronunciation, clear expression of ideas, appropriate use of vocabulary, logical organization of speech and the ability to choose suitable phrases for different teaching situations. For example, a future teacher should know how to start a lesson, explain a

task, ask follow-up questions, support a shy student or manage a discussion in English. These skills are directly connected with professional activity and should be developed during teacher training.

In higher education, future English language teachers often study grammar, vocabulary, literature and methodology. However, theoretical knowledge alone is not enough for successful teaching practice. A student may know many grammar rules, but still face difficulties when speaking in front of a class or explaining a topic in English. That is why oral speech-based activities should be used more actively in the training process. Dialogues, role plays, presentations, micro-teaching, problem-solving tasks and classroom simulations can help future teachers connect language knowledge with real pedagogical practice.

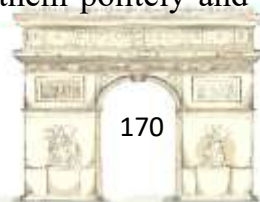
The relevance of this topic is determined by the need to prepare English language teachers who are ready for practical classroom communication. Modern education requires teachers who can motivate learners, organize interactive lessons and use English naturally as a means of instruction. Developing professional competence through oral speech helps future teachers become more confident, active and effective in their future work.

The professional competence of future English language teachers is formed through a combination of language knowledge, teaching skills, classroom communication, and personal pedagogical experience. In modern teacher education, it is not enough for students to learn English only as an academic subject. They should also learn how to use English as a real tool for teaching, explaining, guiding, questioning, encouraging, and managing classroom interaction. For this reason, oral speech plays a central role in preparing future English language teachers for their profession.

Professional competence includes several connected components. The first one is **linguistic competence**, which means knowledge of grammar, vocabulary, pronunciation, and sentence structure. The second one is **communicative competence**, which means the ability to use language correctly and appropriately in different situations. The third one is **methodological competence**, which is connected with choosing suitable methods, tasks, and materials for teaching. The fourth one is **pedagogical competence**, which includes classroom management, teacher-student interaction, motivation, and assessment. All these components become more practical when they are developed through oral speech activities.

The importance of communication in language teaching was strongly discussed by D. Hymes, who introduced the idea that language competence is not limited to grammar. According to his view, a speaker should know not only how to form correct sentences, but also how to use them in a social context [1]. This idea is very important for future English teachers, because they should be able to speak English according to the classroom situation, students' level, lesson aim, and communicative purpose.

For example, a future teacher may know the grammar of imperative sentences, but in a real lesson, he or she should use them politely and clearly. Instead of saying only "Do this task", the teacher can say:



Example:

Please work in pairs and discuss the question for two minutes.

Open your books on page 25, please.

Let's look at the first example together.

Can you share your answer with the class?

These simple classroom phrases help the teacher organize the lesson in English and create a natural learning environment. Students also become more familiar with English as a language of real communication, not only as a subject in a textbook.

Oral speech is especially important because an English teacher works mainly through spoken language during the lesson. The teacher explains new topics, gives instructions, asks questions, corrects mistakes, supports learners, and gives feedback. If a future teacher cannot express these actions clearly in English, it becomes difficult to conduct an effective English lesson. Therefore, oral speech training should be closely connected with professional teaching situations.

One useful way to develop this competence is **classroom language practice**. Future teachers should regularly practise the expressions that are used in real lessons. These expressions may include greetings, instructions, checking understanding, giving feedback, organizing pair work, and ending the lesson.

Example:

Good morning, everyone. How are you today?

Today we are going to learn how to describe people.

Do you understand the task?

Please, raise your hand if you have a question.

Well done, your answer is very clear.

For homework, write five sentences about your best friend.

Canale and Swain explain communicative competence as a system that includes grammatical, sociolinguistic, discourse, and strategic components [2]. This means that future teachers should not only speak correctly, but also speak appropriately, connect ideas logically, and solve communication problems when they appear. In teaching practice, these skills are very necessary. For instance, if a student does not understand a question, the teacher should be able to repeat, simplify, or explain it in another way.

