



Methodology for the Professional Speech Competence Formation of the Students of Higher Education Institutions of Physical Culture and Sports

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ABSTRACT

The article substantiates a methodology for the professional speech competence formation of the students of higher education institutions of physical culture and sports and its efficiency. The study, which was conducted in 2018-2020, involved 118 students of the Faculty of Physical Education and Sports of Zhytomyr Ivan Franko State University. The professional speech competence of the students of an experimental group (n=69) was formed on the basis of the original methodology in the learning process; the students of a control group (n=49) were studying according to the existing curriculum at a higher education institution. The original methodology deepened students' knowledge of not only basic educational component but also basic speech concepts, improved their spelling and orthoepic skills, introduced the basics of rhetorical skills, professional communication culture, and professional ethics, provided mastery of terminology in physical culture and sports, pedagogy and psychology of communication, provided the development of the skills in self-control over one's own speech. The results of the pedagogical experiment proved the efficiency of the proposed methodology: 13.1 % of the experimental group students gained a high level of professional speech competence, 24.6 % - a sufficient level, 50.7 % - medium, and 11.6 % - low. In the control group, 4.1 % of students were identified to gain a high level of competence, 16.3 % - a sufficient level, 55.1 % - medium, and 24.5 % - low. The students of the experimental group demonstrated better mastery of all the types of speech activity and the norms of the Ukrainian literary language, which indicated the formation of professional speech competence.

Keywords: Professional Speech Competence, Communicative Competence, Physical Education Teacher.

1. Introduction

The orientation of modern higher education institutions to the comprehensive speech development of students, the improvement of their speech skills and abilities to convey thoughts correctly and clearly, strengthening the connection between the content of the study and future professional activities is the basis for building and ensuring an effective educational process. Speech competence as a basis for communication is very important for a physical education teacher, as one's activities are directly related to communication with colleagues, students and their parents (Arefiev, et al., 2020; Griban, et al., 2020a; Griban, et al., 2021; Khoroshukha, et al., 2021; Konokh, 2014; Nosko, et al., 2020; Pronenko, Bublei, Marushchak, & Bondar, 2020). Therefore, there is a need for teaching language as a means of professional communication, which is the need for a thorough formation of the speech competence of a teacher to ensure professional communication in theoretical and practical activities.

Speech competence is formed in the conditions of direct interaction, thus, it is the result of the experience of communication between a teacher and students. This experience is gained in the process of not only direct but also indirect interaction when a higher education institution student receives information about the nature of communicative situations, features of interpersonal interaction, and means of managing them. In the process of speech competence formation, a future teacher masters the means of the analysis of the communicative situation in the form of verbal and visual forms.

During physical education classes and various forms of physical culture and sports activities, physical education teacher should formulate goals and objectives, provide students with theoretical information, explain and show the technique of exercise, analyze and evaluate the quality of their performance, summarize training sessions and conducted activities (Griban, et al., 2019; Kryshchanovych, et al., 2020; Omelchenko, 2009; Prontenko, et al., 2020a; Prysiazniuk, et al., 2019; Shkola, et al., 2019; Tymoshenko, et al., 2019). At the same time, the quality of the teacher's communication with students, which depends on the level of speech culture and professional speech competence, is very important. Accordingly, a high level of knowledge of special terminology, grammar rules allows a teacher to correctly express thoughts, meaningfully and clearly present educational material, helps to express one's own opinion logically and reasonably. Mastering professional speech skills involves a relative richness of vocabulary and adherence to grammatical, stylistic, and orthoepic norms of the language. Speech competence is expressed in the teacher's ability to choose the necessary words, to build grammatically sound sentences. Thus, the speech should be clear, with emotional and intonation coloring, internal conviction, and vocabulary richness.

The formation of professional speech competence is an integral part of the professional training of future physical education teachers, whose activities are impossible without a strong and deep speech competence. The analysis of the modern theory and practice of speech training of future physical education teachers gives grounds to assert that the theoretical and methodical bases of professional speech competence formation have not been studied and developed yet. There is an urgent need to study the results of relevant research and generalize the experience of forming professional speech competence of the students of higher education institutions (HEI), to assess the introduction of innovative learning technologies objectively and to study the ways to improve the quality of professional speech training of future teachers.

