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The role of grammar and vocabulary in the development of oral speech

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Annotation *This article analyzes the role and significance of grammatical and lexical competencies in the process of shaping and developing oral speech. The ability to express ideas clearly, coherently, logically, and effectively in oral communication depends primarily on a learner's vocabulary, grammatical knowledge, and practical application skills. While lexical units form the semantic basis of speech, grammatical tools link them together to construct cohesive and meaningful ideas. Therefore, in language instruction, it is crucial to teach grammar and vocabulary not in isolation, but in an integrated manner based on a communicative approach. The article addresses issues such as expanding vocabulary, acquiring new words within a context, applying grammatical structures in communicative situations, developing dialogic and monologic speech, and utilizing interactive exercises. Furthermore, it analyzes the effectiveness of pair and group work, role-playing, question-and-answer sessions, discussions, and situational tasks in fostering oral speech development. Teaching grammar and vocabulary in an integrated manner has a positive impact on the development of oral speech.*

Keywords *Oral speech, grammar, vocabulary, communicative competence, speech skills, grammatical competence, communication, language teaching, speech activity*

Og'zaki nutq rivojlanishida grammatika va lug'at boyligining o'rni

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Annotatsiya *Ushbu maqolada og'zaki nutqni shakllantirish va rivojlantirish jarayonida grammatik hamda leksik kompetensiyalarning o'rni va ahamiyati tahlil qilinadi. Og'zaki muloqotda fikrni aniq, izchil, mantiqiy va samarali ifodalash, avvalo, o'quvchining lug'at boyligi, grammatik bilimlari hamda ularni amaliy qo'llash ko'nikmalariga bog'liq. Leksik birliklar nutqning mazmuniy asosini tashkil etsa, grammatik vositalar ularni o'zaro bog'lab, yaxlit va mazmunli fikrni shakllantirishga xizmat qiladi. Shu sababli til o'qitish jarayonida grammatika va lug'atni alohida emas, balki kommunikativ yondashuv asosida o'zaro uyg'unlikda o'rgatish muhimdir. Maqolada lug'at boyligini muntazam kengaytirish, yangi so'zlarni kontekst asosida o'zlashtirish, grammatik konstruksiyalarni turli kommunikativ vaziyatlarda qo'llash, dialogik va monologik nutqni rivojlantirish masalalari yoritiladi. Shuningdek, juftlik va guruhli ishlar, rolli o'yinlar, savol-javoblar, munozaralar, suhbatlar hamda vaziyatli topshiriqlardan foydalanishning samaradorligi tahlil qilinadi. Bunday interfaol usullar o'quvchilarning darsdagi faolligini oshirib, mustaqil fikrlash va muloqotga kirishish ko'nikmalarini rivojlantiradi. Tadqiqot natijalari grammatika va leksikani integratsiyalashgan holda*

o'rgatish o'quvchilarning nutqiy ravonligi, grammatik aniqligi, fikr izchilligi va kommunikativ kompetensiyasini rivojlantirishga ijobiy ta'sir ko'rsatishini ko'rsatadi.

Kalit so'zlar *Og'zaki nutq, grammatika, lug'at boyligi, kommunikativ kompetensiya, nutqiy ko'nikmalar, grammatik kompetensiya, muloqot, til o'qitish, nutqiy faoliyat*

Роль грамматики и лексики в развитии устной речи

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Аннотация *В данной статье анализируются роль и значение грамматической и лексической компетенций в процессе формирования и развития устной речи. Способность ясно, последовательно, логично и эффективно выражать мысли в устном общении зависит прежде всего от словарного запаса, грамматических знаний и навыков их практического применения. Если лексические единицы составляют семантическую основу речи, то грамматические средства связывают их воедино, позволяя формулировать целостные и осмысленные высказывания. В связи с этим при обучении языку крайне важно преподавать грамматику и лексику не изолированно, а комплексно, опираясь на коммуникативный подход. В статье рассматриваются такие вопросы, как расширение словарного запаса, усвоение новой лексики в контексте, использование грамматических структур в коммуникативных ситуациях, развитие диалогической и монологической речи, а также применение интерактивных упражнений. Кроме того, анализируется эффективность парной и групповой работы, ролевых игр, сессий вопросов и ответов, дискуссий и ситуативных заданий для развития устной речи. Результаты исследования свидетельствуют о том, что комплексное обучение грамматике и лексике положительно влияет на развитие у студентов беглости речи, грамматической точности, связности мышления и коммуникативной компетенции.*

