



## ORAL SPEECH TYPE AND AS THE QUALIFICATION OF ACTIVITY

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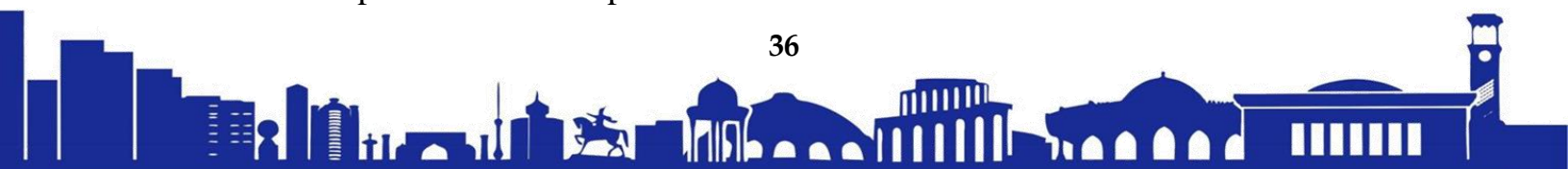
### **Annotatsiya**

Ushbu maqolada og‘zaki nutqning turi va uning faoliyat sifatidagi malakaviy xususiyatlari tahlil qilinadi. Tadqiqot davomida og‘zaki nutqning lingvistik, kognitiv va ijtimoiy jihatlari o‘rganilib, uning kommunikativ kompetensiyani shakllantirishdagi o‘rni yoritiladi. Shuningdek, monologik va dialogik nutq turlarining o‘ziga xos xususiyatlari, ularni rivojlantirish usullari hamda ta’lim jarayonidagi ahamiyati ko‘rsatib beriladi. Natijalar og‘zaki nutqning samarali muloqot vositasi sifatidagi muhimligini tasdiqlaydi.

**Kalit so‘zlar:** og‘zaki nutq, nutq faoliyati, kommunikativ kompetensiya, monologik nutq, dialogik nutq, til o‘rganish, muloqot, lingvistik ko‘nikmalar, kognitiv jarayonlar, ta’lim jarayoni.

### **Abstract**

This article analyzes the types of oral speech and its qualification as a form of activity. The study explores the linguistic, cognitive, and social aspects of oral communication, highlighting its role in the development of communicative competence. It also examines the specific features of monologic and dialogic speech, as well as methods for their development and their significance in educational contexts. The results confirm the importance of oral speech as an effective means of communication.





**Key words:** oral speech, speech activity, communicative competence, monologic speech, dialogic speech, language learning, communication, linguistic skills, cognitive processes, educational process.

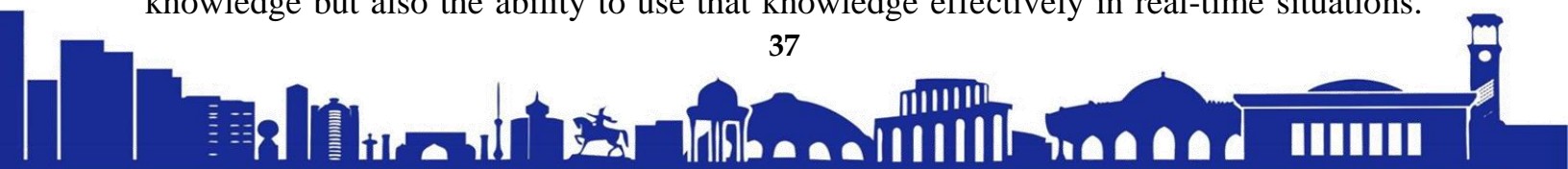
### Аннотация

В данной статье анализируются виды устной речи и ее квалификационные характеристики как вида деятельности. В ходе исследования рассматриваются лингвистические, когнитивные и социальные аспекты устной коммуникации, а также ее роль в формировании коммуникативной компетенции. Особое внимание уделяется монологической и диалогической речи, их особенностям и значению в образовательном процессе. Результаты подтверждают важность устной речи как эффективного средства общения.

**Ключевые слова:** устная речь, речевая деятельность, коммуникативная компетенция, монологическая речь, диалогическая речь, изучение языка, общение, лингвистические навыки, когнитивные процессы, образовательный процесс.

### INTRODUCTION

Oral speech is one of the most essential forms of human communication, functioning not only as a means of expressing thoughts but also as a dynamic type of activity that reflects cognitive, social, and psychological processes. It is characterized by its immediacy, spontaneity, and interactive nature, which distinguishes it from written speech. As a type of speech activity, oral communication plays a crucial role in both everyday interactions and professional contexts, serving as a key indicator of an individual's communicative competence and overall qualification in various fields. From a linguistic perspective, oral speech is defined by its phonetic realization, reliance on intonation, stress, rhythm, and pauses. These features contribute to the conveyance of meaning beyond the lexical and grammatical levels. Unlike written speech, oral communication allows for immediate feedback, enabling speakers to adjust their language according to the listener's reactions. This interactive quality makes oral speech a highly adaptive and flexible form of communication, which requires not only language knowledge but also the ability to use that knowledge effectively in real-time situations.