In literary sources, scholars interpret the concepts of "competence" and "competency" differently. T. Hoffmann, (1999) considers competence as a personal quality (a set of qualities) and minimal experience that has been already developed in relation to activities in a certain field. Therefore, competence is personal development in a particular field, and competency is a narrower concept that relates to specific activities and is used to denote skills and knowledge that are necessary for effective performance.

Thus, the competence of a future physical education teacher is a synthesis of knowledge, skills, abilities, values, experience, and profession-related personal qualities, as a result of studying at a HEI. According to N. V. Hurenko, (2017), the term "professional competence" was introduced to correctly characterize the result of studying, and it combines not only professional knowledge and skills but also professional experience, a system of value orientations of the individual, one's attitude to work, the ability to effectively use knowledge and skills and to acquire new ones, to master different ways of solving problem-cognitive tasks, personal intellectual and volitional qualities necessary to achieve the ultimate goal, etc. Professional competence includes cognitive, operationally technological, motivational, ethical, social, and behavioral components.

T. H. Kaliuzhna (2010) considers speech competence in linguodidactics as "practical mastering of the Ukrainian language, its vocabulary, grammar, observance of language norms in oral and written speech"; A. P. Konokh (2014) - as "human activity aimed at understanding or creating a text (oral or written), which is carried out in the process of speech activity." V. H. Pasynok (2009) believes that communicative competence is the ability to successfully use language (all types of speech activity) for cognition and communication, that speech competence is manifested in the ability to use language tools to understand and construct the text. The formation of professional speech competence of future physical education teachers is a complex process, the effective implementation of which depends on the methodically appropriate selection and combination of methods, techniques, and teaching aids.

M. D. Pryshchak (2010) emphasizes that professional speech competence is a benchmark of the formation of the linguistic personality of a specialist, one's individual image and is manifested not only in the ability to use language resources in practice but is one's personal gaining. The components of professional speech competence are knowledge of norms and rules of the modern Ukrainian literary language, speech etiquette, language, speech, spelling, stylistic, and rhetorical skills, ethnic and corporate values.

In general, it should be noted that speech competence is an important integral quality of a teacher, which contributes to one's socialization, and is manifested in the ability and willingness to use language means and patterns of their functioning to build and understand speech utterances. Thus, the definition of "the professional speech competence of a future physical education teacher" can be considered as an integral quality of a student, which is manifested in the general ability and willingness to use language means and their functioning patterns in

order to create and understand speech in communication with students during physical education classes and physical culture and sports extracurricular activities.

The communicative competence of a physical education specialist is aimed at the orientation in different communication situations, based on knowledge and life experience of the individual; the ability to interact effectively through understanding others with constant changes in mental states, interpersonal relationships, and social environment; the willingness and ability to make contacts with people; the internal regulation of communicative actions in the situations of interpersonal interaction.

2. Methodology

The aim of the study is to substantiate the methodology for forming professional speech competence of the students of higher education institutions of physical culture and sports and check its efficiency.

The study, which was conducted in 2018-2020, involved 118 students of the Faculty of Physical Education and Sports of Zhytomyr Ivan Franko State University. The professional speech competence of the students of an experimental group (n=69) was formed on the basis of the original methodology in the learning process; the students of a control group (n=49) were studying according to the existing curriculum at a higher education institution.

In accordance with the purpose of the study, the original methodology for forming professional speech competence of future physical education teachers was substantiated. It contained material that deepened students' knowledge of not only basic educational component but also basic speech concepts, improved their spelling and orthoepic skills, introduced the basics of rhetorical skills, professional communication culture, and professional ethics, provided mastery of terminology in physical culture and sports, pedagogy and psychology of communication, provided the development of the skills in self-control over one's own speech.