Example:

What do you usually do after school?

If the student does not understand, the teacher may say:

I mean, what activities do you do when your lessons finish? For example, do you read, play football, or help your parents?

This example shows strategic competence. The teacher does not stop communication when a problem appears. Instead, the teacher helps the learner understand the question and continue speaking. This ability is an important part of professional competence.

Another effective method is **role play**. Role plays help future teachers practise real classroom situations in a safe learning environment. In these activities, one student can act as a teacher, and others can act as learners. Through role play, future teachers learn

how to respond to different classroom problems and how to use English naturally in pedagogical situations.

Example of role play:

Situation: A student is afraid to answer in English.

Teacher: Don't worry. You can start with a short answer.

Student: I don't know how to say it.

Teacher: That's okay. Try to use simple words. I will help you.

Student: I like English because it is interesting.

Teacher: Very good. Now, can you add one more sentence?

This type of activity develops not only speaking skills, but also patience, encouragement, and classroom interaction. A future teacher learns that oral speech in English should be supportive and motivating. Role plays may also be used for lesson explanation. For example, one student explains a grammar topic, while another student asks questions. This develops the ability to explain clearly and answer unexpected questions.

Example:

Student-teacher: We use the Present Continuous tense for actions happening now. For example, "She is reading a book."

Student: Can we say "She reads a book now"?

Student-teacher: In this situation, it is better to say "She is reading a book now," because the action is happening at the moment of speaking.

This activity prepares future teachers for real classroom communication. It helps them connect grammar knowledge with spoken explanation.

Richards and Rodgers note that communicative language teaching gives special importance to meaningful communication and real-life language use [3]. This idea can be applied to teacher training as well. Future English teachers should learn through tasks that are close to their future professional work. For example, they can prepare short teaching fragments, conduct mini-lessons, organize discussions, or explain vocabulary in English.

One of the most useful activities is **micro-teaching**. In micro-teaching, a student teaches a short part of a lesson to classmates. This method allows future teachers to practise speaking, explaining, giving instructions, and managing interaction.

Example of a micro-teaching task:

Topic: Teaching adjectives to describe personality.

The student-teacher may say:

Today we are learning adjectives for describing personality. Look at the words on the board: kind, friendly, hardworking, shy, and honest. Repeat after me. Now, choose one word and make a sentence about your friend. For example, "My friend is kind because she always helps me."

After this, classmates can act as school pupils and answer the questions. The teacher can give feedback:

Good sentence, but try to use "because" to explain your idea.

Excellent. Your pronunciation is clear.

Can you give one more example?

This kind of practice develops professional oral speech because the student uses English not only for personal communication, but also for teaching purposes.

Another important activity is **presentation**. Presentations help future teachers speak in front of an audience, organize ideas, use academic and professional vocabulary, and improve confidence. In teacher education, presentation topics should be connected with methodology and classroom practice.

Example of a presentation topic:

Effective Ways of Teaching Speaking Skills

A student may present the topic in this way:

Good morning. Today I would like to speak about effective ways of teaching speaking skills. In my opinion, students should have more chances to speak during the lesson. Teachers can use pair work, group discussion, role plays, interviews, and picture description. These activities help learners become active and confident. Also, the teacher should create a friendly atmosphere, because many students are afraid of making mistakes.

This activity develops oral fluency, logical thinking, and methodological awareness. The student learns how to speak as a future specialist, not only as a language learner.

In conclusion, developing the professional competence of future English language teachers through oral speech is a necessary part of teacher education. Oral speech helps future teachers connect theoretical knowledge with classroom practice. Through role plays, micro-teaching, presentations, discussions, problem-based tasks, and classroom language practice, students develop communicative, linguistic, methodological, and pedagogical competence. Such activities prepare them to speak English confidently, manage lessons effectively, and create an active communicative atmosphere in the classroom. Therefore, oral speech should be considered not only a language skill, but also a professional tool for future English language teachers.

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