

THE ROLE OF PSYCHOLINGUISTICS IN THE STUDY OF A FOREIGN LANGUAGES

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ANNOTATION

In this article is discussed the role of psycholinguistics in the study of a foreign language (English). It is known that Uzbek students learn English as a second language in schools, and along the way they face a number of difficulties. Learning English is a situation that is directly related to the psychology of a child, which cannot but affect his psyche. The purpose of the article is to study the psycholinguistic features of children's speech, the role of the social environment in the development of speech. The study used observational, comparative, psycholinguistic methods. The results of the article are scientifically substantiated by the need to observe and use the experimental method in teaching children's speech, linguistic, pedagogical and psychological studies of children's speech are carried out. The conclusion is detailed at the end of the study.

Key words: *Psycholinguistic features, pedagogical research, children's speech, language, social environment, language, comparison, consciousness, intellect, sensitivity, observation.*

INTRODUCTION

It is known that the advantages of independence include the opportunity to learn foreign languages, travel abroad and speak the native language of this country. By the years of independence, attention to the study of foreign languages has increased in our country. As a result of these efforts, many of our youth are able to communicate with foreigners[20].

Since the second half of the 19th century, the teaching of foreign languages, especially English, to the younger generation has been included in the textbooks of general education schools in our country. After years of independence, interest in learning foreign languages has become the basis of the hobbies of the youth of our republic. The first President of the Republic of Uzbekistan explained the relevance and importance of studying foreign languages as follows: "At present, the study and teaching of foreign languages is of great importance in our country. It's definitely not in vain. Today there is no need to evaluate the importance of perfect knowledge of foreign languages for our country, which is striving to take its rightful place in the world community, and for our people, who are building their great future in solidarity and cooperation. with our foreign partners The First President of the Republic of Uzbekistan elevated this process to the level of state policy. The first President of the Republic of Uzbekistan explained the relevance and importance of studying foreign languages as follows: "At present, the study and teaching of foreign languages is of great importance in our country. It's definitely not in vain. Today there is no need to evaluate the importance of perfect knowledge of foreign languages for our country, which is striving to take its rightful place in the world community, and for our people, who are building their great future in solidarity and cooperation. with our foreign partners The First President of the Republic of Uzbekistan elevated this process to the level of state policy[3]. According to its implementation, starting from the 2013/2014 academic year, the study of foreign languages in all regions of the Republic of Uzbekistan has been established in the form of game-based lessons and oral speech lessons from the first grades of secondary schools, and from the second grade, the gradual start of studying the alphabet, reading and grammar. After the decision of the President, the teaching of foreign languages, especially English, was started from the primary classes of preschool institutions and secondary schools. Learning a foreign language in schools, starting from primary school, is useful

for schoolchildren, regardless of their ability to learn a language, memory ability. Also, effective teaching of a foreign language in preschool institutions and primary school is one of the important areas of foreign language education today. The introduction of teaching a foreign language from the first stage of education contributes to a better development of foreign language communicative competencies in children.

MATERIALS AND METHODS.

Doctor of Psychology, Professor E. Gaziev provides such information regarding the features and stages of development of such cognitive processes as perception, thinking, among younger students. Children of early school age differ sharply from students of other age periods in accuracy, fluency, purity, and sharpness of their perception. They will be able to master the important traits of perception through the fact that they will be devoted to everything and extremely attentive[14:120].

The way primary school students communicate in their mother tongue and English is very different from each other. For communication in the Uzbek language, students have enough natural environment, since at school, in the classroom, in the process of communicating with friends, the situation at home is carried out directly in their native language, parents, peers, grandparents, even almost all television programs watch in their native language. The native language Uzbek is rooted in the daily life of schoolchildren. For Uzbek schoolchildren studying English, there is no such opportunity. They can communicate in English only in English lessons. In English lessons, it is also necessary to create artificial speech situations in order to teach students to communicate. Students perceive and understand the environment in their native language, enter into communication with each other. But when learning English, the situation is completely different.

Foreign language learning processes of a child affect the development of memory, attention, thinking, imagination and perception. At this stage, it is more expedient if the teacher works individually, in pairs, in teams and in groups, since children, imitating each other, quickly and easily learn a foreign language from their peers.

