

Speaking as a Type of Speech Activity

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ABSTRACT

The article considers speaking as a type of speech activity. It analyzes the theoretical basis of teaching speaking a foreign language. Speaking as a type of speech activity primarily relies on language as a means of communication. Language ensures communication between those communicating because it is understood by both the one who communicates information, encoding it in the meanings of words selected for this purpose, and the one who receives this information, decoding it, i.e. deciphering these meanings and changing their behavior based on this information.

KEYWORDS: *speech activity, teaching speaking, a means of communication, decoding, the goals of communication, codification and decodification, verbal signs.*

INTRODUCTION

The person addressing information to another person (communicator) and the one who receives it (recipient), in order to achieve the goals of communication and joint activity, must use the same system of codification and decodification of meanings, i.e. speak the same language that each other understands. This is precisely the goal of teaching English at school. If the communicator and the recipient use different codification systems, then they cannot achieve mutual understanding and success in joint activities. The biblical legend about the construction of the Tower of Babel, which failed due to an unexpected “confusion of languages” of the builders, reflects the fact that interaction is impossible when the processes of codification and decodification are blocked, since people speaking different languages cannot agree with each other what makes their joint activities impossible. The exchange of information becomes possible only if the meanings assigned to the signs used (words, gestures, hieroglyphs, etc.) are known to the persons participating in the communication [1].

Meaning is the content side of a sign as an element that mediates knowledge of the surrounding reality. Just as a tool mediates the labor activity of people, signs mediate their cognitive activity and communication [2].

The system of verbal signs forms language as a means of existence, assimilation and transmission of socio-historical experience [2].

Language as a means of accumulating and transmitting social experience arose in the process of labor and began to develop at the dawn of pre-class society. To convey significantly significant information to each other, people began to use articulate sounds, to which certain meanings were assigned [3].

It was convenient to use articulate sounds for communication, especially in cases where the hands were occupied with objects and tools, and the eyes were turned to

them. The transmission of thoughts through sounds was convenient even at a considerable distance between those communicating, as well as in the dark, in fog, in thickets.

Thanks to communication through language, the reflection of the world in the brain of an individual person is constantly replenished with what is reflected or has been reflected in the brains of other people - an exchange of thoughts and transfer of information occurs.

In communication, a person constantly learns to separate the essential from the non-essential, the necessary from the accidental, to move from images of individual objects to a stable reflection of their general properties in the meaning of words, in which essential features are fixed that are inherent in a whole class of objects and thereby relate and to the specific subject in question.

When speaking “newspaper”, a person means not only the sheet of newspaper that we hold in our hands, but we thereby indicate to which class of objects this item belongs, taking into account its differences from other printed products, etc. [2].

Words have a specific meaning, i.e. some relation to the objective world. When a teacher uses this or that word, both he and his listeners mean the same phenomenon and they will not have any misunderstandings. The system of meanings develops and enriches throughout a person’s life, and its purposeful formation is the central link of both secondary and higher education [1].

Speech, like speaking, is verbal communication, i.e. verbal process of communication using language. The means of verbal communication are words with meanings assigned to them in social experience. Words can be spoken out loud, silently, written, or replaced in deaf people with special gestures that act as carriers of meaning (the so-called dactylology, where each letter is indicated by finger movements, and signed speech, where a gesture replaces a whole word or group of words) [4].

The following types of oral speech are distinguished: dialogical and monological [1].

The simplest type of oral speech is dialogue, i.e. a conversation supported by interlocutors jointly discussing and resolving any issues. Colloquial speech is characterized by remarks exchanged between speakers, repetitions of phrases and individual words after the interlocutor, questions, additions, explanations, the use of hints that are understandable only to speakers, various auxiliary words and interjections. The features of this speech largely depend on the degree of mutual understanding of the interlocutors and their relationships. Quite often, in a family setting, a teacher constructs a dialogue quite differently, from how he interacts with students in the classroom. The degree of emotional arousal during a conversation is of great importance. An embarrassed, surprised, delighted,

frightened, angry person speaks differently than in a calm state, not only uses different intonations, but also often uses different words and figures of speech [1].

The second type of oral speech is a monologue that one person pronounces, addressing another or many people listening to him: this is a teacher's story, a student's detailed answer, a report, etc. Monologue speech has greater compositional complexity, requires completeness of thought, stricter adherence to grammatical rules, strict logic and consistency in the presentation of what the speaker of the monologue wants to say. Monologue speech presents great difficulties compared to dialogic speech; its expanded forms develop later in ontogenesis; its formation in students, especially in English lessons, represents a special task that teachers have to solve throughout all years of study. It is no coincidence that there are adults who can talk freely, without difficulty, but who find it difficult, without resorting to a pre-written text, to deliver an oral message (report, public speech, etc.) that is monologue-like in nature. This is often a consequence of insufficient attention of school teachers to the work of developing monologue speech in students in a foreign language [1].

Speech has its physiological basis in the activity of auditory and motor analyzers. In the cerebral cortex, temporary connections are made between various irritations from the outside world and the movements of the vocal cords, larynx, tongue and other organs that regulate the pronunciation of words. Speech operates on the basis of the second signaling system [1].

The word, according to I.P. Pavlov, is a "signal of signals." Words, signaling the signals of the first signaling system, all kinds of impressions that exist in the form of images of the world, can cause the same actions as direct stimuli. Words and their combinations are always the result of abstraction and generalization, processing of signals from the first signaling system in the brain.

