

IMPORTANCE OF PSYCHOLINGUISTICS IN LANGUAGE LEARNING AND TEACHING

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Abstract: This thesis explores the description of many hypotheses that describe how a person learns, creates, and interprets spoken and written language have been offered by psycholinguistics. Language teachers have applied the theory in their work. They serve as the foundational beliefs for language instruction approaches developed by certain professionals. The approach is referred to as psycholinguistics. The psycholinguistic approach sees learning as an internal, cognitive process that occurs in the person before moving on to the social realm. Some approaches, such the natural method, the entire physical response technique, and the suggestopedia method, were created based on theories related to psycholinguistics. This thesis aims to open main psycholinguistic features that help teachers to consider the use of appropriate method to teach that four language skill.

Key words: *psycholinguistics, language learning, language teaching, language acquisition, second language acquisition, cognitive processes, and language processing.*

Introduction. Psycholinguistics primarily assists educators in selecting the most effective teaching strategies for the four language skills. These techniques make use of psycholinguistic concepts to explain how someone learns their mother tongue or first language (first language acquisition), second or third language (second language learning), how they perceive language (language perception), and how they produce language (language production). Speaking and writing are considered forms of language production, whereas listening and reading are considered forms of language perception.

The combination of linguistics and psychology is known as psycholinguistics. Linguistics is the study of language; psychology is the study of the mind and behavior. Thus, the general definition of psycholinguistics is the study of the mind and language. It explores the processes that take place in the brain during the production and perception of language, with an emphasis on the relationship between the human mind and language. Psycholinguistics has produced a number of theories to account for the

three above points. In the area of teaching languages, the theories have proven to be quite helpful. They serve as the foundational beliefs for language instruction approaches developed by certain professionals. The approach is referred to as psycholinguistics. According to the psycholinguistic approach, language and thought are connected but entirely different processes. It is believed that learning begins as an internal, cognitive process that happens in the person and progresses to the social realm. Language learning theories and beliefs about the nature of language make up a method to teaching languages. Approaches to teaching languages are made concrete through language teaching methods. If the underlying assumptions of a language teaching approach are well understood, then the method can be comprehended well.

The study of the connection between human language and the psyche is the simplest definition of psycholinguistics (Maftoon and Shakouri, 2012). In summary, psycholinguistics studies language production, language comprehension, and language acquisition as three key processes. 1) language production, (2) language comprehension, and (3) language acquisition.

Psycholinguistic approach views language and thought as related but completely independent phenomena (Claros, 2009). In the psycholinguistic approach, the individual internal cognitive processes are activated so that activation allows the individual to access the comprehensible input needed to further advance in the acquisition of the L2 (Long, 1996 cited in Claros, 2009). Krashen (1985) argues that to understand and learn language, s/he must be exposed to the linguistic input that is a little beyond his/her current level of competence. Krashen explains his view in his famous $i+1$ concept which indicates that the input the learner receives must contain some slight amount of new information in addition to what s/he already knows. To Krashen, a comprehensible input is not just a necessary condition, but it is the sufficient condition.

Conclusion:

In conclusion, the study of psycholinguistics provides priceless insights into the intricate procedures involved in teaching and learning languages. Teachers may create more efficient and learner-centered approaches to language instruction by knowing how the human mind acquires, processes, and uses language. Psycholinguistics offers a solid foundation for developing more successful and interesting language learning experiences, from optimizing language input and output to adjusting teaching tactics to individual learning styles and cognitive processes. In the end, including psycholinguistic concepts into language instruction helps students become better communicators and develops a greater understanding of the complex processes involved in the human language faculty.

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