

THE IMPORTANCE OF PSYCHOLINGUISTIC FACTORS IN LANGUAGE LEARNING NEW LANGUAGES.

Khilola Khayitova Furkatovna

*The student of Philology and
Language teaching (English) group, Samarkand
State Institute of Foreign Languages*

This research aims to analyze the relationship between psycholinguistics and learning new languages. Following that research concentrates on psycholinguistic theories and talks over the crucial influence of psycholinguistics in learning and training. The sphere of psycholinguistics has arisen many hypotheses which acquire how one speaks, learns, understand, perceive information the language spoken or written. The theories have been a key tool in the field of language teaching. Psycholinguistic approach is used as the basic theories in developing language teaching methods. Psycholinguistics also helps to explain the mistakes by language learners. Moreover, these subject assists to define some kind of brain disorders that affect performance of language learning. It can also partly help language instructors to consider the usage of appropriate methods to teach according to four skills (listening, reading, writing, speaking).

Key words: *psycholinguistic, psycholinguistic approach, methods, four skills.*

Psycholinguistics is a science that studies the processes of speech production, perception, and formation in connection with the language system. It emerged from the synthesis of psychology and linguistics. Psycholinguistics develops models of human speech activity and studies the psychophysiological formation of speech through psychological experiments.

Although it is closely related to linguistics in terms of research sources, it is more aligned with psychology in its research methods. Psycholinguistics employs experimental methods such as interrelated experiments and the “semantic differential” technique, among others.

The field addresses several practical issues, such as teaching native and foreign languages, the speech development of preschool children, speech therapy, clinical studies of speech center disorders in the brain, the influence of speech in mass media and propaganda, forensic psychology and criminology (e.g., identifying individuals based on speech characteristics), machine translation, and inputting speech information into computers.

Psycholinguistics emerged in the 1960s due to the need to theoretically explain these issues. The term “psycholinguistics” was introduced into practice by American scientists in the mid-1960s. In Uzbekistan, while some work has been done in this field, true psycholinguistic research is only just beginning to take shape.

Psycholinguistics focuses on the human being. Its most important characteristic is the human factor. Humans create and perceive speech, and psycholinguistics actively applies this factor as a fundamental element in describing its models and establishing its principles. It treats this factor not just as a characteristic of speech but, more importantly, as an essential determinant of the nature and essence of language itself. In this context, it does not consider some abstract concept of “the average person,” but rather real individuals with active memories, age-related characteristics, personal experiences, social roles, and so on.

Unlike Ferdinand de Saussure’s framework, psycholinguistics does not study speech in isolation or as a static phenomenon. When the human factor is considered, the world of speech activity reveals itself to be a completely different and dynamic “remarkable universe” compared to the more static conceptualizations of language by Saussure and his followers.

Including the human factor is a key feature of psycholinguistics, but it is not the only characteristic that defines the psycholinguistic approach to speech activity. Since the speaker and listener are central elements in this framework, the situational factor is also inherently included. People always speak and listen within specific contexts. Moreover, they do so not just in any arbitrary situation, but in defined and structured contexts.

In classical distinctions between language and speech, all situations were considered relevant only to speech, while language was viewed as an abstract, stable system independent of situations. However, in the psycholinguistic approach, the complex and dynamic nature of situations is recognized as being present not only in speech but also in language itself, much like the human factor.

Finally, the third distinguishing characteristic of psycholinguistic research is the role of experimentation. Psycholinguistics involves both psychologists and linguists, combining their expertise to study language and speech through empirical, experimental methods, making it a truly interdisciplinary field

Additional information

Our brains are extraordinary. The typical brain consists of some 100 billion cells, each of which connects and communicates with up to 10,000 of its colleagues. Together they forge an elaborate network of some one quadrillion connections that guides how talk, eat breathe, and move.

Overcoming Challenges in Language Learning through a Psycholinguistic Approach

When learning a new language, students encounter certain challenges arising from the clash of systemic characteristics between the target language, their native language, and any other languages they know. This process involves multiple stages, from an initial linguistic “shock,” where all speech structures seem foreign and incomprehensible, to full adaptation, where the foreign language becomes integrated with the native cultural and linguistic environment.