The complex process of verbal communication is based on the sequential activation of the mechanisms that provide it. The first stage is speech programming - building the semantic backbone of a speech utterance, what a person wants to say. For this purpose, information that he considers important is selected, and unnecessary, secondary information is eliminated [1].

The second stage is the construction of the syntactic structure of the sentence. The general structure of the phrase and its grammatical form are predicted, mechanisms are activated to ensure the search for the desired word, and the selection of sounds that most accurately reproduce it [1].

Finally, pronunciation, the real sound of speech, takes place. Thus, the process of "speaking" unfolds, during which the communicator encodes the information to be transmitted. In the process of listening, the interlocutor (recipient) decodes the information received, which, in turn, is a step-by-step translation of the sounds of audible speech into the meanings of words, and this ensures an understanding of what the communicator wanted to say. The correctness of the listener's understanding of what was communicated to him becomes obvious to the communicator only when the recipient himself turns into a communicator (change of communicative roles) and by his statement makes it known that he accepted and understood what was communicated. In dialogic communication, communicative roles alternately

change, as a result of which mutual understanding gradually develops, and it becomes possible to coordinate the actions and behavior of those communicating, without which it would be impossible to achieve results in joint activities [3].

Communication between people cannot be compared to the transmission of information via telegraph, where the communicator and the recipient exchange verbal messages. In human communication, the emotions of those communicating are naturally included. They relate in a certain way to what is the content of communication and to those who are involved in communication, and this emotional attitude that accompanies a speech utterance forms a special, non-verbal aspect of the exchange of information, a special, non-verbal communication [3].

The means of non-verbal communication include gestures, facial expressions, intonation, pauses, posture, laughter, tears, etc., which form a sign system that complements and enhances, and sometimes replaces the means of verbal communication - words. To a comrade who has told about the grief that has befallen him, the interlocutor expresses his sympathy with words accompanied by signs of non-verbal communication: a saddened expression on his face, a lowering of his voice, pressing his hand to his cheek and shaking his head, deep sighs, etc. [3].

In different age groups, different means are chosen for non-verbal communication. Thus, children often use crying as a means of influencing adults and as a way of conveying their desires and moods to them. The communicative character that crying takes on in children is well conveyed by the often encountered warning "I'm not crying for you, but for my mother!" [3].

The spatial placement of the communicators is essential for enhancing the effect of verbal communication. A remark thrown over the shoulder clearly shows the communicator's attitude towards the recipient. In some types of teaching (in particular, when teaching "speaking" in foreign languages), the teacher prefers to place students not "at the back of each other's heads," as is customary in the classroom, but in a circle, facing each other, which is essential increases the sociability of those communicating and intensifies the acquisition of communication skills in a foreign language [2].

The correspondence of the means of nonverbal communication used to the goals and content of verbal transmission of information is one of the elements of the culture of communication. This correspondence is especially important for a teacher, for whom the means of both verbal and nonverbal communication are an instrument of his professional activity. A.S. Makarenko emphasized that a teacher should be able to pronounce the same word with many different intonations, putting into it the meaning of an order, a request, advice, etc. [2].

Subsequently, each of these consonances turns into a word for the child, which he uses to organize his interaction with adults. Now the word "baba" acts as a means of satisfying his current needs. By pronouncing a word, the child strives to get what he wants: attention, affection, a toy, etc. The word becomes a means of communication. Subsequently, the number of words used increases exponentially, and by the age of two, not only does the vocabulary of children's language expand enormously, but it also becomes possible to use grammatical forms correctly, and sentences become

more complex and lengthened. The enrichment of the child's language continues throughout preschool childhood [2].

At the same time, nonverbal communication also develops facial expressions, pantomime, and intonation variety of speech. During these years, feedback connections are formed in the process of communication, the child learns to decipher the facial expression of the interlocutor, to detect approval or disapproval in his intonations, to understand the meaning of the gesture that accompanies and reinforces the word of an adult. All this allows him to adjust his actions and achieve proper mutual understanding in communication [4].

At school, during reading and writing lessons, and later language and literature lessons, children develop a conscious attitude to language as a means and to speech as a process of communication. Becoming the subject of a specially organized analysis by the teacher, language appears before the student as a complex sign system, subject to the action of socially developed laws, the assimilation of which will allow him not only to write, read and speak correctly, but also to master spiritual riches with the help of language, developed before him and for him by humanity. Constructed on the basis of research by psychologists, modern methods of teaching literacy as a leading principle take the formation in schoolchildren of the skills of conscious sound analysis of speech. Research by psychologists at Moscow University has shown that all these rules reveal only three functions of connecting words in a sentence: their connection, separation and isolation. As it turned out, it is enough to teach schoolchildren to analyze and detect these functions in specific sentences based on certain characteristics, so that they accurately place punctuation marks without memorizing a single punctuation rule [1].

Based on the above, the following conclusions can be drawn.

1. Speaking as a type of speech activity primarily relies on language as a means of communication.
2. Speaking is based on awareness of the meaning of the lexical unit of the language.
3. Speech, like speaking, is verbal communication, i.e. verbal process of communication using language.
4. The following types of oral speech are distinguished: dialogical and monological.
5. Colloquial speech (dialogue) is characterized by remarks exchanged between speakers, repetition of phrases and individual words after the interlocutor, questions, additions, explanations, and the use of hints that are understandable only to speakers, various auxiliary words and interjections.
6. Monologue speech has greater compositional complexity, requires completeness of thought, stricter adherence to grammatical rules, strict logic and consistency in the presentation of what the speaker of the monologue wants to say.

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