At the first stage (*motivational*), the study of the Ukrainian language in the professional direction of a physical education teacher was implemented within the selective educational component. Such classes provided revision and deepening of linguistic concepts and terms in the culture of speech, communication, professional communication, managing dialogue and monologue, scientific terminology in physical culture and sports, contact and distance communication between students and a teacher, verbal and nonverbal means of communication, receptive and productive types of speech activity, perception, understanding, creation of information; mastering the basics of rhetorical skills, improving speech skills and abilities necessary for the successful implementation of subsequent training.

The main form of organizing such training was practical classes, the purpose of which was to revise and deepen the students' knowledge in the language, the basics of rhetoric, stylistics, linguistics of the text; to get familiar with such concepts as "term", "terminology", "professional vocabulary", "professional ethics", etc.; to fix the mastered professional vocabulary in the active vocabulary of sports terminology; to form skills of work with terminological dictionaries on physical culture and sports; to develop the culture of professional speech, in particular the ability to use terminology in accordance with the speech situations of communication with students during the professional activity of a physical education teacher.

The second stage (*creative and productive*) provided the development of professional speech competence of future physical education teachers during the study of the main and selective components of the educational program for physical education and sports teachers. The main tasks were to promote the active use of the learned professional vocabulary in the implementation of various types of speech activities; to form skills of processing of the received information (perception, awareness, processing, selection, record, control); to improve skills and abilities to work with scientific and methodical literature in the field of physical culture and sports in order to enrich speech with professional vocabulary; to improve skills in professional speech activity during communication with students. The realization of these tasks was carried out in the process of practical classes, writing essays, reports in the field of physical culture and sports and related to the future professional activity of a physical education teacher. The interconnected implementation of all types of speech activities during the study of compulsory and selective components of the educational program contributed to the formation of skills in a culture of constructive dialogue, a detailed monologue on professional issues, and drawing up professional business documentation.

The third stage (*generalization and correction*) provided consultations aimed at generalizing speech skills and abilities of students, the observation of the use of knowledge acquired in the process of experimental training by future physical education teachers, i.e. the level of speech competence of physical education teachers was checked. The tasks of this stage were generalization and systematization of students' knowledge of the Ukrainian language in the professional direction of a physical education teacher; the assessment of their abilities and skills to work with scientific and methodical literature; testing the ability to create their own statements in the process of professional activity. The students' knowledge was systematized, their ability to express themselves in the process of a real professional speech situation in a physical education class was improved.

The research methods were theoretical analysis and generalization of methodical and scientific literature on the research topic, pedagogical observation, questionnaires, the methods of mathematical statistics.

3. Results

In the process of forming professional speech competence, students mostly work with a large number of educational, scientific, and methodical texts. The systematic use of texts in the educational process necessitates the formation of skills in text perception and text creation. The correct and complete perception of the educational text involves the construction of one's own adequate utterance. Improving the skills in text perception influences text creation skills. The formation of communicative skills requires other skills of logical and linguistic nature, which are characterized by the development of thinking and sense of language, such as identifying the most significant and unsubstantial features of an object or phenomenon; grouping signs, phenomena, facts; highlighting the main information in the text, drawing conclusions from observations, summarizing facts, noticing the keywords of the text that carry the main information; predicting the content of the text by its title, beginning, abstract, nature of the source; predicting the structure of a sentence at its beginning, lexical and morphological components, etc.

These skills are formed in the process of studying most disciplines. In the linguodidactics of higher school, special exercises have been developed for the formation of professional speech competence of physical education teachers, taking into account the requirements of the professional profile, which determines the ratio of language, speech, combined, reproductive, transformational, and constructive exercises, a common feature of which is the textual basis. The texts which are aimed at historical aspects of physical culture development, moral and volitional development of personality, description of exercise techniques, training methods, means of health promotion, healthy lifestyle norms, etc. have a special role in the formation of professional speech competence of future physical education teachers. The texts that evoke a sense of pride for the team, famous athletes, and coaches are of particular importance. An important factor that arouses students' interest in the educational process is its emotional coloring, i.e. the use of professional simulation, interesting activities, musical accompaniment during exercise, etc. It is advisable to introduce educational speech situations that will encourage students to generate speech into the process of development of the future physical education teachers' speech skills and abilities. This contributes to a better orientation of students in speech situations.

