

## ORAL SPEECH ACTIVITY AS A TYPE OF ACTIVITY AND AS A SKILL

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

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### Annotatsiya

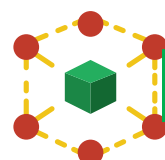
Ushbu maqolada ogʻzaki nutq faoliyati inson faoliyatining muhim turi hamda murakkab koʻnikma sifatida tahlil qilinadi. Tadqiqotda ogʻzaki nutqning psixologik, lingvistik va ijtimoiy jihatlari yoritilib, uning kommunikativ jarayondagi oʻrni koʻrsatib beriladi. Shuningdek, nutq faoliyatining rivojlanish bosqichlari, unga taʼsir etuvchi omillar va oʻqitish metodlari tahlil qilinadi. Maqolada zamonaviy kommunikativ yondashuvlarning samaradorligi asoslab beriladi. Natijalar ogʻzaki nutq koʻnikmalarini rivojlantirishda interaktiv usullarning muhimligini koʻrsatadi.

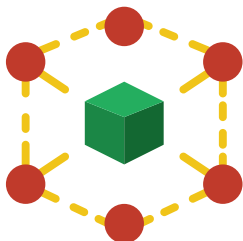
**Kalit soʻzlar:** ogʻzaki nutq, nutq faoliyati, kommunikativ kompetensiya, nutq koʻnikmasi, interaktiv metodlar, til oʻrganish, psixolingvistika, muloqot jarayoni, nutq rivojlanishi, til oʻqitish.

### Abstract

This article examines oral speech activity as both a fundamental type of human activity and a complex skill. The study highlights the psychological, linguistic, and social aspects of speaking and emphasizes its role in the communication process. It analyzes the stages of speech development, the factors influencing it, and the methods used in teaching speaking. Special attention is given to the effectiveness of modern communicative approaches. The findings demonstrate the importance of interactive methods in developing oral speech skills.

**Key words:** oral speech, speech activity, communicative competence, speaking skill, interactive methods, language learning, psycholinguistics, communication process, speech development, language teaching.





## Аннотация

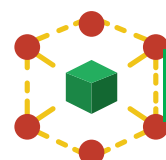
В данной статье устная речевая деятельность рассматривается как важный вид человеческой деятельности и как сложный навык. В исследовании освещаются психологические, лингвистические и социальные аспекты устной речи, а также её роль в процессе коммуникации. Анализируются этапы развития речи, факторы, влияющие на неё, и методы обучения говорению. Особое внимание уделяется эффективности современных коммуникативных подходов. Результаты показывают важность интерактивных методов в развитии навыков устной речи.

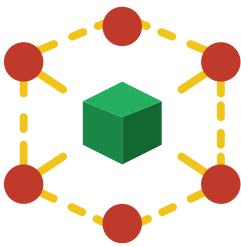
**Ключевые слова:** устная речь, речевая деятельность, коммуникативная компетенция, речевой навык, интерактивные методы, изучение языка, психолингвистика, процесс коммуникации, развитие речи, обучение языку.

## INTRODUCTION

Oral speech activity occupies a central place in human communication, functioning both as a fundamental type of activity and as a complex skill that develops over time. As a type of activity, it is closely connected with cognitive, social, and psychological processes, enabling individuals to express thoughts, emotions, and intentions in real-time interaction. Unlike written communication, oral speech is immediate, dynamic, and often spontaneous, requiring quick processing of information and rapid formulation of responses. This makes it not only a linguistic phenomenon but also a multidimensional human activity shaped by context, purpose, and interpersonal relations. From the perspective of activity theory, oral speech can be understood as a purposeful and goal-oriented process. Every act of speaking is motivated by a communicative need, whether it is to inform, persuade, question, or maintain social relationships. This activity involves several interconnected components, including the speaker, the listener, the message, and the situational context. The speaker must continuously adapt their speech according to the listener's reactions, background knowledge, and the communicative environment. Therefore, oral speech is not a static process but a constantly evolving interaction where meaning is co-constructed between participants.

At the same time, oral speech is also a skill that requires systematic development and practice. As a skill, it encompasses a range of sub-skills such as pronunciation, fluency, accuracy, vocabulary usage, grammatical competence, and discourse management. These elements must work together seamlessly for effective communication. Fluency allows the speaker to maintain the flow of speech without unnecessary pauses, while accuracy ensures that the message is clear and grammatically correct. Pronunciation plays a crucial role in intelligibility, and vocabulary richness enables more precise and expressive communication.

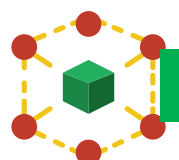


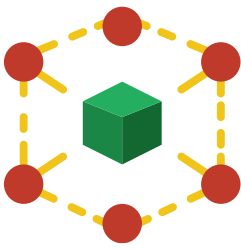


The development of oral speech skills is deeply rooted in both psychological and physiological mechanisms. The process involves the coordination of the speech apparatus, including the lungs, vocal cords, tongue, and lips, as well as the active involvement of the central nervous system. Cognitive processes such as memory, attention, and thinking are essential for organizing ideas and selecting appropriate linguistic forms. Emotional factors also influence oral performance, as anxiety or lack of confidence can hinder the ability to speak effectively. In language learning, oral speech activity is often considered one of the most challenging yet essential components. Learners must not only acquire linguistic knowledge but also learn how to use it in real communicative situations. This requires exposure to authentic language input and opportunities for meaningful interaction. Practice plays a crucial role, as repeated engagement in speaking activities helps to automate linguistic processes and build confidence. Over time, learners move from controlled and hesitant speech to more spontaneous and natural communication.