A student of the 1st form of a primary school by the end of the school year will need to learn 150 English words in the subject of English, but students of the 1st grade cannot fully master the norms of learning the language. This is due to the fact that English and Uzbek do not belong to the same language family. In the process of learning the language, Uzbek schoolchildren face various difficulties: phonetic, lexical, grammatical. The difficulty in pronouncing English words in particular is significant, the main reason for this being that some letters of the English alphabet are missing from the Uzbek Latin alphabet. When pronouncing the letters of the English language, the letters of the Uzbek Latin alphabet are pronounced as they are pronounced. For example: "**school, note-book, blackboard, little, number, game, table**" we can give many such examples. Therefore, a foreign language teacher for primary school students needs to form an understanding of the subject that will be studied in the native language of students. For example, the main goal of the topic "**robot jump**" [6:50], given in the textbook for form 1, is to develop students' oral speech in English through game-based training in sports exercises, as well as to develop English language skills and vocabulary. As we know, students in the same group or class do not have the same ability to learn and master the language, but in the English lessons that are taught through the game, the students are not interested in learning the language, but are interested in the behavior of "**Robot Swim, Robot go, Robot climb, Robot Run, Robot fly, Robot Dance**" in the above lesson and imitate your friends. and start learning the language. At the end of the topic "**I have a ball**" [6: 38] to pupils in colloquial speech, in which to pronounce the names of toys and their colors, to teach the correct pronunciation of the vowel sound [O] in new words. For example: "**I have a ball, ball, ball, I have a doll, doll, doll**". Saying words over and over again, a native speaker correctly pronounces a short sound [o]. The teacher uses various pictures, visual aids, sound

recordings and age-appropriate videos of students during classes, and it becomes advisable to organize a more complete training with the presentation of information, pictures, images of animals that perceive the environment. For example, their perceptual skills develop further if students are asked questions to reinforce a new topic: “what is this?”, “What color is it?”, “Do you like it?”.

Uzbek students learn English in an artificial environment. As you know, classes in schools last 45 minutes. During this time, the teacher assigns homework on the previous topic, explains the new lesson and must have time to do the exercises. The main reason for this is that English and Uzbek belong to different language families and there is no natural environment for learning a foreign language. Russian is also considered a foreign language for Uzbek students, but Uzbek students learn Russian more easily than English. For example: there are enough Russian kindergartens on the territory of Uzbekistan. Parents who want to teach their children the Russian language send their children to a Russian kindergarten, and in their free time from the kindergarten they themselves conduct oral communication in Russian. As a result, children begin to master the Russian language in the shortest possible time. Parents send their children to a Russian-language school after kindergarten. Classes and activities in schools are held in Russian, and children quickly master the Russian language. The atmosphere in the process of learning English is slightly different from Russian, communication in English takes place only at school under the guidance of a teacher. After returning from kindergarten and school, the student communicates only in his native language in his free time at home. That is why Uzbek students lag behind in learning English.

As we mentioned before, English and Uzbek belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. The Ministry of Public Education of the Republic of Uzbekistan pays great attention to teaching foreign languages, especially English, from kindergarten age, but despite this, there are a number of difficulties in learning English. There are no special teaching aids and textbooks for children of preschool educational institutions. English teachers choose a topic based on the interests of the kindergarten students, and conduct a lesson for 25-30 minutes. The lessons mainly teach fruits, vegetables, animals (wild and domestic), colors, family members, and short poems and songs.

RESULT

It is necessary to develop textbooks that correspond to the psychological characteristics of kindergarten students, that is, children's perception, intuition, attention and memory, speech and thinking, and imagination. Intelligence, sensitivity, observation, learning and memorization skills in preschool children who have reached school age (6 years) are well developed. At the same time, English classes held in kindergarten groups increase their interest in learning, many of them easily learn the language by seeing and holding objects and pictures in their hands, and through outdoor games and imitation, the activity and productivity of their thinking increases, and Finally, through perception, opportunities to engage in mental activity are formed.

We considered it appropriate to consider the history of psycholinguistics in the main part of the article. Because it is natural that many are interested in the role and place of psycholinguistics in the study of a foreign language. The term “psycholinguistics” was first used by the American psychologist J.R. Kantor in 1936 in his work “The Objective Psychology of Grammar”, and later it came to the attention of linguists and was widely used in 1946 by his student N.G. Pronko became popular after the publication of his article "Language and Psycholinguistics". It entered the scientific circulation in linguistics in 1953.