The purpose of the experimental study was to substantiate the methodology for the professional speech competence formation of future physical education teachers and to test its efficiency. The development of the experimental training program was based on the assumption that the work on the formation of professional speech competence of future physical education teachers would strengthen communicative competence by systematically involving students in all types of speech activity; enriching the vocabulary of students with terminological vocabulary in the field of physical culture and sports; improving the culture of professional speech, etc.

Modeling relevant situations encouraged students to activate different types of speech activity. A lot of attention was paid to motivation, which involved understanding the communicative intention, i.e. awareness of the purpose, topic, main idea, and main communicative tasks in professional situations. At the next stage, the special attention of students was focused on internal programming, which is on the process of constructing a speech utterance. During the implementation of internal programming, a future physical education teacher had the opportunity to learn how to determine the content, plan, composition, style of the presentation of educational material during a class or sporting event.

Creating speech utterances during the professional activities of a physical education teacher involved the ability to highlight keywords, to properly use intonation, pauses, facial expressions, to manage the learning process. The final stage of the formation of professional speech competence of future physical education teachers was to check the results of speech activity, which involved checking compliance with the purpose and topic of the class, programming of speech, which was provided in the learning process, determining students' understanding of teacher's speech.

The effective formation of the professional speech competence of future physical education teachers is based on the appropriate content of educational material, general didactic and specific principles of teaching, adequate content forms, methods, techniques, and teaching aids. It is also important to ensure the conditions for the formation of professional speech competence of future teachers. The content, methods, and means of teaching are realized in the forms of the educational process organization. The forms are revealed through the ways of teacher's interaction with students while solving tasks of the educational process which are defined by means of different ways of managing activity, communication, and relations. In addition to lectures and practical classes, such forms of studying as communicative training, didactic game, independent work, etc., acquire special significance.

The communicative component of the proposed training should be professionally oriented, which allows creating a holistic process of the collective activity of students determines the development of cognitive abilities and skills of interpersonal relationships of communication participants, contains significant opportunities to intensify the process of forming the professional competence of future teachers. The structure of the didactic game

assumes the didactic purpose, game rules, and actions. Following the game rules certainly gives results, develops self-control and self-esteem. Performing independent activities allows students to master the discipline, to form skills of independent work in educational, scientific, and professional activities, the ability to take responsibility, to solve problems, to find constructive solutions. Independent activity contributes to the deepening of knowledge, the formation of interest in cognitive activity.

An important role in the development of speech competence of future physical education teachers is given to teaching methods and techniques. Their choice is determined by the principles and forms in accordance with the purpose and patterns of learning. The efficiency of speech competence development depends on the correct choice of teaching methods and their implementation. The choice of teaching methods depends on the material offered for study, its connection with the previously learned material and the one which will be learned next, the ratio of the elements of theoretical and practical nature, and the level of the general development of students.

Linguodidactic conditions for the formation of professional speech competence of future physical education teachers at the Faculty of Physical Education were identified to be a systematic realization of interdisciplinary links in the context of communicative and activity approaches; the introduction of the strategies of professionally oriented communicative interaction of educational process participants; the organization of the system of intercultural communication on the basis of the socio-cultural approach.

Thus, the formation of professional speech competence of future physical education teachers is carried out taking into account psychological and pedagogical factors, age and individual characteristics of students, the level of their cognitive abilities, mental processes, and understanding the essence of speech processes as an activity.

The process of the speech competence formation of future physical education teachers should be consistent, and continuous. Professional speech activity is one of the components of the professional readiness and professional potential of a future physical education teacher. It is dominant in the search for ways and mechanisms of speech skills formation. Speech skills of future physical education teachers is a phenomenon, the development of which is determined by a set of psychophysiological, sociocultural, and pedagogical factors, formed by the student's knowledge of speech culture and the possibility of its application according to the needs, features, and purpose of the pedagogical process. At the same time, readiness for speech activity is considered as a manifestation of special knowledge, specific physical culture concepts, speech competence, and speech professionalism.

