# INTERACTION OF LANGUAGE AND SPEECH, THE ROLE OF GRAMMAR AND VOCABULARY IN THEIR IMPLEMENTATION

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**Abstract:** The relevance of this article lies in studying the relationship when teaching the lexical and grammatical aspects of a foreign language at the initial stage in connection with the communicative nature of learning. Interdependent learning is interconnected learning. What should be taught is not individual aspects of language, but a comprehensive consideration of individual aspects of language. This contributes to a better assimilation of vocabulary and grammatical phenomena, which has a positive effect on the development of linguistic competence in a foreign language student.

**Key words:** language and speech, grammar, communication, methodology of teaching a foreign language.

A foreign language as an academic subject occupies an important place in school education. For the methodology of teaching a foreign language, the distinction made in science between language and speech is important.

Language is a system of linguistic means necessary for communication, with rules for their use.

Speech is the implementation of the language system in specific acts of communication. The concept of speech includes both the process itself and the product of this process - speech works.

Language and speech, although they constitute two sides of one phenomenon, represent a single whole and are characterized by properties that are not contrasting, but complementary, and operate with units specific to each side. There are units of language and speech. The units of language include: phonemes, morphemes, words, phraseological combinations, sentences and

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texts. Units of speech include situationally determined utterances of varying length. Parts of speech are correlated with a specific communication situation.

In teaching methods, the question arises - what to teach: language or speech? Should we start with teaching language as a system or with speech, i.e. with students mastering the understanding and reproduction of statements determined by communication situations.

The study of language as a linguistic phenomenon may provide knowledge of the language system, but it does not lead to the use of this system for communication purposes. This is confirmed by the lesson practice of teaching foreign languages, when attention was paid to teaching the language system: its phonetics, grammar, and vocabulary separately. The students, although they knew the rules and performed lexical and grammatical exercises, could not use words and grammatical rules when solving the simplest speech problem, because language proficiency is possible when the assimilation of speech material leads to the formation of a language system in students, when the student can construct statements in the act of communication in accordance with the rules inherent in a given language, both in relation to grammatical design and the use of words.

In teaching a foreign language at school, it seems rational to build learning from speech to language in the process of organized, purposeful communication. Due to the communicative nature of teaching a foreign language, the relationship in the study of lexical and grammatical language material is one of the most important problems.

Despite the apparent clarity of the opposition between grammar and vocabulary, their areas are so closely intertwined with each other that the terms "grammatical" and "lexical" may in certain cases even resemble one another. To build the correct methodology for teaching languages, it is necessary to

recognize these various oppositions and draw appropriate methodological conclusions from them.

The basis of vocabulary as a certain system is the concept of a separate word, which, after all, plays an equally important role in grammar, and therefore requires some clarification, because, along with the sentence, it is one of the most controversial concepts in linguistics. It goes without saying that the concept of a separate word is connected, first of all, with the concept of a separate object, which appears as a result of an analysis of reality under the influence of our active attitude towards it.

Grammar is a repertoire of means through which, firstly, relations between independent objects of thought are expressed according to certain rules and through which, secondly, new words are formed according to no less certain rules. Such special grammatical means are, firstly, phonetic changes in words, i.e. sound alternations, secondly, their lengthening through prefixes, suffixes, endings, etc., i.e. forms of words, thirdly, word order, fourthly, rhythm and intonation in the broadest sense of these words. Individual words are also used in the same role.

Let's now look at the contrast between vocabulary and grammar from the other side. By contrasting the grammatical elements of language that express relationships between independent objects of thought or form new words and their shades, with those lexical elements that express independent objects of thought, we obtain concepts that do not coincide with the concepts of lexical elements of language (individual words) and grammatical elements (sound alternation, morphological parts of words, rhythm with intonation and word order) elements of language. Let's call them the building and significant elements of language.

In the grammar of any language there are always chapters devoted to prepositions and conjunctions; It may seem that in traditional grammar this

opposition is quite successful. However, we still have to admit that the concept of combat elements is usually interpreted too limitedly. First of all, word order is not given its due place; it is usually placed in syntax (which is justified from a constructive point of view), where it is not clearly placed in a row with morphological categories, although it expresses the same ideas as these latter, but in a more general form.

The structural elements of vocabulary have not yet been fully identified for any language.

Taking into account the singularity of lexical elements, i.e. words, and the applicability of grammar rules about word formation and inflection to many words, one can contrast the lexical with the grammatical as a single - typical. In this sense, Shcherba L.V. proposes to talk about vocabulary and typical phenomena.

The essence of grammar consists only in general rules; nevertheless, exceptions relate to vocabulary, except in those cases when the exceptions themselves are formed in the form of a certain rule that limits the action of another, more general one.

The root forms of strong verbs should be studied according to L.V. Shcherby in dictionary order - in grammar they need to be mentioned in the sense that verbs with such alternations of root vowels are conjugated in a special way in the imperfect and have a special form of the second participle.

In vocabulary, we have long distinguished between dictionaries based on the sound form of words and dictionaries based on the meanings of words - the so-called "ideological" dictionaries. The former cater for passive language learning, while the latter cater for active learning. In accordance with this, one can and should distinguish between passive and active grammar.

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