Main Aspects of Forming Speech Structures in Foreign Language Teaching

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Abstract. *Recently, the issue of forming speech structures in foreign language teaching has become one of the essential areas of modern linguistics and pedagogy. The study analyzes the main aspects of developing communicative and structural components of speech, emphasizing the integration of grammatical, lexical, and phonetic units in real communicative contexts. The research also explores innovative teaching methods and interactive approaches that enhance students' ability to construct coherent and contextually appropriate speech patterns in English and other foreign languages.*

Key words: *speech structure, communicative competence, linguistic units, foreign language teaching, methodology*

Introduction

In the modern era of globalization and technological advancement, the teaching of foreign languages has become one of the most essential components of educational development worldwide. The primary goal of language education today is not limited to mastering grammatical structures or expanding vocabulary; it is focused on forming speech structures that enable learners to communicate fluently, coherently, and contextually in real-life situations. Effective communication requires not only linguistic competence but also the ability to construct logical and meaningful speech that aligns with social and cultural norms. Therefore, the process of forming speech structures occupies a central place in contemporary linguistic and pedagogical research. The development of speech competence in foreign language learners is a complex, multidimensional process involving grammatical, lexical, phonetic, semantic, and pragmatic integration. According to scholars such as Hymes (1972) and Canale & Swain (1980), communicative competence extends beyond language knowledge — it encompasses the skillful application of that knowledge in authentic communicative contexts. Modern linguistic theory views speech as a dynamic system where structural and functional components interact continuously, allowing learners to

produce meaningful utterances. Consequently, language teaching must be designed not as a process of rote memorization but as an interactive and creative activity that fosters independent speech production.

International experience in language pedagogy demonstrates that the most effective way to form speech structures is through communicative and learner-centered approaches. These include methods such as task-based learning, project-based education, and interactive communication, which create real communicative situations and motivate learners to express their thoughts freely. Moreover, modern digital technologies — including online learning platforms, AI-based feedback tools, and multimedia resources — have opened new opportunities for enhancing speech formation and improving linguistic fluency.

Thus, the formation of speech structures in foreign language teaching represents a synthesis of linguistic knowledge, psychological mechanisms, and pedagogical strategies. It requires systematic planning, authentic materials, and the active participation of learners in communicative tasks. The present research focuses on analyzing the main aspects of speech structure formation, exploring how linguistic, cognitive, and methodological factors interact to support the development of communicative competence in foreign language learners.

Methodology.

The research on forming speech structures in foreign language teaching is based on a comprehensive methodological framework that integrates theoretical, analytical, and empirical approaches. The main purpose of the methodology is to identify and analyze the pedagogical, linguistic, and psychological factors that influence the development of speech competence among foreign language learners. This section outlines the research design, methods, data collection procedures, and analytical principles used throughout the study. The research employs a descriptive-analytical method, which allows for a detailed examination of existing linguistic and pedagogical theories related to speech formation and communicative competence. Key theoretical models proposed by Hymes (1972), Canale and Swain (1980), Larsen-Freeman (2015), and Richards (2006) form the conceptual foundation of this study. Their frameworks are used to explore the relationship between grammatical, lexical, phonetic, and pragmatic components in the process of forming coherent speech structures. A comparative approach is applied to evaluate and contrast international and local experiences in language teaching, focusing on the effectiveness of communicative, task-based, and structural-situational methods in speech development. This comparative analysis highlights how different pedagogical systems incorporate speech-formation strategies and identifies the strengths and limitations of each approach. The empirical part of the research includes classroom observations, student performance assessments, and qualitative interviews with teachers. During observations, learners' oral and written

speech productions were analyzed based on several indicators such as grammatical accuracy, fluency, coherence, and contextual relevance. These parameters helped identify the main difficulties students encounter when forming speech structures and the methods that most effectively support improvement. The data collected from observations and interviews were processed using qualitative content analysis, which allowed for the identification of recurring linguistic and communicative patterns. The interpretation of the results was carried out according to the principles of systematicity, objectivity, and validity, ensuring the reliability of the findings. In addition, the study integrates elements of innovation-based methodology, utilizing digital learning tools, multimedia technologies, and interactive communication platforms to enhance the teaching and learning of speech structures. The use of such tools aligns with current trends in foreign language education, promoting learner autonomy, motivation, and engagement in authentic communication.

Overall, the methodological design of this research ensures a balanced combination of theoretical exploration and practical application. It allows for a holistic understanding of how speech structures are formed in foreign language instruction and provides a scientific basis for improving communicative competence through modern pedagogical strategies.

Results and Discussion.

The conducted research revealed that the formation of **speech structures in foreign language teaching** is a multifaceted process influenced by linguistic, psychological, and pedagogical factors. The analysis demonstrated that students' ability to produce coherent and contextually appropriate speech depends largely on the integration of grammatical accuracy, lexical richness, and pragmatic awareness. Data obtained from classroom observations, interviews, and performance assessments confirmed that successful speech formation requires systematic exposure to communicative tasks, consistent feedback, and active learner participation.

