

RESEARCH ARTICLE

The Linguistic, Psychological and Didactic Interpretation of The Concept of Speech Activity

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Abstract

The concept of speech activity plays a central role in modern linguistics, psychology, and language pedagogy. It reflects the process of producing and perceiving speech as a form of human communication. This article analyzes the linguistic, psychological, and didactic interpretations of speech activity and highlights its importance in language teaching and learning. The study examines theoretical approaches proposed by prominent scholars and discusses the role of speech activity in developing communicative competence in foreign language education.

KEY WORDS

Speech activity, communication, linguistics, psychology, didactics, communicative competence, language learning.

INTRODUCTION

Language is the primary means of human communication. Through language people exchange ideas, express emotions, and share information. Speech activity is considered one of the most important manifestations of language functioning in society. In modern linguistics and pedagogy, the concept of speech activity has been widely studied in relation to communication, cognition, and learning processes.

Speech activity is a complex process that involves both the production and perception of speech. It includes speaking, listening, reading, and writing, which together form the basic types of speech activity. Understanding the theoretical foundations of speech activity is essential for effective language teaching, especially in foreign language education.

The aim of this article is to analyze the concept of speech activity from linguistic, psychological, and didactic perspectives and to determine its role in language learning and teaching.

Linguistic Interpretation of Speech Activity

In linguistics, speech activity is closely connected with the concept of language use in communication. Linguists consider speech activity as a practical realization of language in real communicative situations.

The Russian linguist Lev Vygotsky and other scholars emphasized that speech is not only a linguistic phenomenon but also a social activity that reflects interaction between individuals. Speech activity involves the use of phonetic, lexical, and grammatical elements of language in order to express thoughts and intentions.

From a linguistic point of view, speech activity can be divided into two main processes:

1. Speech production
2. Speech perception

Speech production includes speaking and writing, while speech perception includes listening and reading. These processes are interconnected and function together in

communication.

Modern linguistic theories also emphasize the communicative nature of speech activity. According to communicative linguistics, speech activity is not limited to language structures but also includes context, intention, and interaction between speakers.

Psychological Interpretation of Speech Activity

In psychology, speech activity is viewed as a cognitive and mental process. Psychologists study how speech is formed, processed, and understood in the human mind.

One of the most influential scholars in this field is Lev Vygotsky, who studied the relationship between language and thought. According to Vygotsky, speech activity plays a key role in cognitive development and thinking processes.

Psychological research shows that speech activity involves several mental mechanisms:

- perception
- memory
- attention
- thinking

These mechanisms work together to enable individuals to understand and produce speech.

Another important psychological aspect of speech activity is motivation. Motivation influences a person's willingness to participate in communication and language learning. In foreign language education, students with higher motivation usually demonstrate more active participation in speech activities.

Psycholinguistics, a field that combines psychology and linguistics, studies the mental processes involved in language comprehension and production. It explains how individuals transform thoughts into speech and interpret messages received from others.

Didactic Interpretation of Speech Activity

In pedagogy and language teaching methodology, speech activity is considered a fundamental component of language learning. The development of speech activity skills is one of the main objectives of foreign language education.

Didactic interpretation of speech activity focuses on teaching methods that help learners develop their communicative

abilities. Modern language teaching emphasizes communicative competence, which includes the ability to use language effectively in real-life situations.

In the teaching process, speech activity is usually developed through four main skills:

1. Listening
2. Speaking
3. Reading
4. Writing

Each of these skills contributes to the overall communicative competence of learners.

Modern teaching approaches, such as communicative language teaching and task-based learning, focus on the practical use of language in meaningful communication. These methods encourage learners to participate actively in speech activities and develop their language skills in authentic contexts.

Types of Speech Activity

Speech activity can be classified into productive and receptive types.

Productive speech activities include speaking and writing because they involve producing language. Receptive speech activities include listening and reading because they involve understanding language.

Speaking is often considered the most important type of speech activity because it enables direct communication between individuals. Listening, on the other hand, is essential for understanding spoken messages.

Reading allows learners to access written information, while writing enables them to express ideas in written form.

The development of all four types of speech activity is necessary for effective language learning.

The Role of Speech Activity in Communicative Competence

Communicative competence refers to the ability to use language appropriately in various communicative situations. Speech activity is the main mechanism through which communicative competence is developed.

Language learners need opportunities to practice speech activity in order to improve their language proficiency.

Interactive tasks, discussions, role plays, and collaborative activities help learners develop their communicative skills.

Teachers play an important role in organizing speech activities that encourage students to use language actively and meaningfully.

Modern Approaches to Developing Speech Activity

Modern educational technologies have created new opportunities for developing speech activity in language learning.

Digital tools, online platforms, and multimedia resources allow learners to practice language skills in interactive environments. For example, video conferencing tools enable learners to communicate with speakers from different parts of the world.

Mobile applications and language learning platforms also provide exercises that help learners improve their speech skills.

The integration of digital technologies into language teaching has significantly enhanced opportunities for developing speech activity.

CONCLUSION

Speech activity is a complex phenomenon that can be interpreted from linguistic, psychological, and didactic perspectives. Linguistics focuses on the structure and use of language in communication, psychology examines the mental processes involved in speech production and perception, and didactics emphasizes the teaching methods used to develop speech skills.

The development of speech activity is essential for building communicative competence in language learners. Modern teaching approaches and digital technologies provide effective tools for improving speech activity in foreign language education.

Understanding the theoretical foundations of speech activity helps educators design more effective language teaching methods and improve the overall quality of language education.

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