The organization of speech activity in the conditions of studying at a HEI provides mastering knowledge of language and speech, gaining speech experience, orientation to self-development and self-realization, the formation of self-consciousness as prerequisites of independence in acquiring professional speech skills, with relevant adjustments, increasing the level of professional maturity during the mastery of various speech functions. The general speech development of a future physical education teacher is determined by the quality of one's speech activity, which is manifested both in professional activity and in the process of one's self-realization as a form of self-manifestation, achievement of the goal, comprehension of professional speech activity. Pedagogical situations with the use of different types of communication during practical classes, which develop students' speaking skills, are psychological and pedagogical stimulators of one's professional communicative activity in the educational process.

Communication can be defined as a meaningful aspect of social interaction, the process of which consists of individual acts through which its main functions are realized. The managerial function is related to the success of a particular organization and is genetically and structurally derived; informative - with the exchange of information and the scientific analysis of information messages; emotional - with emotional experience. Thus, communicative competence is a synthesis of theoretical and practical knowledge on the implementation of managerial, informative, and emotional functions in the process of joint activities.

The analysis of existing concepts indicates a need to identify three main aspects that affect the functioning of the scientific organizational and methodological system of speech skills: socio-cultural, psychological, and pedagogical. *The socio-cultural aspect* can be characterized as relative stability, traditionalism, different cultural influences, the dynamics of socialization, and the cultural orientation and social motivation of students. This enhances the preservation of culturological line in the process of forming professional speaking skills. At the same time, *the psychological aspect* is based on the relationship of external and internal speech, speech and thinking, speech motivation, personal attitudes during the speech act. *The pedagogical aspect* is generalizing and resultative in the process of professional speech skills formation of future physical education teachers. It contributes to the mastery of knowledge in combination with practical skills and actions necessary to improve and correct speech activity.

The main factor in the formation of speech competence is the need to develop student's individual interest in learning the language and mastering speech culture, creating pedagogical conditions for self-realization and self-development of the student's personality during speech activity, promoting awareness of the functional role of speech competence in pedagogical activity.

Finding ways to improve the professional speech competence of a future physical education teacher requires an in-depth analysis of speech activity as special speech training. When studying the compulsory component of the educational program of Secondary Education (Physical Education) for future teachers, it is necessary to focus on students' awareness of the meaning of the word and its impact on the student, enriching vocabulary, mastering terminology in physical education and sports, improving speech technique and mastering speech methodic.

The communicative functions of a physical education specialist are characterized by the ability to use terminology, verbal methods, by the skills in giving commands for discipline exercises; a command voice and the technique of pedagogical speech; the ability to combine verbal and nonverbal means of communication, pedagogical tact and culture of pedagogical communication; the skills in organizing cooperation in the process of communication in physical education classes.

The formation of a values-based attitude to professional speech communication is carried out within the teaching of academic disciplines. The main method is the introduction of meaningful information about communication in the content of traditional subjects of the psychological and pedagogical cycle. The lecture courses involved information about the importance and value of communication. This information illustrated or explained the main pedagogical categories and concepts. The lectures raised problematic issues that increased the importance of professional speech competence of a teacher.

The tasks of the summative section were to determine the mastery level of the speech activity types; to identify typical mistakes and shortcomings made by students in the process of speech activity; to determine the level of skills in establishing and maintaining contact with interlocutors; to find out the optimal linguodidactic conditions for improving the efficiency of the students' professional speech competence development. Various complementary methods were implemented to diagnose the levels of professional speech competence of future physical education teachers and to obtain reliable results during the summative stage of the pedagogical experiment.

Thus, students' subjective self-assessment of their own level of professional speech competence was supplemented by the objective observations of their speech behavior in the educational process. The summative experiment found that 83.4 % of students had medium and low levels of professional speech competence, and only 16.6 % of students - high and sufficient. In general, students demonstrated an insufficient level of mastery of skills and abilities to adequately perceive speech utterances, to define the meaning of words clearly and to establish semantic connections between words in the text.

