

## INTERRELATION OF CONCEPTS OF LANGUAGE AND SPEECH ACTIVITY

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### ABSTRACT

The article is devoted to the problem of interrelation of such notions as "language", "speech activity" and their participation in the process of composing world picture in the minds of learners as members of human society. Each day we use communication, speech and language to connect with people and the world around us. In fact, communication is a basic right and every individual should reach their full communicative potential in terms of speech and language. Before considering the relationship between language and speech activity, it is necessary to take into account the definitions and classifications given to it A.I. Smirnisky's analysis of the relationship between language and speech, bypasses the concept of speech activity.

**Keywords:** language, speech activity, sounds, thinking, world picture, symbol, concept.

### INTRODUCTION

For decades, researchers have debated and investigated the relationship between language and speech activity. Modular perspectives posit that language development is controlled by specialized mechanisms, much like the olfactory system evolved to detect, learn, and process airborne particles. In this perspective, language learning might be quite independent of other cognitive abilities. By contrast, constructivist and biologically based perspectives tend to emphasize the progressive, experience-dependent emergence of complex skills, including language. These theories postulate that domain-general cognitive capacities and processes are recruited to develop language. The frameworks make distinct predictions: Modular theories expect language-specific learning processes and products. Constructivist and neuroconstructivist approaches expect language-learning processes and products to show deep commonalities with nonlinguistic learning.

Let's take a closer look at what these terms actually mean. **Communication** is a two-way process between participants where they exchange information, ideas, feelings, and create and share meaning. This may be done through different means such as spoken or written language, gestures or visual aids. **Language** is a formal system of words and symbols through which we communicate. We might do this through

speaking, listening, reading, writing and viewing. Due to the nature of language, users have the ability to create and share infinite meanings. **Speech** is made up of the sounds within a language, and it is one of the main ways in which we communicate with people. Language can be classified as receptive or expressive. Receptive language is how we understand language, which is usually through listening or reading, and expressive language is how we use language, which is usually through speaking and writing. Communication also includes a range of other skills such as social communication, sentence structure, word meaning and vocabulary, grammar and the production of speech sounds. Now, whilst this may sound overwhelming and confusing, most of us unconsciously use these skills across the day. Think about a simple activity, such as ordering a snack from the canteen or café. Firstly, you use receptive language skills to read and view the menu and make a choice. You then use expressive language and speech to place your order. You might also use non-verbal communication by pointing to the item or the menu. You then use receptive language to understand the response, such as the price or wait time. Additional communication skills are layered into this interaction such as eye contact, turn taking and social communication, such as greetings and manners. So, to complete what looks like a simple action in a small part of your day, you are using a multitude of communication skills, language and speech skills!

It is amazing to think that we start to develop our speech, language and communication skills from birth. Children usually develop their basic foundation skills of speech, language and communication in their first 5 years, and continue to develop and refine their skills right up until adult years, as they learn to use speech and language for literacy, reading and increasingly complex and formal purposes.

**Speech** is a verbal means of communicating. It includes specific sounds and sound combinations that are characteristic of a particular language. Speech involves an extremely intricate process which requires very precise neuromuscular coordination. Without us even realising it, numerous specific motor sequences need to be planned and executed in order for us to speak. In addition, speech also involves other components that enhance the meaning of our message, such as voice quality, intonation and rate.

**Language** -Without an orderly system, individual speech sounds are meaningless noises. The relationship between individual sounds, meaningful sound units, and these combined, is specified by the rules of language. Language is therefore a socially shared code, a complex and dynamic system of conventional symbols, for representing concepts in exchanging information. This makes language a tool for social use. Language is a process of use and modification within the context of communication. Although most languages can be transmitted by speech, speech is not an essential feature of language – just think of Sign Language and Mathemat. As A.I. Smirnisky's

mentioned, by means of language a writer can even form different realities "...a kind of speculative sociology... social experiment on paper". On learning thinking it is usual to oppose it by means of images (concrete) and thinking by means of concepts (abstract). The peculiar feature of human thinking is its ability to make symbols. A word is the most universal symbol, though not single. Word symbolization is necessary for embracing complex situations consisting of many components. A number of active words belonging to a man is not great, about 10 - 16 thousand. But with the help of these words our memory forms great amount of information.

Analyzing the relationship between language and speech, A.I. Smirnisky avoids the concept of speech activity, but he tries to give more meaning to the concept of general human speech than Saussure. In particular, the scientist emphasizes that speech exists in the following forms:

- 1) oral speech with an external sound sign;
- 2) written speech with external graphic symbols;
- 3) inner speech without any real signs.

According to A.I. Smirnisky, the existence of speech in oral and written forms constitute its objective side and they belong to the external speech, while the internal speech exists only in a subjective form and expresses the thought in thinking. Also, "human speech is the result of an innumerable and unlimited number of different speech acts" and in its various forms exactly the same components and laws in the use of these components are determined. The set of different parts of speech and the rules and regulations on the use of these components constitute a certain system in general, that is, they form a set of interconnected units and relationships between them. Such a system of units is language.<sup>1</sup> According to scientists, speech in general is "raw material for research", and language is "the subject of material-based research" According to A.I. Smirnisky, "Language means such meaning that its existence and expression is realized through speech." Uzbek scientist Sh.Rakhmatullayev expresses the same opinion. He argues that just as language is the raw material for speech, so too is speech the raw material for language. According to the scientist, when a baby is born, its language reserve is empty and is enriched by the speech of others. We support this view, that is, we believe that language and speech are not mutually exclusive, but mutually related.

### **Conclusion**

Summarizing the various points of view expressed on the subject under study, it can be said that language is a vehicle of speech activity, but these terms representing different concepts are used in different meanings. On the one hand, language is interpreted as a device for creating and understanding speech, and on the other hand, it is a system of rules, a set of units that experts deduce from the facts of speech. Both of these concepts are interrelated because language as a device represents an essence that

can be known through the rules and units it contains. Speech is, firstly, the process of feedback, and secondly, it is the result of the activity of the language device. Based on these ideas about language and speech, it can be concluded that they are interrelated and mutually demanding phenomena.

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Interrelationship of  
Language and Cognitive  
Development (Overview)