



PROBLEMS OF SPEECH DEVELOPMENT: LINGUISTIC, PEDAGOGICAL, AND PERSONAL DIMENSIONS

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Abstract

This article examines the problems of speech development from linguistic, pedagogical, and personal perspectives. Based on the conference source text, the study proceeds from the premise that speech development is inseparable from the development of personality, thinking, and spiritual culture. Speech is analyzed simultaneously as a linguistic system in use, a communicative mechanism, and a form of mental activity directed toward social interaction. The article substantiates the idea that the teaching of Russian should not be limited to grammar, orthography, and isolated rule acquisition; rather, it should involve the development of coherent, meaningful, and situationally appropriate speech through communication. Particular emphasis is placed on the interrelation of speech and thinking, the role of communicative competence, the formative value of listening, speaking, reading, and writing, and the importance of a supportive classroom atmosphere in which teacher and student become genuine speech partners. The paper concludes that speech development requires systematic pedagogical work aimed at enriching vocabulary, strengthening grammatical structure, cultivating coherent oral and written expression, and creating conditions for authentic dialogue and personal self-expression.

Keywords: Speech development, Russian language teaching, communicative competence, speech activity, personality development, thinking, classroom communication, language pedagogy.



Introduction

The problem of speech development has long occupied a central place in linguistics, pedagogy, and methodology because speech is not an isolated technical skill. It is connected with the growth of personality, the formation of thought, and the development of moral and intellectual qualities. The source text in the uploaded conference document articulates this point clearly by treating speech development as both a linguistic and a human problem. Such an approach remains persuasive. A person's ability to speak coherently, appropriately, and meaningfully determines not only success in communication but also the depth with which that person can interpret experience, formulate judgments, and enter social relations. For educators, this means that teaching speech cannot be reduced to correcting surface mistakes. It involves understanding the psychological mechanisms of perception, comprehension, reproduction, and production of speech, as well as the educational conditions under which these mechanisms mature. Russian language teaching, in particular, should therefore address the learner not as a container for rules but as a developing subject of communication. This makes the issue of speech development especially relevant in higher education, where students must gradually acquire the ability to use language in academic, professional, and interpersonal contexts. The challenge is to build a methodology in which language norms, lexical enrichment, grammatical accuracy, and coherent expression are developed together through active communication.

Speech as language in action and as mental activity

The source material insists that speech is a multifaceted concept. First, it is related to the classical distinction between language and speech: language is the system, while speech is the process of using that system for communication. Second, speech is a communicative phenomenon, since it functions as a means of interaction among people. Third, speech is a special type of mental and intellectual activity directed toward specific purposes. These formulations are pedagogically important because they prevent a reductionist view of language instruction. If speech is only treated as a grammatical shell, then the learner may master forms but fail to communicate. If it is only treated as spontaneous self-



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expression, then linguistic discipline may be lost. A balanced approach must therefore recognize that speech unites systemic knowledge and situational use. The source text also highlights the inseparable relation between speech and thinking. People do not speak merely for the sake of producing sounds; they speak in order to solve communicative tasks, influence others, express agreement or dissatisfaction, exchange meanings, and participate in broader non-speech activities such as cognition, aesthetics, or social organization. This observation has direct didactic consequences. Teaching speech means preparing learners for purposeful language use. It means helping them choose linguistic means according to topic, intention, addressee, and context. In other words, speech development is closely tied to the growth of communicative competence—the ability to decide not only what is grammatically possible, but what is appropriate, effective, and meaningful in a given situation.

