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**PECULIARITIES OF FORMING SPEECH COMPETENCE
IN STUDENTS OF FOREIGN LANGUAGE FACULTIES
(BASED ON THE TRAINING OF TOUR GUIDE-INTERPRETERS)**

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In the context of globalization and the expansion of international cooperation, the importance of effective foreign language communication is steadily increasing. This is particularly relevant for students of foreign language faculties whose future professional activity is directly related to intercultural interaction.

Speech competence becomes a fundamental component of professional training for tour guide-interpreters, as their work involves not only knowledge of a foreign language but also the ability to use it effectively in real communicative situations. However, despite the recognition of its importance, the process of forming speech competence in higher education institutions remains insufficiently optimized and requires further theoretical and methodological substantiation.

The problem of speech competence formation has been widely studied in Ukrainian pedagogical and linguistic research. In particular, significant contributions have been made by scholars such as Iryna Zimnia, who developed the theoretical foundations of competency-based education, and Olena Pometun, who substantiated the implementation of the competency approach in modern educational practice. Issues of communicative and speech activity were deeply explored by Svitlana Sysoeva.

Despite numerous studies, the specific issue of forming speech competence in the context of training tour guide-interpreters requires further investigation, particularly regarding the integration of professional and communicative components.

The purpose of the article is to analyze the peculiarities of forming speech competence in students of foreign language faculties and to determine effective pedagogical conditions and methods for its development in the process of training future tour guide-interpreters.

In modern educational discourse, speech competence is considered a key component of communicative competence and includes the ability to produce and perceive oral and written speech in accordance with the norms of a particular language and communicative situation.

For future tour guide-interpreters, speech competence has a specific professional orientation. It involves not only linguistic correctness but also fluency, expressiveness, clarity, and the ability to adapt speech to the needs of a diverse audience.

The structure of speech competence includes several components:

- lexical and grammatical accuracy;
- phonetic and intonational expressiveness;
- coherence and cohesion of speech;
- pragmatic appropriateness in communication.

The formation of speech competence is closely related to the development of communicative and intercultural competencies. Students must learn to operate language tools flexibly, considering cultural differences and the communicative context.

An important role is played by practice-oriented learning. Simulation of excursion situations, role-playing games, and guided tours in a foreign language contribute to the development of spontaneous speech and professional communication skills.

Interactive teaching methods, such as discussions, presentations, and project-based learning, are also effective. These methods encourage active student participation and foster the development of critical thinking and communicative autonomy.

Digital technologies significantly expand opportunities for forming speech competence. The use of multimedia resources, online platforms, and virtual

excursions allows students to immerse themselves in authentic language environments.

The teacher's role is to create a supportive communicative environment that stimulates students' speech activity and reduces psychological barriers. Particular attention should be paid to the development of students' confidence, motivation, and readiness for real-life communication.

Among the main challenges are:

- insufficient practice in real communicative situations;
- fear of speaking a foreign language;
- limited exposure to native speakers;
- imbalance between theoretical knowledge and practical skills.

These factors hinder the effective development of speech competence and require targeted pedagogical interventions.

Thus, the formation of speech competence in students of foreign language faculties is a complex and dynamic process that requires a systematic and professionally oriented approach. In the context of training tour guide-interpreters, it acquires particular importance due to the need for effective real-time communication.

The integration of interactive methods, practice-oriented learning, and digital technologies significantly enhances the effectiveness of this process. Further research should focus on developing innovative models for speech competence formation and adapting international experience to the Ukrainian educational context.

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