The conducted pedagogical formative experiment convincingly showed that the level of professional speech competence formation of future physical education teachers was significantly increased, while the level of the control group students was not changed significantly. The experimental group students improved lexical and rhetorical skills, expanded the vocabulary of sports terminology. The obtained results confirmed the effectiveness of the proposed methodology for forming professional speech competence of future physical education teachers. Most of the experimental group students reached high and sufficient levels in the learning process. They demonstrated proper awareness of the communicative qualities of language, active mastery of speech activities, learned the basics of rhetoric.

The results of the experimental training confirmed the effectiveness of the developed methodology for the formation of professional speech competence of physical education teachers. Therefore, 13.1 % of the experimental group students gained a high level of professional speech competence, 24.6 % - a sufficient level, 50.7 % - medium, and 11.6 % - low. In the control group, 4.1 % of students were defined to gain a high level of competence, 16.3 % - a sufficient level, 55.1 % - medium, and 24.5 % - low (Table 1). The formative pedagogical experiment showed that the level of the professional speech competence formation of future physical education teachers was increased significantly, while the control group students' level was hardly changed.

Table-1. Statistical indicators of the levels of the professional speech competence formation of future physical education teachers during the pedagogical formative experiment (%)

Professional speech competence levels	Experimental group (n=69)				Control group (n=49)			
	Before		After		Before		After	
	Number	%	Number	%	Number	%	Number	%
High	3	4.4	9	13.1	2	4.1	2	4.1
Sufficient	8	11.6	17	24.6	6	12.2	8	16.3
Medium	36	52.2	35	50.7	26	53.1	27	55.1
Low	22	31.8	8	11.6	15	30.6	12	24.5

The introduction of the methodology for professional speech competence formation in the educational process of future physical education teachers and the creation of communicative-oriented educational environment in the experimental group led to a significant increase in the mastery of theoretical knowledge in physical culture and sports, methodology for conducting classes (Table 2). The difference before and after the experiment was 33.12 points for the compulsory components of the educational program with the significance value at $P < 0.001$ and 31.13 points for the selective components - at $P < 0.001$. The research confirmed that theoretical knowledge had become the basis for activating the consciousness of students and determined the level of their needs for mastering professional speech skills. The acquisition of theoretical knowledge stimulated students to analyze facts, to generalize and make conclusions, activated their ability to search for information, to systematize and analyze it, and to accumulate individual information experience. In addition, mastering the theoretical section involved students in learning the values of physical culture, developed and formed the cultural potential of students, expanded their worldview, increased spirituality, promoted the formation of an active life position and improved their speech skills for the communication with colleagues, students and their parents.

Table-2. The dynamics of theoretical knowledge during the pedagogical experiment on the formation of professional speech competence of future physical education teachers ($n=69$, points)

Educational program components	Before the experiment	After the experiment	Difference	Significance value	
	$\bar{X} \pm \sigma$	$\bar{X} \pm \sigma$	ΔX	t	P
Compulsory	51.27 ± 7.42	84.39 ± 8.65	33.12	4.26	<0.001
Selective	50.13 ± 7.84	81.26 ± 8.32	31.13	4.16	<0.001

4. Discussion

The analysis and comparison of the results of scientific research conducted by many scientists show that a significant part of scientific research is devoted to the study of the essence of such basic concepts as "competence", "competency", "speech competence", "professional competence", "professional speech competence", "professional speech competence of a physical education teacher" (Samsutina, 2008; Skvortsova, & Vtornikova, 2013; Tsilmak, Okhrimenko, Okhrimenko, Yusupov, & Hryshchenko, 2020).