Throughout the 19th and 20th centuries, the science of psycholinguistics became one of the main topics of discussion among a group of scientists: linguists and psychologists. One of the scientists who contributed to the development of linguistics and the formation of psycholinguistics is Baudouin de Courtenay. He interpreted

language as a complex psychosocial entity found in various groups. In his opinion[24], language lives in the minds of individuals who make up a certain society, in the psyche of individuals, as the language of individuals. Baudouin de Courtenay focused his research on human speech. "The essence of human language is only psychic. The existence of language and its development are connected with purely mental laws. "There is no non-psychic phenomenon in human speech or language and cannot exist."

Based on the opinions of scientists who laid the foundation for the emergence of the science of psycholinguistics and made a great contribution to its development, we were convinced that the activity of this science is connected with speech. Psycholinguistics arose from the union of two disciplines: linguistics and psychology, and according to it, linguistics studies the structure of speech according to the laws of language, and psychology is directly involved in the study of age-related features of memory, thinking and thinking of people.

Psycholinguistics refers to the processes of speech formation, reception, as well as the study of native and foreign languages. Psycholinguistics is a branch of linguistics that studies the speech process, the speech act and the relationship between the purpose and content of the person creating information. In linguistics, this is a department that studies the relationship between the social consciousness of the speaker, his social life and the content of the language.

The term "psycholinguistics" is defined by the scientist E. R. Deibold as follows: "refers to some mixture of theoretical and experimental approaches to certain aspects of human language and verbal behavior" [15]. Language is considered as the main means of communication and human activity, combining physical and mental components. Sapir-Whorf, the founder of the theory of linguistic relativity, which was prolific in this field and took first place, studied the relationship between language and thought [13]. The founder of the main second source of this science is the American structuralists, who are N. They put forward Chomsky's theory of expressing thoughts with the help of language and correct pronunciation. [16:34] The third source of science is L.S. Vygotsky's thoughts about the need for speech to carry out this activity are considered the last source of this science [17:126].

To date, one of the main tasks of the science of psycholinguistics is the description of speech messages based on the study of the mechanisms of the emergence and implementation of speech, the study of the functions of speech activity in society, the relationship between participants in communication. The study of human speech activity is the subject of this science. A prominent representative of Russian psycholinguistics A.A. According to Leontiev, "the subject of psycholinguistics is speech events or the mutual connection of speech events. [18:16] In the study of psycholinguistics, methods related to other sciences of speech are widely used. A.A. Leontiev divided them into three large groups: general methodology; special (precise-scientific) methodology; special (exact scientific) research methods. The general methodology is philosophy, and psycholinguistics is valued in philosophy as the path of thought to scientific truth. Each researcher chooses one or another philosophical concept in the field of scientific knowledge. The philosophical approach in psycholinguistics is mainly carried out in the direction of dialectical philosophy. In most cases, speech activity is associated with a change in internal relations [13].

DISCUSSION

The role of language in spreading the culture of the peoples of the land of Kurrai around the world is incomparable. This is probably why Johann Wolfgang Goethe found it very difficult to interpret the verse "There once was a prophet in the past"[17]. In the Holy Quran there is an ayat "Halakal insana allamahul bayan", that is, "He created man and taught the accordion" (Sura 55)[17]. When the Koran was sent down, God, the Creator of

man, gave him a word and at the same time gave him the ability to think and express this thought. That is why a person not only uses the language ability to express his thoughts, but also does not forget to think about language, the tool that forms this ability. Since the Babylonian event, that is, when languages were mixed and separated, it becomes necessary to compare languages, to determine their similar and dissimilar features. years ago [17:5] Humboldt "sees the interdependence of language and thought in the harmony of their tasks." Language, like thinking, is a creative process. In his opinion, the first reason for the emergence of language is the inner ecstasy of a person, that is, relations with the world and other people.[9]

The Uzbek scientist Abdulla Avloni, reflecting on the intellectual perfection of man, states the following: "Knowledge is the honor of the world and the honor of the afterlife." Knowledge is a very sacred virtue for man, because knowledge shows us our position and actions like a mirror, sharpens our mind and thoughts like a sword, and a person without knowledge is like a tree without fruit. the darkness of ignorance, brings us into the world of culture and enlightenment, turns us away from bad deeds and bad deeds, makes us have good manners and manners." Today our life, health, happiness, wealth, livelihood, effort, enthusiasm, peace and future life depend on knowledge" [7:22].