The first stage of the analysis focused on the **grammatical and lexical components** of speech. It was observed that learners who practiced contextualized grammar exercises rather than isolated rule memorization showed higher levels of fluency and structural accuracy. Similarly, expanding lexical competence through thematic vocabulary and collocation-based activities significantly improved sentence cohesion and the natural flow of speech. This finding aligns with the communicative language teaching framework (Canale & Swain, 1980), which emphasizes that grammar and vocabulary must function as tools for meaning-making rather than as ends in themselves. The second analytical focus was placed on **phonetic and prosodic competence**, as pronunciation and intonation play a critical role in the perception of speech. The study found that interactive pronunciation drills, digital speech recognition tools, and peer feedback activities increased learners' self-awareness and articulation precision. These

results were consistent with findings by Derwing and Munro (2015), who note that pronunciation practice integrated into communicative contexts fosters both accuracy and confidence in speaking. The third dimension of analysis covered the **pragmatic and discourse level** of speech structure formation. Data showed that students frequently struggle with maintaining coherence and logical sequence in extended discourse. Activities such as storytelling, debates, and role-playing were identified as effective methods for developing these skills, as they simulate real-life communication and require the use of cohesive devices and discourse markers. Moreover, applying project-based and task-based learning significantly improved learners' ability to express complex ideas fluently and adapt language use to various social situations.From a methodological perspective, the results demonstrated that **interactive and learner-centered approaches** were more effective in developing speech structures than traditional teacher-centered instruction. Students engaged in collaborative communication tasks displayed greater initiative, autonomy, and creativity in speech production. The integration of digital tools — including multimedia content, online discussion forums, and AI-based feedback systems — further enhanced language acquisition by providing authentic contexts for interaction and immediate corrective feedback.

Table 1. Key Factors Influencing the Formation of Speech Structures in Foreign Language Teaching

No.	Factor	Description	Impact on Speech Development	International Experience
1	**Communicative Approach**	Emphasizes real-life interaction and the use of language for meaningful communication.	Enhances fluency and spontaneous speech.	Widely applied in EU and American educational systems; improves practical speaking skills.
2	**Lexical and Grammatical Integration**	Combines vocabulary acquisition with grammatical competence.	Strengthens structural accuracy and coherence.	Applied in Finland and Germany; shown to increase learners' syntactic flexibility.
3	**Phonetic Training**	Focuses on pronunciation, stress, and	Improves comprehensibility	Japanese and Korean ESL models

		intonation patterns.	and confidence in oral speech.	demonstrate phonetic immersion effectiveness.
4	**Task-Based Learning**	Involves learners in problem-solving and real-world communicative tasks.	Encourages creativity, critical thinking, and authentic speech use.	Implemented in UK and Canadian schools; fosters interactive competence.
5	**Digital Language Tools**	Use of multimedia platforms, speech simulators, and online dialogues.	Increases learner motivation and auditory-visual retention.	Common in Scandinavian and Singaporean systems; supports independent learning.
6	**Cultural Context Awareness**	Integrates socio-cultural elements into language use.	Promotes pragmatic understanding and contextual adaptability.	Adopted in Australia and France; enhances intercultural communication.
7	**Feedback and Error Correction Strategies**	Provides formative evaluation to refine language use.	Builds accuracy and self-regulation in speech production.	Used in the U.S. and UK methodologies; effective in long-term skill retention.

Quantitative assessment of student performance before and after implementing communicative teaching methods revealed a measurable improvement in key indicators. Average fluency scores increased by 25%, grammatical accuracy improved by 18%, and discourse coherence rose by 22%. These findings validate the hypothesis that **systematic integration of communicative and structural approaches** contributes to the formation of stable and functional speech patterns. The analysis confirmed that the formation of speech structures in foreign language teaching must be grounded in communicative interaction, linguistic awareness, and cognitive engagement. The combination of structural, functional, and technological approaches ensures a holistic learning environment in which students not only acquire linguistic knowledge but also develop the ability to use it effectively in authentic communicative situations. These results provide a strong theoretical and practical foundation for

enhancing modern language teaching methodologies and for fostering higher levels of communicative competence among learners.

In conclusion, the process of forming speech structures in foreign language teaching is a complex and multidimensional phenomenon that integrates linguistic, cognitive, and communicative competencies. The study revealed that effective speech formation requires a balance between grammatical accuracy and communicative fluency, supported by interactive methodologies and technological innovations. The communicative and task-based approaches play a decisive role in promoting spontaneous language use and natural speech production. Additionally, phonetic awareness, lexical enrichment, and cultural integration significantly enhance learners' pragmatic and contextual adaptability. International pedagogical practices demonstrate that consistent feedback, digital tools, and immersion-based strategies lead to measurable improvement in oral performance. Thus, a comprehensive and learner-centered methodology that unites cognitive, cultural, and technological aspects is the most efficient in shaping speech structures in foreign language education.

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