Comparing speech activity with other activities, Yu. V. Vaskov, (2012) identifies the following features: 1) need, motive, purpose, intention, knowledge; 2) a comprehensive analysis of the situation in which the activity should take place and in which it is taking place; 3) making decision on the implementation of certain activities and the selection of optimal means of implementing activities in a particular situation; 4) activity planning and forecasting of possible result; 5) the performance of certain actions and operations; 6) control over the implementation of activities and its correction; 7) the comparison of the activity results with a set purpose. At the same time, speech activity reflects the communicative aspect of human life. The knowledge of its specifics, laws, and stages provides the formation of professional speech competence of a future specialist.

N. D. Babych, K. F. Herman, M. V. Skab (2006) considered communication as an independent specific form of the subject's activity. Thus, the category of communication encompasses a special class of relationships, namely the subject-subject relationship. The activities and communication are seen as independent specific aspects of life that are closely interconnected. The scientists have identified the following three groups of communication functions: cognitive (information exchange and mutual cognition of communication subjects), affective (the formation of interpersonal relationships), and regulatory (behavior management, organization of joint activities).

A component of a teacher's professional activity is pedagogical communication, which is a means of solving educational tasks, socio-pedagogical support of the educational process, and a way of organizing the relationship between a teacher and students. Since communication is seen as a process of communication, pedagogical communication can be interpreted as pedagogical interaction. In this case, the communicative competence of a teacher can be defined as competence in pedagogical interaction. The components of the speech competence of a physical education teacher and the definition of criteria for its evaluation include many tools. Among non-verbal means, V. N. Vvedenskiy (2003) distinguishes 1) *paralinguistic* (voice culture, tone, intonation register, tempo, volume, rhythm, tonality, melody, pauses); 2) *kinetic* (gestures, facial expressions, pantomime, body movements, looks); 3) *extralinguistic* (laughter, crying, tapping, breathing, touching); 4) *proxemic* (spatial movements, distance in the subject - the subjects of communication).

There is no single point of view on the study of issues related to speech competence in the literature. There is no doubt that speech culture is a component of the general culture and intellectual development. The knowledge of native language and the norms of its use is currently not only a sign of a person's cultural development but also a condition for one's successful career. Therefore, one of the priority areas of the study of philological disciplines is the focus on the formation of speech competence in the field of formal and professional communication.

The problem of speech culture is multifaceted, complex and involves a range of issues of linguistic, cultural, social, educational, and political nature. F. Z. Vahed, H. Soleimani, (2020) identifies a separate area in the training for professional communication, such as a component of pedagogical speech culture, which includes the following components: personal activity approach, involving changes in the form of communication in the educational process, personalization of pedagogical interaction, the transformation of teacher's superposition and subordinate position of a student into equal positions, the implementation of the mechanism of pedagogical functions exchange between a teacher and students in the educational process.

I. M. Tsymbaliuk (2004) singled out speech competence as a component of communicative competence. She considers speech competence as the ability to adequately and appropriately use language in specific situations of communication and learning, using verbal, non-verbal (facial expressions, gestures, movements), and intonation means of speech expression. Thus, speech competence is defined as the ability to adequately and appropriately use the language in specific situations of communication with children, the expressiveness of speech, the use of speech etiquette. A. Synytsya (2014) distinguishes conditions as a process of forming the language culture of a student, which gives a positive result. This is the motivation of the process of forming speech culture through the use of elements of theatre pedagogy, conducting educational classes based on the ideas of cooperation and partnership, organic combination of classroom and extracurricular activities, simulation games, a comprehensive approach to speech culture formation, combination of verbal, visual, and practical teaching methods, the organization of self-education, the creation of real conditions for self-expression. Analyzing various means of communication, I. Kucherenko, L. Mamchur, Y. Mamchur, N. Bidyuk (2020), L. I. Prokopenko (2010) characterizes communicative competence as a person's ability to interact verbally, non-verbally (gestures, facial expressions, etc.), and silently. The verbal competence of a teacher presupposes a high level of knowledge of language culture, namely language skills. The components of language abilities are a diverse range of language tools, good verbal memory, the ability to focus on solving communicative tasks of a dialogue, a high level of anticipation (anticipation of events). The language tools play the main role when solving communicative tasks. The author notes that it is difficult to overestimate the role of the teacher's speech in shaping the psychological climate in a class, the nature of students' communication and their trust. Among the linguistic qualities, the scholars distinguish particularly important ones: accuracy, logic, direction, validity, language expressiveness, etc.