Ключевые слова *Устная речь, грамматика, лексика, коммуникативная компетенция, речевые навыки, грамматическая компетенция, общение, обучение языку, речевая деятельность*

Introduction

One of the major objectives of contemporary language education is to enable learners to use language effectively in real communicative situations. Language proficiency cannot be reduced to memorizing grammatical rules or learning a certain number of individual words. Rather, effective language

competence involves the ability to understand information, formulate ideas, interact with other people, and select appropriate linguistic resources according to the communicative situation. From this perspective, the development of oral speech represents one of the central objectives of language education. Oral speech is an active form of interpersonal

communication in which speakers formulate and express their ideas within a limited amount of time. Unlike prepared written communication, spontaneous oral interaction requires the rapid selection of appropriate words, grammatical structures, and communicative strategies. The effectiveness of such communication therefore depends on the interaction of several linguistic and pragmatic competencies (Safarov, 2008). Vocabulary constitutes an essential semantic foundation of oral communication. The broader and more accessible a learner's vocabulary is, the greater the learner's ability to express ideas precisely and flexibly. Limited vocabulary, in contrast, may result in repetition, hesitation, long pauses, and difficulties in expressing intended meanings. Lexical competence, however, should not be understood simply as knowledge of individual word meanings. It also involves understanding semantic relationships, stylistic characteristics, collocations, and phraseological combinations (Mirtozhiev, 2010; Rahmatullaev, 1992).

An important distinction in this regard is the difference between passive and active vocabulary. Learners may recognize a considerable number of words while listening or reading but still experience difficulty using those words spontaneously in speech. Consequently, vocabulary instruction should aim not only at recognition but also at the active use of lexical units in meaningful communicative contexts. Grammar performs a complementary function. Individual words alone are insufficient for expressing complex and complete ideas. Grammatical structures establish relationships between lexical units and organize them into meaningful utterances. Knowledge of linguistic terminology and grammatical concepts also provides learners with a theoretical basis for understanding the structural organization of language (Khojiev, 2002).

For example, the individual words *student*, *book*, and *read* do not by themselves communicate a complete proposition. When

organized according to grammatical rules, however, they can form a meaningful sentence. Thus, vocabulary provides much of the linguistic material required for communication, while grammar organizes this material into comprehensible structures.

At the same time, grammatical knowledge should not be regarded merely as the ability to state rules. For oral communication, learners need to develop the ability to apply grammatical structures with increasing automaticity. Excessive conscious attention to grammatical rules during spontaneous interaction can reduce fluency and increase hesitation. Therefore, grammatical structures should be repeatedly practiced in meaningful communicative contexts. The communicative approach provides an appropriate framework for integrating grammar and vocabulary. Within this approach, language forms are presented not simply as objects of theoretical study but as resources for achieving communicative purposes. Safarov (2008) emphasizes the importance of examining linguistic phenomena in relation to their communicative and pragmatic functions. For example, when learners study the past tense, they can be encouraged to use it in meaningful questions such as "What did you do yesterday?" or "How was your last weekend?" Such activities enable learners to connect grammatical knowledge with authentic communicative purposes. The relationship between vocabulary and grammar is particularly important. Learning individual words independently of context may not guarantee their successful transfer into active speech. In contrast, learning lexical items together with grammatical patterns, collocations, and commonly used combinations provides learners with ready-made models for communication. Phraseological combinations are especially useful because they contribute to the naturalness and expressiveness of speech (Rahmatullaev, 1992). For example, combinations such as *make a decision*, *express*

an opinion, and *pay attention* are more useful for communicative development when learned as meaningful combinations rather than as isolated words. The purpose of this article is therefore to examine the theoretical and methodological role of grammar and vocabulary in the development of oral speech and to identify effective approaches to their integrated teaching.

The main objectives are:

- to examine the contribution of lexical competence to oral speech development;
- to analyze the relationship between grammatical competence and speech fluency and accuracy;
- to demonstrate the importance of integrating grammar and vocabulary in language instruction;
- to identify communicative activities that can promote oral speech development.