Another important aspect of oral speech as a skill is its interactive nature. Unlike many other skills, speaking is rarely performed in isolation. It involves turn-taking, active listening, and the ability to respond appropriately to others. This interactive dimension requires the development of pragmatic competence, which includes understanding social norms, cultural nuances, and the appropriate use of language in different contexts. Effective speakers are not only those who can produce correct sentences but also those who can adapt their speech to different audiences and situations. Moreover, oral speech activity is closely linked to thinking. It serves as a tool for organizing and expressing thoughts, and in many cases, thinking itself occurs through internal speech. The transition from internal to external speech involves complex transformations, as ideas must be structured and encoded into linguistic forms that can be understood by others. This highlights the cognitive significance of oral speech as both a means of communication and a mechanism for intellectual development.

In educational contexts, the importance of developing oral speech skills cannot be overstated. Effective communication is a key competence in both academic and professional settings. Teaching strategies should therefore focus on creating interactive and supportive environments where learners feel encouraged to speak. Activities such as discussions, role-plays, presentations, and debates can provide valuable opportunities for practice. Feedback should be constructive, helping learners to improve without discouraging their willingness to participate. In conclusion, oral speech activity is a multifaceted phenomenon that functions both as a type of human activity and as a skill. As an activity, it is purposeful, interactive, and context-dependent, reflecting the complex nature of human communication. As a skill, it requires the integration of linguistic, cognitive, and social competencies, developed through practice and experience. Understanding oral speech from both perspectives provides valuable insights into its role in language learning and human interaction, emphasizing its importance in personal, educational, and professional life.



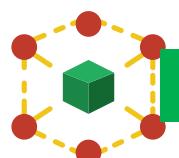


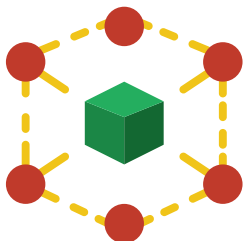
## LITERATURE REVIEW AND METHODOLOGY

The study of oral speech activity as both a type of activity and a skill has been widely explored within the fields of linguistics, psycholinguistics, and language pedagogy. Scholars have approached this phenomenon from different theoretical perspectives, emphasizing its cognitive, social, and communicative dimensions. Early linguistic theories, particularly structuralism, focused primarily on the formal aspects of language, giving limited attention to speaking as an interactive process. However, with the emergence of communicative approaches, greater emphasis was placed on oral speech as a dynamic and meaningful activity. One of the key contributions to understanding oral speech activity comes from activity theory, which views human actions, including speech, as goal-directed and socially mediated processes. Researchers in this tradition argue that speaking is not merely the production of linguistic forms but a purposeful activity driven by communicative intentions. Psycholinguistic studies have further enriched this perspective by examining the internal processes involved in speech production, including conceptualization, formulation, and articulation. These stages highlight the complexity of oral speech and the interplay between cognitive mechanisms and linguistic knowledge.

The communicative language teaching approach has significantly influenced the perception of oral speech as a skill. Within this framework, speaking is considered an essential component of communicative competence, which includes not only grammatical knowledge but also sociolinguistic, discourse, and strategic competences. Scholars emphasize that effective oral communication depends on the ability to use language appropriately in different contexts, manage conversations, and negotiate meaning. This perspective underscores the importance of interaction and authentic communication in the development of speaking skills. In addition, socio-cultural theory has contributed to the understanding of oral speech by highlighting the role of social interaction and cultural context in language development. According to this view, speech emerges through collaborative activities and is shaped by the learner's engagement with more knowledgeable others. The concept of scaffolding is particularly relevant, as it explains how learners can gradually develop their speaking abilities with appropriate support. This approach also emphasizes the importance of meaningful communication and the integration of language learning into real-life contexts.

Modern research has also focused on the role of affective factors in oral speech activity. Studies show that motivation, anxiety, self-confidence, and attitudes significantly influence learners' willingness and ability to speak. High levels of anxiety, often referred to as speaking anxiety, can hinder performance and reduce participation, while positive emotional conditions can facilitate more active engagement in oral communication. As a result, contemporary methodologies advocate for learner-centered approaches that create a supportive and low-stress learning environment.