An increased level of knowledge of a physical education teacher means the ability to use the necessary words, expressions, and commands in a particular situation, to accurately select and master professional vocabulary, to prevent style and stylistic dissonance, to feel free to express one's opinions, etc. That is why knowledge of the language is one of the components of professional training, because language a means of cognition and activity, and a person learns proper professional communication throughout the whole life. The knowledge of the professional language increases the efficiency of work, helps to better navigate in a difficult professional situation and in contacts with the representatives of the profession. The organization of speech activity in the conditions of higher physical education provides the acquisition of the knowledge of the language and thinking by future physical education teachers, gaining one's own speech experience, the orientation to self-development and self-realization, the formation of self-consciousness as prerequisites for independence in mastering professional speech skills, accompanied by appropriate adjustments, increase in the level of professional maturity during the mastery of various speech functions. The general speech development of a student is determined by the qualitative level of one's speech culture, which is manifested both in professional activity and in the process of self-realization in learning, achieving the goal, understanding the essence of professional activity. The results of the research confirmed and expanded the findings of many scientists (Prontenko, et al., 2019c; Bondarenko, et al., 2020; Griban, et al., 2020b; Prontenko, et al., 2019a; Okhrimenko, Boiko-Buzyl, Kisil, Katolyk, & Miloradova, 2021; Prontenko, et al., 2019b; Prontenko, et al., 2020b; Sheremet, Suprun, M. Suprun, D., Okhrimenko, & Sprynchuk, 2020; Prontenko, et al., 2019c; Manolachi, & Vizitei, 2018; Okhrimenko, Barko, Boiko-Buzyl, Aleksandrov, & Perkatyi, 2021; Ghibanu, 2018).

5. Conclusions

1. The problem of forming the pedagogical competence of a future physical education teacher is related to speech training, which is determined by the dominance of speech at all stages of professional development. At the same time, speech skills are not tied to one block of general pedagogical skills, they are manifested in each of them. This makes speech an important component of the professional and pedagogical activities of a future physical education teacher. In this case, the speech training of a physical education teacher is formed due to the dominance of speech as a type of professional activity in various spheres of life.

2. The study of scientific literature on the research topic made it possible to analyze different views on the interpretation of the concept of "speech competence" and to interpret the meaning of the concept of "professional speech competence of future physical education teachers" as an integral quality of a student, which is manifested in the general ability and willingness to use language means, the norms of their functioning to build and understand speech in the context of future professional activities of physical education teachers. The efficiency of the

professional speech competence formation of future physical education teachers depends on general didactic and specific principles, learning content, scientific and methodological support, learning interactivity, modeling of selected learning content to form professional speech, fundamental education and its professional orientation, the use of speech practice for mastering the theory of language and speech; the effective forms of education (communicative training, didactic game, independent activities, practical training, etc.); productive teaching methods and tools.

3. The results of the pedagogical experiment indicated the efficiency of the proposed methodology for the professional speech competence formation of future physical education teachers: 13.1 % of the experimental group students gained a high level of professional speech competence, 24.6 % - a sufficient level, 50.7 % - medium, and 11.6 % - low. At the same time in the control group, 4.1 % of students were identified to gain a high level of competence, 16.3 % - a sufficient level, 55.1 % - medium, and 24.5 % - low. The formative pedagogical experiment showed that the level of the professional speech competence formation of future physical education teachers was increased significantly, while the level of the control group students remained almost not changed. The students of the experimental group demonstrated better mastery of all the types of speech activity, the norms of the Ukrainian literary language, which indicated the formation of professional speech competence.

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Competing Interests

The authors declare that they have no conflict of interests.

Transparency

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study was reported, that no vital features of the study have been omitted, and that any discrepancies from the study as planned have been explained.

Ethical

This study follows all ethical practices during writing.

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