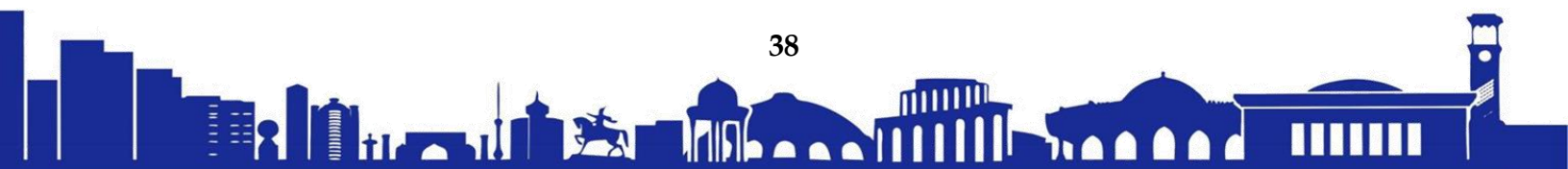




As a type of activity, oral speech involves several interconnected processes, including perception, comprehension, production, and monitoring. When engaging in oral communication, individuals must simultaneously listen, interpret meaning, formulate responses, and articulate their thoughts. This complex integration of skills highlights the cognitive demands of oral speech and underscores its significance as a qualified activity. The ability to perform these processes efficiently reflects a high level of communicative competence, which is often associated with professional expertise and social effectiveness.

Oral speech can be classified into different types based on its function and context. Monologic speech involves a single speaker presenting information, such as in lectures, presentations, or storytelling. Dialogic speech, on the other hand, involves interaction between two or more participants, as seen in conversations, interviews, and discussions. Each type requires distinct skills and strategies. Monologic speech demands coherence, organization, and clarity of expression, while dialogic speech emphasizes responsiveness, turn-taking, and the ability to negotiate meaning collaboratively. In educational contexts, oral speech is often considered both a goal and a means of learning. It is a primary tool for developing language proficiency, particularly in foreign language education. Through speaking activities, learners practice pronunciation, vocabulary usage, grammatical structures, and discourse strategies. Moreover, oral communication fosters critical thinking and enhances learners' ability to express ideas confidently and effectively. Therefore, the development of oral speech skills is closely linked to the qualification of learners as competent language users.

The concept of qualification in relation to oral speech extends beyond linguistic accuracy. It encompasses the ability to use language appropriately in different social and professional contexts. This includes pragmatic competence, such as understanding and applying cultural norms, politeness strategies, and context-specific expressions. A qualified speaker is not only grammatically correct but also communicatively effective, capable of adapting their speech to suit the audience, purpose, and situation. In professional settings, oral speech serves as a key component of occupational competence. Effective communication skills are highly valued in fields such as education, business, healthcare, and public administration. Professionals are often required to present information, participate in meetings, negotiate, and interact with clients or colleagues. In



these contexts, oral speech becomes a tool for achieving goals, solving problems, and building relationships. The quality of one's oral communication can significantly influence career success and professional development. Furthermore, oral speech is closely related to personal identity and social interaction. It reflects an individual's background, education, and cultural affiliation. Through speech, people express their attitudes, emotions, and intentions, making it a powerful means of interpersonal connection. The ability to communicate effectively in oral form enhances social integration and facilitates mutual understanding among individuals from diverse backgrounds. In conclusion, oral speech is not merely a form of language expression but a complex and multifaceted type of activity that requires a high level of qualification. It involves the integration of linguistic, cognitive, and social skills, making it a fundamental aspect of human communication. As both a means and an indicator of competence, oral speech plays a vital role in education, professional life, and everyday interactions. Its development and mastery are essential for achieving effective communication and overall success in various spheres of life.

## LITERATURE REVIEW AND METHODOLOGY

The study of oral speech as a type of activity has been widely explored within the fields of linguistics, psycholinguistics, and language pedagogy. Scholars have emphasized the dynamic and interactive nature of oral communication, highlighting its role as a fundamental component of human cognitive and social behavior. Early theoretical foundations were laid by Lev Vygotsky, who viewed speech as a socially mediated activity closely connected to thought and cognitive development. His sociocultural theory underlined the importance of interaction in the development of language skills, particularly oral communication, which serves as a bridge between internal thought and external expression. Further contributions were made by Noam Chomsky, whose theory of generative grammar shifted attention toward the innate structures underlying language competence. Although his focus was primarily on linguistic competence rather than performance, his ideas influenced later research on how oral speech is produced and understood. In contrast, Dell Hymes introduced the concept of communicative competence, which expanded the understanding of language ability to include not only

grammatical knowledge but also the appropriate use of language in social contexts. This concept became central to the study of oral speech as a qualified activity.