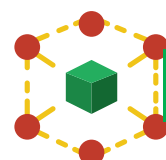
The methodology of this study is based on a qualitative and descriptive approach, aimed at analyzing oral speech activity from both theoretical and practical perspectives. The research relies on a comprehensive review of scientific literature, including books, academic articles, and empirical studies related to speech activity, language acquisition, and teaching methodologies. This allows for the identification of key concepts, theoretical frameworks, and trends in the study of oral communication. In addition to theoretical analysis, the study incorporates elements of comparative analysis, examining different approaches to teaching speaking skills and evaluating their effectiveness. This involves comparing traditional methods, which often focus on repetition and memorization, with modern communicative and interactive approaches that prioritize meaningful use of language. Such comparison provides insights into how different teaching strategies influence the development of oral speech skills.

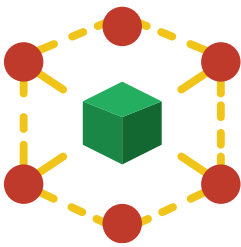
The research also considers practical observations from educational contexts, particularly in language classrooms. These observations help to illustrate how theoretical principles are applied in practice and how learners respond to various speaking activities. By analyzing classroom interactions, teaching techniques, and learner behavior, the study aims to bridge the gap between theory and practice. Overall, the chosen methodology enables a comprehensive understanding of oral speech activity as both a type of activity and a skill. By combining theoretical analysis with practical insights, the study provides a well-rounded perspective on the nature of speaking and its development. This approach ensures that the findings are grounded in both academic research and real-world educational experience, making them relevant for teachers, researchers, and language learners alike.

## RESULTS

The analysis of oral speech activity as both a type of activity and a skill reveals several significant findings that highlight its complex and multifaceted nature. The study confirms that oral speech cannot be reduced to a simple linguistic process, as it integrates cognitive, psychological, and social components that function simultaneously during communication. This supports the view that speaking is a dynamic activity shaped by both internal mental processes and external situational factors.

One of the key results shows that oral speech activity is inherently goal-oriented and context-dependent. Speakers adjust their language based on communicative intentions, the characteristics of the listener, and the specific context of interaction. This adaptability demonstrates that effective speaking goes beyond grammatical correctness and requires the ability to manage discourse, interpret feedback, and respond appropriately in real time. As a result, communicative competence emerges as a crucial factor in successful oral interaction.

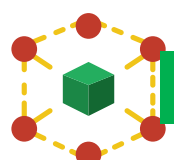


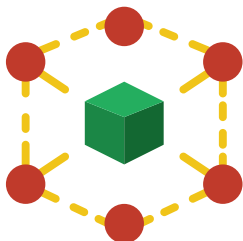


The findings also indicate that oral speech as a skill develops progressively through practice and meaningful engagement. Learners who are exposed to interactive and communicative learning environments demonstrate higher levels of fluency, confidence, and flexibility in speech production. In contrast, those who rely primarily on traditional, form-focused methods tend to exhibit slower development and greater difficulty in spontaneous communication. This highlights the importance of incorporating communicative activities that encourage active participation and real-life language use. Another important result concerns the role of sub-skills in the development of oral speech. Fluency, accuracy, pronunciation, and vocabulary are all essential components, but their development is uneven and interdependent. For instance, an increase in fluency may initially lead to a decrease in accuracy, as learners prioritize the flow of communication over correctness. Over time, however, balanced practice allows these components to develop in harmony, leading to more effective and natural speech.

The study also reveals the strong influence of affective factors on oral performance. Learners with high levels of motivation and self-confidence are more likely to engage in speaking activities and take risks in communication. On the other hand, anxiety and fear of making mistakes can significantly hinder participation and limit progress. This finding underscores the need for supportive learning environments where errors are viewed as a natural part of the learning process rather than as failures. Furthermore, the results emphasize the interactive nature of oral speech. Successful communication depends not only on the speaker's ability to produce language but also on their capacity to listen, interpret, and respond to others. Skills such as turn-taking, maintaining conversation, and using appropriate communicative strategies are essential for effective interaction. This confirms that speaking should be taught and practiced as an integrated skill, closely connected with listening and social communication abilities.

The comparison of teaching approaches demonstrates that learner-centered and communicative methods are more effective in developing oral speech skills than traditional methods. Activities such as discussions, role-plays, and problem-solving tasks provide learners with opportunities to use language in meaningful contexts, thereby enhancing both fluency and confidence. These methods also promote critical thinking and creativity, which further support language development. Finally, the study highlights the importance of continuous practice and feedback in the development of oral speech. Regular opportunities to speak, combined with constructive and supportive feedback, enable learners to identify their strengths and areas for improvement. Over time, this leads to greater autonomy and the ability to use language more effectively in a variety of contexts. In summary, the results demonstrate that oral speech activity is a complex, interactive, and evolving process that functions both as a type of activity and as a skill. Its successful development depends on a combination of cognitive abilities, linguistic knowledge, emotional factors, and appropriate teaching

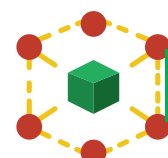


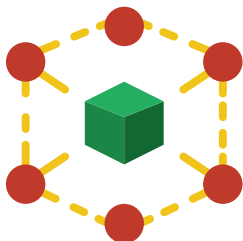


methods. These findings reinforce the importance of adopting comprehensive and communicative approaches in language education to foster effective oral communication.

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