

## SPEECH ACTIVITY AS A FORM OF COMMUNICATIVE COMMUNICATION

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### ANNONATION

Speech is a kind of human activity. The culture of speech manifests itself, first of all, in the language. The most important and complex issues of the relationship between language and thinking are one of the central problems of general linguistics. Thinking develops in practical activities, including speech. The purpose of teaching foreign languages is the practical knowledge of colloquial speech and professional speech.

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At present, the continuous growth of interstate relations, intercultural and economic contacts of countries, the intensification of business negotiations and ties, as well as personal contacts of a modern person require a deeper study of the cultural characteristics of behavior and the national specifics of speech communication by representatives of different countries. Everyone knows that all living languages are constantly developing, improving, changing, they have their past and present, in which elements of the future state of the language are born. Undoubtedly, the main and invariable purpose of language is to serve as a means of communication.

Modern science considers speech as one of the types of human activity - "speech activity", and individual statements as "speech acts". Language arose and developed as a means of communication, a means of influencing other people. Undoubtedly, the trainee must be able to convey and speak a mastered and specific semantic expression, so that the hearer understands and in a certain way appreciates what is being said. This is an important aspect of activation, which, on the one hand, increases the meaningfulness and expressiveness of speech, and on the other hand, sharpens the attention of the listeners and thereby contributes to the memorization of information.

It is impossible to imagine the development of society without language and the development of language without society. Education is studied as a cultural and historical phenomenon, a means of preserving, transferring and multiplying the accumulations, the spiritual culture of mankind, peoples and nations. The formation of good professional speech is a special aspect of work on the culture of students' speech.

As in all languages, the lexical structure of the Russian language contains phrases that are used in speech with different meanings. "Language is the organ that forms thought" according to Wilhelm von Humboldt. The most important and complex issues of the relationship between language and thinking are one of the central problems of general linguistics. Just as man himself arose as a result of labor, so language arose as a result of human thinking. At a certain stage in the development of mankind, more precisely, during the period of the primitive social system, people wanted to express their thoughts and feelings to each other in the process of work, and this led to the appearance of the first simple language. Since language and society

are events that influence and contribute to the development of each other, it is natural that changes in society are quickly reflected in the language. The ultimate goal of teaching foreign languages is the practical possession of colloquial and professional speech. For the development of productive and reproductive types of speech activity, it is necessary to bring learning to the degree of automation. However, in the context of multilingualism, it is difficult to talk about the complete automation of the use of foreign speech, since this is associated with certain linguistic characteristics of the audience. The experience of working in a multilingual classroom has shown that for the successful teaching of foreign languages, the communicative orientation of education must be given special attention. The language of professional communication in the methodology of teaching the Russian language puts forward the conditioned patterns of change in society, the idea of the formation and development of communicative competence in its entirety. For this, in our opinion, five most important aspects should be singled out: reliance on the native language, reading, writing, speaking, listening [3, c. 239].

1. Reliance on the native language is the starting point of learning, since the system of the native language serves as the only standard of logical orientation.

2. Reading is a source of speech activity, in which a meaningful procedural component is distinguished. The content side of reading directly forms the core of the communicative activity of students. It is she who always plays the leading role in reading, since in the process of communication all shades of the author's thought, the degree of completeness, accuracy and depth of understanding of students are revealed.

3. In writing, two mechanisms are also distinguished: writing (graphics, spelling) and written speech. Graphics is a guarantee of successful inclusion in speech activity. Written speech is always directed to the communicative-public sphere of communication, since students cannot use a given word or figure of speech. Acting as a means of learning, writing and writing play an important role in the communicative aspect of teaching foreign languages.

4. Speaking is a mental product of a whole series of preparatory knowledge in a foreign language and constitutes one half of communication. The types of speaking can be a retelling of a text, a story about an event, etc. In the process of speaking, the semantic content, language material and expressive means of the language are consciously selected depending on the personality of the speaker.

5. At least two characters participate in listening, between which language communication takes place in a foreign language. Listening is associated with a complex process of language cognition, the use of language material and personal and professional experience. Ultimately, it covers and summarizes all of the above communicative aspects of learning. The essence of listening is that in the process of communication, both characters are actively involved in the conversation.

One of the central problems of general linguistics and linguoculturology is a very important and complex issue - the relationship between language and thinking. Thinking as a socially determined, psychological process of searching for and discovering something new, a process of indirect and generalized reflection of reality in the course of analysis and synthesis is inextricably linked with speech. It is possible to develop thinking and speech only in unity. Thinking develops in practical activities, including speech. Language is not only "sound" words, but also the allocation of certain structural links between its elements, certain forms, clear

schemes for constructing speech, certain types of worlds of concepts. As you know, a person, a person, creates culture. It is in the personality that the social nature of a person comes to the fore, and the person himself acts as a result as a subject of socio-cultural life. A person's attitude to the world is largely determined by the semantic component of culture. The cultural heritage of each nation is reflected in the literary language.

Understanding and semantic perception form the basis of communication and are tested by the degree of participation of thinking in speech activity. As noted above, all communicative aspects of learning are interconnected with each other, complement each other and act as a whole in the act of communication. Practice shows that the widespread use of all communicative aspects in order to develop vocational training skills contributes to the formation of motivation for speech activity, develops group communication skills, makes students proactive and confident in their knowledge and abilities [1, c. 21–22]. The use of communicative aspects in teaching foreign languages undoubtedly carries a huge pedagogical potential, being one of the means that turns learning a foreign language into a living creative process. Proper use of communicative aspects makes it possible to implement a fundamentally new approach in teaching and educating students, which provides an opportunity to get acquainted with the culture of the country of the language being studied, the realities of modern life in other countries, freely exchange opinions, ideas, information with participants in a joint project, stimulates the development of humanitarian education, focuses attention on the moral aspects of human life and activity.

Speech and thinking are closely connected and closely interrelated with social phenomena. It is unlikely that human speech can exist without language. Contemplation is a generalized reflection of the outside world in the human brain, expressed in language. And language is a way to express an idea, a means of recording it and transmitting it to other people and generations. In other words, language is an existential form of thought. Language is not an abstract thing and it cannot exist on its own. Primarily, he lives in the mouths of people in spoken, and then in writing, continues his life. Each word represents a specific thing or concept in life. This means that the more vocabulary a person has, the deeper a person knows the language, the richer his inner, spiritual world will be. Language as a form of national culture perpetuates the fruits and spiritual riches of thought in time and space. They always demand each other, help each other to live and develop. Thinking is unique to humans. It is associated with labor and speech activity of a person. Human thinking arises through speech, and its results are recorded in language. This means that the result of the thinking process is always an idea, which is expressed through the language in the form of concepts, judgments, conclusions, the language implements the idea, allows people to exchange opinions and ideas. The main goal in studying the Russian language course in the system of training university students is the practical knowledge of the language as a means of communication in the professional and communicative sphere, which includes reading literature in the specialty, translation in the specialty and a wide range of socially significant problems, participation in communication in situations of a general nature, practical implementation of language knowledge, skills in communication, oral and written speech. For example: monologue, dialogue, polylogue, discussion, abstract, abstract, theses, messages, private letter, business letter, statement, protocol, filling out forms, biography, etc. Mastering a language and using it

professionally remains a complex step-by-step process. A modern young specialist must be aware that knowledge of the language and its use in the profession is a necessary condition for personal and career growth.

Thus, the entire educational process should contribute to the development of speech, creative thinking of students, increase in creative activity, desire to overcome language problems, improve the culture of speech and communication, capable of competing in science and in the labor market.

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