At present, in Europe, teaching a foreign language from primary school is not given the same attention as in our country, but learning foreign languages is an important process. Learning foreign languages When introducing a foreign language subject into the primary school curriculum in European countries (from 5-6 years old) [20:74], teachers are guided by recommendations developed on the basis of a special project of the European Union, as a result of which European countries have achieved noticeable results in teaching a foreign language language at an early age. Teaching a foreign language to students of primary school age does not leave a trace in their minds.

Psycholinguistics refers to the processes of speech production, reception and acquisition of a foreign language. There are three types of foreign language knowledge - active, passive and mixed. Passive knowledge of a foreign language consists in the ability to understand the meaning of oral and written texts, and mixed knowledge consists in the assimilation of some language materials (pronunciation, grammar, vocabulary, spelling) actively, and some passively. With the type of receptive speech, information is obtained through the type of speech activity of listening and reading, or through the perception of the speech of a representative of an English-speaking country. In reproductive speech, students receive information through oral and written speech activities. First, the speech is encrypted, then it is explained [13:101] Professor Jamol Jalolov suggested taking into account the importance of thought processes, the importance of the concepts of knowledge, skills and abilities in teaching a language. After all, in the process of learning a foreign language in the primary classes in psychology, students develop skills and competencies. It is the methodology of teaching a foreign language that is engaged in the formation of these qualities and skills. Taking into account the foregoing, the professor gave a special explanation on them. Skill is an automated component of conscious activity. Automatic activity without the participation of consciousness is a skill, and the concept of knowledge is the acquisition of vocabulary, grammar and pronunciation in a foreign language and knowledge of the simple rules associated with them[12].

A primary school student seeks to clearly perceive any object, subject and the novelty of reality[18]. However, at the initial stage of training, some weak points of perception are visible. Such negative features include the distinction between objects and confusion in the pronunciation of words in the process of learning English, reading certain sounds, that is, not paying attention to transcription, forgetting foreign names. Improving the perception of the student is carried out directly with the help of the teacher. In this process, the teacher teaches

students to carefully study, observe and analyze materials in English. Their implementation in the form of various game technologies, speaking lessons and various physical exercises is an important tool for the development of knowledge. It is directly related to the perception, behavior, play actions and work activities of primary school students. In the process of learning a foreign language, especially English, a primary school student learns the language with the help of the teacher's instructions and colorful visual materials provided by textbooks and multimedia tools. Therefore, the presentation of textbook material with bright colors and clear images can be the main factor in the development of a student's perception at this age. [22:42]

However, well-known psychologists and physiologists E.N. their knowledge, skills and abilities. According to the requirements for the practical study of English in the 2nd grade, the student should focus on the goal of listening and speaking, reading and writing as a means of repeating and consolidating the learned language material in oral speech. collected a lot of information about the pedagogical field. There are a number of studies in the field of psychology and pedagogy to identify the psycholinguistic and physiological characteristics of children. in a foreign language. But many parents believe that in-depth study of a foreign language begins in high school, when students begin to read and translate texts on their own, recite them, and get acquainted with topics.

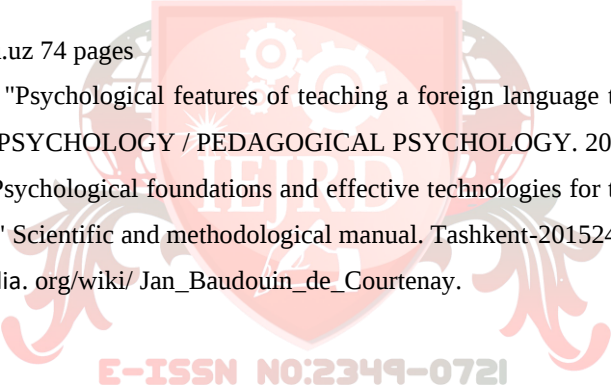
CONCLUSION

In conclusion, it should be said that the English classes organized in the primary grades of schools, especially in the 1st and 2nd grades, are focused on learning through outdoor games, songs, poems, games, fairy tales, interesting stories, cartoons, and much more. . and pictures. As a result, the classroom is noisy, there are many disputes, many complaints from other subject teachers who teach next to the English room, as well as from the director of studies. English teachers say they skip class by playing games and watching cartoons during class. This, in turn, is more about temporality than lesson flow. Teaching a foreign language to children of primary school age requires a creative approach from the teacher. The growing demand for teaching a foreign language to young children in society requires teachers to possess such knowledge and skills as special methods of early learning a foreign language, technologies for organizing the educational process in elementary school, competent conduct of the lesson and its planning.

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