The content of speech development work

Within the logic of the source text, work on speech development includes several interrelated components: teaching the norms of the literary language, enriching vocabulary, improving the grammatical structure of students' speech, and developing coherent oral and written expression. This list deserves emphasis because it shows that speech development is not a single exercise but a system of pedagogical tasks. Students need lexical resources in order to express subtleties of meaning; they need grammatical patterns in order to organize relationships between ideas; and they need practice in coherent discourse in order to create statements that are complete, purposeful, and contextually appropriate. The source material also contains an aesthetically significant idea: learners should be taught to verbalize what is beautiful, to express their perception and vision of the world, and to understand that the Russian language is not only a set of rules but also the Word considered from grammatical, semantic, and aesthetic perspectives. This insight should not be underestimated. A mechanistic approach to speech development may produce technically correct but spiritually empty utterances. By contrast, when students are encouraged to name, describe, interpret, and evaluate experience, language education contributes to a fuller culture of expression. Speech development therefore requires a pedagogy that combines



norm and creativity, correctness and individuality, discipline and semantic richness. Such work is effective only when students repeatedly practice the construction of speech in relation to real or realistically simulated life situations.

Communicative competence and forms of speech activity

The source article gives special attention to communicative competence and to the four basic forms of speech activity: listening, speaking, reading, and writing. This framework remains fundamental. Communicative competence is manifested not at the level of abstract knowledge alone but in the ability to construct utterances of different forms, genres, and styles according to the demands of communication. A student may know vocabulary and rules yet still be unable to listen attentively, formulate a response, write coherently, or read with interpretive understanding. For this reason, speech development must be organized as the development of integrated skills. Listening trains the ability to perceive and interpret meaning; speaking develops oral expression and interaction; reading broadens the semantic and cultural base of speech; writing disciplines thought and enables structured self-expression. The source text also underlines a crucial methodological principle: one should teach communication through communication. This means that instruction must be connected with learners' communicative and activity-based needs, with their real life and concrete purposes. It is not enough to teach the language system in the abstract. Students must also learn rules of speech behavior: what to say, to whom, for what purpose, and in what manner. This orientation protects speech teaching from sterile formalism and aligns it with the actual demands of social and professional life. When communication becomes the organizing principle, speech development gains direction, realism, and educational force.

The role of classroom atmosphere and teacher-student partnership

Among the most valuable ideas in the source material is the emphasis on the atmosphere of communication. A modern lesson should not be a scene of unilateral authority where the teacher speaks and students wait for correction. It should become a space of creative cooperation in which teacher and students act as speech partners. This does not mean abandoning professional guidance; it



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means replacing distance with pedagogically productive dialogue. The source article notes that meaningful speech contact disappears if the teacher constantly interrupts, reacts with irritation, refuses humor, or isolates himself or herself from learners. By contrast, sincere interest, openness, and goodwill create the emotional channel through which ideas and values can be transmitted. The citation of V.A. Sukhomlinsky in the source text is particularly apt: the best teacher is the one who can momentarily forget that he is a teacher. In methodological terms, this means that authority should not block communication. When the teacher abandons the mentor's pose and stands beside students as an interested interlocutor, learners respond more freely and authentically. Such an atmosphere is indispensable for speech development because speaking is always vulnerable. Students need conditions in which they can risk expression, make attempts, refine their speech, and discover the pleasure of meaningful communication. The development of speech, therefore, is inseparable from the ethical and emotional quality of the educational environment.

Conclusion

The problems of speech development cannot be solved by isolated grammar instruction or by occasional rhetorical exercises. As the source conference text demonstrates, speech development is a complex process involving language norms, lexical and grammatical growth, coherent discourse, communicative competence, mental activity, and personal formation. Speech is at once a linguistic phenomenon, a means of human interaction, and a form of thought in action. Consequently, Russian language teaching must organize systematic work that unites correctness with communication, discipline with creativity, and knowledge with expression. Effective speech development requires attention to all major forms of speech activity—listening, speaking, reading, and writing—and must be grounded in learners' real communicative needs. Equally important is the atmosphere of the lesson: speech grows where dialogue is genuine, where teacher and students become partners in meaning, and where learners feel respected as developing personalities. Under such conditions, speech education fulfills not only a linguistic but also a broader cultural and human function. It



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helps students become clearer thinkers, more competent communicators, and more mature participants in social and professional life.

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