

THE ROLE OF PSYCHOLINGUISTIC ASPECTS IN THE LEARNING AND TEACHING SECOND LANGUAGE

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ABSTRACT

Actuality of this article is that it is directed to define and characterize the role of psycholinguistic aspects in the process of teaching English, which simultaneously influences the acquired knowledge and the process of its implementation in real life. In addition, though the department of psycholinguistics is considered one of the youngest branches of linguistics, it is significantly important in the educational process.

Keywords: psycholinguistics, psycholinguistic aspects, language production, language comprehension, language acquisition

INTRODUCTION

Nowadays, many of the reforms underway in Uzbekistan in the field of education are aimed at creating decent and favorable conditions for students, ensuring the right to free education and at the same time work, improving the quality of education and training of educated personnel. Indeed, in order to Uzbekistan's younger generation to become educated and reach the world stage, our President Sh. M. Mirziyoyev pays all his attention to the language learning of the youth and, of course, creates for them all the conditions and facilities.

It should also be noted that concessions have been made in almost all areas for a more in-depth study of a second foreign language. For example, the learner is expected to acquire other skills such as easy mastery of English grammar, increase lexical vocabulary, comprehension and analysis, and so on through a variety of methods.

Hence, psycholinguistics has presented many theories that explain how a person acquires language, develops and comprehends spoken and written not only own language, but also second language.

LITERATURE REVIEW

According to the combination of psycholinguistics, there are psychology, which deals with individuals' mind and behavior, and linguistics, which studies the language itself. Overall, in general, psycholinguistics can be described as a science that studies mind and language. It is related to the relationship between the human mind and language, as it studies the processes that take place in the brain in the production and perception of language. As it was mentioned in Norita Purba's work that psycholinguistics encompasses three main ideas: language production, language comprehension, and language acquisition.

Language production refers to the processes involved in creating and expressing meaning through language. Language comprehension refers to the processes involved in interpreting and understanding written and spoken language. Language acquisition refers to the processes of mastering a mother tongue or a second language. Psycholinguistics has presented many theories that explain the above three points. Theories have been very useful in language teaching. Some experts use them as basic theories in the development of language teaching methods. [1]

Language production includes memory retrieval, articulation program planning, executive control, and self-control. These processes can be related to long-term memory, engine management, and executive management. Here it should be emphasized that the study of neural oscillations provides an important opportunity to understand how general neural computational principles support language production, as well as to shed light on the relationship between language and other areas of cognition. For each relevant domain, we briefly review the findings in the literature on neuronal oscillations. Then, it is shown how similar patterns have been found in the field of language production by reviewing previous literature and new findings. We have concluded that the neurophysiological mechanisms reflected in the modulation of neural oscillations may serve as the main basis for the integration and enrichment of language and cognitive areas. [2]

ANALYSIS AND RESULTS

Language comprehension is an important aspect of daily activities for people of all ages. Comprehension of written and oral language is based on the ability to correctly process word and phrase meanings, sentence grammar, speech or text structure. Difficulties in any of these areas can lead to comprehension problems. Age-

related memory decline has been compared in many studies by young and older adults in language comprehension tasks

Language acquisition is a process that can occur at any time in a person's life. However, in the sense of mastering the first language, it means learning (unconsciously learning) the mother tongue or bilingual in the first 6 or 7 years of a person's life approximately from birth to a day starts school. Learning a second language is mainly characterized by the fact that it is learned later and is more likely to be imperfect and at the same time forgotten. And learning in turn leads to conscious knowledge. Language acquisition is acquiring of a second language after mastering the mother tongue mainly. It usually refers to the acquisition that begins after puberty, i.e., the mastery of adult language. Sometimes it is replaced by the term further language acquisition.

Theories have been used in language teaching. Some experts use them as basic theories in the development of language teaching methods. This is known as the psycholinguistic approach. [3]

CONCLUSION

Psycholinguistic Approach and Speech Skills. The psycholinguistic approach has practical control over the field of teaching speech as a skill. This highlighted a number of challenges in the speech, such as student orientation. Psycholinguistics also explains that personality traits, such as introvert and extrovert learners, affect students' effectiveness in language learning. Speech defects such as voice impairment, stuttering, and disarticulation also have a psychological feature that stems from a personal factor. There are also some traumatic diseases such as aphasia and autism caused by localized injury. Therapy and counseling practices are recommended for such difficulties. Thus, the study of the psycholinguistic approach provided solutions to the difficulty of learning almost every language. With knowledge, teachers can use appropriate methods to teach speaking skills, taking into account the student's situation, and find interesting topics to be discussed in a speech lesson.

Language Teaching Methods of the Psycholinguistic Approach. The approach to language teaching consists of theories of the nature of language and theories of language learning. Language teaching methods are the specification of language teaching approaches. The methodology of language teaching can be better understood if its basic theories are clearly understood. The main theories in the development of

language teaching methods are divided into two main theories, language theory and language learning theory.

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