Methods

The study employed theoretical analysis, methodological analysis, classroom observation, and analysis of communicative language-learning activities. Relevant linguistic and methodological literature concerning vocabulary, grammar, speech culture, phraseology, pragmatics, and language teaching was examined in order to identify the functions of lexical and grammatical knowledge in oral communication (Khojiev, 2002; Mirtozhiev, 2010; Safarov, 2008). Particular attention was given to the distinction between linguistic knowledge and its practical realization in speech. Classroom observation focused on learners' participation in oral communication, lexical selection, grammatical accuracy, coherence, fluency, and ability to maintain interaction. The development of lexical competence was considered through several types of activities, including contextual vocabulary learning, synonym and antonym exercises, thematic vocabulary development, collocation practice, and sentence construction. The effectiveness of vocabulary learning was considered in terms of learners' ability to use newly acquired lexical units

independently in oral communication. Phraseological combinations were also taken into account. Learning words in meaningful combinations can provide learners with natural models of language use and facilitate their transition from passive to active vocabulary (Rahmatullaev, 1992). Grammatical competence was examined through a three-stage model: presentation, controlled practice, and communicative application. During the first stage, learners were introduced to grammatical forms and their functions. During the second stage, the forms were practiced through controlled activities. During the third stage, learners were encouraged to use the target structures in relatively free communicative situations.

Communicative activities included pair work, small-group discussions, question-and-answer tasks, role-playing, interviews, situational dialogues, and monologic presentations. Situations such as shopping, making travel plans, communicating by telephone, asking for advice, expressing opinions, and making requests were used to encourage the simultaneous application of lexical and grammatical resources. Dialogic and monologic speech was treated as complementary dimensions of oral communication. Dialogic activities focused on questioning, responding, agreeing, disagreeing, clarifying, and negotiating meaning. Monologic activities included describing pictures, narrating events, expressing opinions, and providing arguments. Role-playing was also considered an effective communicative technique. Situations such as "buyer and seller," "doctor and patient," "teacher and student," and "guest and host" create opportunities for learners to use language for specific communicative purposes. Oral performance was considered according to several criteria: lexical richness, grammatical accuracy, fluency, coherence, pronunciation, and communicative effectiveness. These criteria reflect the multidimensional nature of successful oral communication. The treatment

of errors was also considered. In free communicative activities, excessive interruption for immediate correction may negatively affect fluency and learners' willingness to participate. Therefore, correction should be adapted to the purpose of the activity. In fluency-oriented tasks, conveying meaning may receive priority, whereas accuracy-oriented exercises can focus more explicitly on grammatical and lexical errors.

Results

The theoretical and methodological analysis indicates that grammar and vocabulary function as complementary components of oral speech development. Vocabulary provides the linguistic resources needed to express meanings, while grammar organizes those resources into coherent and interpretable structures. One of the most important observations concerns the relationship between vocabulary and fluency. Learners with a broader and more accessible vocabulary are generally better able to continue speaking, avoid excessive repetition, and select alternative ways of expressing an idea. By contrast, limited lexical resources may result in hesitation, pauses, and simplified utterances.

The analysis also indicates that lexical items are more useful when learned in context and in combination with other words. For instance, learning *decision* through combinations such as *make a decision*, *make an important decision*, and *be forced to make a decision* provides learners with practical patterns that can be directly transferred to oral communication. This observation corresponds to the importance of phraseological and combinatory knowledge in language use (Rahmatullaev, 1992). Grammatical competence similarly contributes to the complexity and accuracy of oral expression. Learners who are able to use a variety of grammatical structures can express relationships involving cause, condition, purpose, time, comparison, and consequence. Consequently, grammatical competence allows learners to move beyond short and simple

sentences toward more elaborated forms of expression. However, the analysis reveals a distinction between declarative grammatical knowledge and procedural knowledge. Learners may be able to identify or explain a grammatical rule in a written exercise while experiencing difficulties in applying the same rule spontaneously in conversation. This suggests that grammatical instruction should include sufficient opportunities for communicative application. Dialogic activities can contribute significantly to oral development because they require learners to process questions and formulate responses in real time. Pair work, interviews, role-playing, and situational dialogues encourage learners to make linguistic choices without relying entirely on memorized texts.