In the context of the psycholinguistic approach, overcoming these difficulties is achieved through three stages:

1. Stage One: Initial Incompatibility

At this stage, students struggle to switch communication to the structure of the target language. While they may partially understand the foreign language, they are unable to reproduce it, as their native language and previously learned languages dominate. Key to this stage is recognizing differences between the languages, which the instructor must highlight for the learner.

2. Stage Two: Transitional Competence

This stage reflects the ability to switch to speech in the foreign language, though often constructed using the structural features of the native language. Attention at this stage shifts to both the differences and similarities between the native and target languages, with a focus on identifying structural correspondences.

3. Stage Three: Adequate Expression

At this stage, students develop accurate forms of expression in the foreign language. Here, the defining factors are the differential features of the linguistic systems.

It is important to note that students' linguistic systems adapt differently to the foreign language system. Trilingualism, for instance, is considered more dynamic than bilingualism. For bilingual students learning a new language, leveraging their psycholinguistic and bilingual experience in teaching methods can yield positive results.

However, student trilingualism is often artificial, as the third language is not typically driven by practical necessity (e.g., daily use). Over the course of language study, as communicative competence improves, trilingualism evolves, necessitating methodological adjustments in teaching from one course to the next.

By applying psycholinguistic principles, the process of learning a foreign language in a trilingual context can become more efficient and logical. This is achieved by comparing and contrasting the target language with those the student already knows. Considering the cultural, psychological, and linguistic aspects of trilingualism can significantly accelerate the learning process and facilitate overcoming both linguistic and psychological barriers.

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Four skills

Language perception involves the skills of listening and reading, while language production encompasses speaking and writing. These four activities are collectively referred to as the core language skills. Below is an explanation of how psycholinguistic theories benefit language learning and teaching, as outlined by Demirezen (2004).

1. Psycholinguistic Approach and Listening Skills

Psycholinguistic research highlights the importance of addressing both intrinsic and extrinsic challenges to enhance listening skills effectively. Intrinsic challenges relate to factors

such as speech speed, unfamiliar vocabulary, and the listener's prior knowledge of the topic. Extrinsic challenges involve external factors, including students' motivation, interest, purpose of the listening task, and environmental noise. Psycholinguistic principles can guide teachers in minimizing these difficulties. For instance, teachers can design listening materials on familiar topics, limit the number of unfamiliar words (e.g., 10 new words in a 100-word text), and ensure appropriate speech speed and a quiet environment. Additionally, creating an engaging and comfortable classroom setting can boost students' interest and motivation.

2. Psycholinguistic Approach and Reading Skills

The psycholinguistic approach integrates both bottom-up and top-down processing to enhance reading comprehension. Bottom-up processing focuses on understanding individual words and grammatical elements, gradually building comprehension of the entire text. Top-down processing, on the other hand, involves using prior knowledge and context to predict meaning and verify understanding as one reads. This approach underscores the role of students' background knowledge in understanding a text. Teachers can reduce reading challenges by selecting authentic and contextually relevant materials to capture students' interest. Exposing students to real-world content ensures they recognize the practical value of reading, making the activity more engaging and effective.

3. Psycholinguistic Approach and Writing Skills

Psycholinguistics provides insights into students' writing challenges, including common spelling errors, particularly in English, where words are often not spelled as they sound. Difficulties arise from storing correct spellings in memory and retrieving them when needed. The psycholinguistic perspective also addresses errors caused by conditions like agraphia, which require targeted intervention. Teachers can use psycholinguistic principles to reduce the difficulty of writing tasks by selecting engaging topics, identifying appropriate writing levels and formats, and addressing mechanical issues such as punctuation. These strategies help improve students' writing skills by providing practical solutions to common problems.

he importance of Psycholinguistic factors in language learning and teaching.

4. Psycholinguistic Approach and Speaking Skills

Skill Psycholinguistic approach has workable control over the field of teaching as a skill. It has specified several difficulties on speaking such as students' oral difficulty. Psycholinguistics also explains that personality, like introvert, and extrovert students, affect students' performance in language learning. Speaking defects like voice disorders, stuttering, and disarticulation are also psychological in origin caused by personality factor. There are also some traumatic disorders such as aphasia and autism caused by localized in damage. It is recommended therapies and counseling practices for such difficulties. Thus, the investigations of psycholinguistic approach have provided solutions for almost each type of language learning difficulty. With the knowledge, teachers can apply the appropriate techniques to teach speaking skills by considering the condition of the learner and find interesting topics to be discussed in speaking classes.

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