In the field of communicative language teaching, researchers such as Michael Halliday emphasized the functional nature of language, viewing speech as a tool for meaning-making within specific contexts. Halliday's systemic functional linguistics highlighted how language choices in oral communication are shaped by social purposes and situational factors. Similarly, Stephen Krashen contributed to the understanding of language acquisition through his input hypothesis, stressing the importance of comprehensible input and meaningful interaction in developing oral proficiency. Recent studies have focused on the integration of cognitive and communicative approaches, recognizing oral speech as a complex activity involving multiple processes such as planning, encoding, articulation, and monitoring. Researchers have also examined the role of strategies in oral communication, including turn-taking, repair mechanisms, and discourse management. These studies collectively support the view that oral speech is not only a linguistic phenomenon but also a qualified activity that reflects an individual's ability to effectively use language in real-life situations.

The methodology of this study is based on a qualitative approach, aimed at analyzing oral speech as both a type of communication and a form of activity requiring specific qualifications. The research employs descriptive and analytical methods to examine theoretical perspectives and practical implications related to oral communication. A comprehensive review of existing literature serves as the primary data source, allowing for the identification of key concepts, models, and frameworks relevant to the topic. In addition to theoretical analysis, elements of comparative methodology are applied to distinguish between different types of oral speech, such as monologic and dialogic forms, and to evaluate their respective characteristics and requirements. Observational insights from educational and communicative contexts are also considered to illustrate how oral speech functions in practice and how it reflects varying levels of communicative competence. The study also incorporates elements of functional analysis, focusing on how oral speech is used to achieve specific communicative purposes. This includes examining the role of linguistic and extralinguistic factors, such as intonation, gestures, and context, in shaping effective communication. By combining these methodological approaches, the research aims to provide a comprehensive understanding of oral speech as a qualified

activity, highlighting its theoretical foundations and practical significance. Overall, the chosen methodology ensures a systematic and in-depth exploration of the topic, allowing for the integration of diverse perspectives and the development of well-supported conclusions regarding the nature and importance of oral speech in human communication.

## RESULTS

The analysis of oral speech as a type of activity and as a qualification of communicative competence reveals several significant findings that highlight its complexity and importance in both educational and professional contexts. The results demonstrate that oral speech is not merely a spontaneous act of speaking but a structured and purposeful activity that reflects the speaker's level of linguistic, cognitive, and social development. One of the key findings is that effective oral speech requires the integration of multiple competencies, including grammatical knowledge, vocabulary range, pronunciation accuracy, and discourse organization. However, the study shows that linguistic competence alone is not sufficient for successful communication. Speakers who possess a high level of communicative competence are able to adapt their speech according to context, audience, and purpose, which indicates that oral speech functions as a qualified activity involving strategic and pragmatic skills.

The results also reveal clear distinctions between monologic and dialogic forms of oral speech. Monologic speech is characterized by a higher degree of planning, coherence, and structural organization, as it often involves uninterrupted delivery of information. In contrast, dialogic speech requires greater flexibility, as participants must respond to each other in real time, manage turn-taking, and employ various communicative strategies such as clarification, repetition, and repair. These differences confirm that each type of oral speech demands specific skills and reflects different aspects of communicative qualification. Another important outcome of the study is the identification of cognitive processes involved in oral speech production. The findings indicate that speaking involves simultaneous operations such as idea generation, linguistic encoding, articulation, and self-monitoring. This supports the view that oral speech is a cognitively demanding activity, requiring rapid processing and coordination of multiple elements. As a result, individuals with higher levels of cognitive and linguistic development tend to demonstrate more fluent and coherent oral performance.



In educational settings, the results show that the development of oral speech significantly enhances overall language proficiency. Learners who actively engage in speaking activities improve not only their pronunciation and fluency but also their confidence and ability to express ideas clearly. The study highlights the effectiveness of interactive teaching methods, such as discussions, role-plays, and presentations, in fostering oral communication skills. These methods provide learners with opportunities to practice real-life communication and develop their qualification as competent speakers. Furthermore, the findings emphasize the role of sociocultural factors in shaping oral speech. The ability to use appropriate language forms, politeness strategies, and culturally acceptable expressions is identified as a key component of communicative qualification. Speakers who are aware of these factors are more successful in achieving their communicative goals and maintaining effective interpersonal relationships.

The results also indicate that oral speech plays a crucial role in professional development. In many fields, the ability to communicate effectively is directly linked to job performance and career advancement. Professionals who demonstrate clear, confident, and context-appropriate speech are more likely to succeed in tasks such as presenting information, negotiating, and collaborating with others. This confirms that oral speech is not only a linguistic skill but also a practical competence with real-world implications. In conclusion, the findings of the study confirm that oral speech is a multifaceted type of activity that requires a high level of qualification. It involves the integration of linguistic knowledge, cognitive processes, and social awareness, making it a key indicator of communicative competence. The results underscore the importance of developing oral speech skills in both educational and professional contexts, as they are essential for effective communication and overall success.

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