Monologic activities also contribute to oral proficiency. Describing a picture, narrating an event, presenting an opinion, or discussing a problem requires learners to organize ideas coherently and select appropriate lexical and grammatical resources. The analysis further demonstrates the importance of the communicative environment. Learners are more likely to participate actively when they feel that mistakes are a natural part of the learning process. Excessive correction during communication can interrupt the flow of speech and may reduce learners' confidence. The most productive approach is therefore the integration of grammar and vocabulary within meaningful communicative contexts. For example, a topic such as "Travel" can simultaneously involve travel-related vocabulary, future forms, conditional structures, expressions of purpose, and functional language for making requests or giving advice. Another important finding is that oral speech development requires systematic recycling. New vocabulary and grammatical structures can easily become passive if they are introduced only once. Repeated use across different topics and communicative situations is therefore necessary for long-term retention and active language use.

Discussion

The findings support the view that grammar and vocabulary should be treated as interconnected components of communicative competence rather than as isolated areas of language instruction. Knowledge of vocabulary is necessary for conveying meaning, but vocabulary becomes communicatively effective only when learners can select and combine lexical units appropriately. Lexical competence should therefore be understood more broadly than the number of words a learner knows. It includes knowledge of word meanings, semantic relationships, stylistic characteristics, collocations, phraseological combinations, and appropriate contextual use (Mirtozhiev, 2010; Rahmatullaev, 1992). This perspective suggests that vocabulary teaching should focus on transferring lexical items from passive recognition to active production. New words should be introduced in contexts and subsequently recycled through questions, dialogues, discussions, and monologic activities. Grammar requires a similar approach. Teaching grammar exclusively as a collection of rules may result in theoretical knowledge without sufficient communicative application. A sequence of "rule–practice–communication" can provide a gradual transition from conscious understanding to more automatic use.

The integration of grammar and vocabulary is particularly valuable when learners are taught functional language. Expressions for agreeing, disagreeing, making suggestions, giving reasons, expressing opinions, making requests, and giving advice can combine specific lexical and grammatical resources. Learners can thus understand not only what a particular form means but also when and why it is used. Communicative activities are particularly important because language proficiency develops through language use. Pair and group work, interviews, discussions, role-playing, and problem-solving tasks increase the amount of time learners spend actively producing language. Role-playing is especially useful because it creates a

communicative purpose. In a hotel-booking situation, for example, learners must ask questions, request information, clarify conditions, and respond to another participant. Grammar and vocabulary therefore function simultaneously as tools for accomplishing a task. Error correction requires careful consideration as well. Errors are an inevitable part of language development, and immediate correction of every error may interfere with fluency. The teacher should therefore distinguish between fluency-oriented and accuracy-oriented activities. During communicative tasks, the primary objective may be successful meaning-making, whereas grammar-focused activities may require more explicit correction. Oral proficiency should consequently be evaluated through several dimensions rather than grammatical accuracy alone. Lexical range, grammatical accuracy, fluency, pronunciation, coherence, and communicative effectiveness should all be considered. The discussion also suggests that grammar and vocabulary should be systematically connected in curriculum design. Each grammatical topic can be supported by relevant lexical material, while vocabulary topics can be taught through appropriate grammatical structures. Such integration enables learners to perceive language as a functional system rather than as a collection of unrelated rules and words.

Conclusion

Grammar and vocabulary represent two fundamental and complementary components of oral speech development. Vocabulary provides the linguistic resources necessary to express meaning, whereas grammar organizes those resources into coherent and meaningful structures. The analysis demonstrates that effective oral speech development requires more than memorizing individual words or grammatical rules. Learners need opportunities to use vocabulary in context, practice collocations and speech patterns, apply grammatical structures in communicative situations, and participate regularly in dialogic

and monologic activities. Communicative techniques such as role-playing, discussions, pair and group work, interviews, and situational tasks can create meaningful opportunities for language production. At the same time, a supportive classroom environment can help learners overcome the fear of making mistakes and participate more actively in communication. Therefore,

grammar and vocabulary should be regarded not as independent ends of language learning but as mutually reinforcing resources for communication. Their systematic integration within a communicative approach can contribute to the development of learners' fluency, accuracy, lexical richness, coherence, and overall communicative competence.

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