



Psycholinguistics One of The Modern Branches of Linguistics

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ABSTRACT

The current state of Uzbek substantial linguistics, formed on the basis of traditional Uzbek linguistics, which has chosen the path of development and successfully fulfilled its tasks based on the set goals, requires the formation of new directions in our science. They focus on "language and society", "language and culture", "language and personality", "national language and national thinking", "language and artificiality" problems that can be solved on a substantial basis, such as "intelligence". New paradigms of world linguistics, formed at the end of the twentieth century and rapidly developing, such as linguopragmatism, psycholinguistics, linguoculturology, lingvocognitology, computer linguistics, corpus linguistics, are engaged in the study of these issues. Uzbek linguistics has established itself as a truly independent national science. Most importantly, a full scientific and theoretical assessment of the national nature of our language was made. The theoretical advances made are a great opportunity to move from the study of language construction to a comprehensive study of its occurrence features. This puts the Uzbek language on the agenda for new and modern, advanced and effective research methods. The article seeks to research and provide information about one of the modern branches of linguistics - psycholinguistics, its introduction into science, its current processes.

Keywords:

Language, speech, norm, psychology, linguistics, form, speech activity, cognition, mind, communication, process, personality, thought, motivation, hierarchy, psyche.

Introduction. It is known that the field of psycholinguistics emerged in the 50s of the twentieth century as a result of cooperation between psychology and linguistics. The main object of study of psycholinguistics is the person who is the subject of speech activity, the owner of the language. A.A.Zalevskaya, who made a significant contribution to the development of this field in Russian linguistics, writes about the role of psycholinguistics, emphasizing that "the description and explanation of the functioning of language as a mental phenomenon" should be the main goal of this field.

The term "psycholinguistics" itself was first mentioned in an article by American psychologist N.Pronko. However, psycholinguistic ideas emerged long before 1953. It can be said that Wilhelm von Humboldt, the founder of scientific linguistics, is the founder of psycholinguistics. Humboldt wrote that language is part of culture. According to him, language is not only the main activity of the human psyche, but also the national spirit. Humboldt's concept of "national spirit" encompasses the mental structure of a nation, its way of thinking, philosophy, science, art and literature. An important aspect of Humboldt's theory is that he sees language as

an "intermediate world" between the people and the objective world around them: "Each language describes the circle around the people to whom it belongs.

According to Humboldt, language is completely subordinated to the perception of the world. Humboldt considered language to be both a sign and a reflection. Language defines thinking. As Humboldt points out, "no one understands words in exactly the same sense and small shades of meaning shine like circles on the whole area of the tongue, when a stone falls, the process, both as a given thing and as part of human mental activity, as a social phenomenon. Unlike his teacher, he understood language only in this way. G.Steintal wrote of language: rather, it is an ongoing activity. Language is something that exists like gunpowder, but a process like an explosion. "G.Steintal considered language to be only an individual mental formation: organic mechanics, mental mechanics, and subordinate to expression, we must clearly distinguish between conceptual or worldview content.

In the concept of folk psychology or folk psychology, put forward by G.Steintal, the psychology of nations is considered as an "interpreter" for the history of man and his spiritual activity and for other sciences. G.Steintal argued that words and concepts, sentences and sentences, grammatical categories and logical categories are not and cannot be the same. He defended the position of different types of thinking, each of which has its own logic. Another follower of Wilhelm von Humboldt is the Russian linguist Alexander Afanasyevich Potebnya. According to Potebnya, the act of speech is only a mental phenomenon, but language, the word, adds a cultural, social element to this action. Language is far from the realm of thought: "Language makes thought objective. Through words, thought is idealized and freed from the influence of direct emotional perceptions. Language is also a condition for the development of nations, which is why it is the organ of thought of the individual. Furthermore, "the mental side of speech activity, like all mental things in general, can only be known through direct, self-observation."

According to G.Paul, all linguistic means are stored in the unconscious form in the form of the most complex mental formation, consisting of various connections of ideas. This gives rise to the possibility of re-emergence in the mind of something that already exists and hence the ability to understand or pronounce something that was previously understood or pronounced. It follows that, in his view, "every grammatical category arises on a psychological basis." Ferdinand de Saussure, the founder of 20th-century linguistics, clearly distinguished language as an individual system beyond abstraction, and language ability as a function of the individual

The nature of language and speech phenomena is complex and multifaceted. Speech is an integral part of people's social life, a necessary condition for the existence of a human society. It is a means of influencing the mind, developing worldviews, norms of behavior, forming taste and satisfying the need for communication. In general, speech plays a fundamental role in the formation of the human personality. Science has proven that a person cannot become a full-fledged person without verbal communication. "Speech movement begins with the intention, the motive of speech, which arises against the background of the need for communication. Proposing the theory of language levels, Ch.Osgud considered that there are four levels in the process of speech formation:

1. Motivational level
2. Semantic degree
3. Level of sequences
4. Level of integration

Psycholinguistic theory of speech activity, the understanding of the processes of speech formation and perception reveals the structure and characteristics of these processes, allows to determine the ways of forming the main components of speech and opportunities for speech development. Classified the interrelated stages as follows:

- 1) motivation, intention;
- 2) thought - the intention of speech;
- 3) mediation of thought in the inner word;

4) mediation of thought in the sense of external words;

5) verbal mediation of thought - acoustic-articulatory realization of speech.

A detailed analysis of speech activity was conducted by the Moscow School of Psycholinguistics in 1960-1970. Leontiev summarized the fundamental positions of scholars in the concept of speech creation and perception. In the initial stage, situation orientation is carried out and communicative intentions are formed. In the internal application creation phase, speech intentions are mediated through a code of personal meanings and the basic concept of speech is created. This process is ensured by a combination of dialectical unity and thought-speech-language operations. In the next stage, the concept becomes a pronunciation program based on the semantic structure of reality and its reflection in the symbols of the language code. In internal speech, the semantic and grammatical realization of a sentence takes place. In the final stage, the vocalization of the word takes place. The study of psychophysical aspects of the process of speech activity requires the speakers to study the physiological basis of speech. Commenting on this, Thomson states: "Based on our understanding of modern language, it ensures that language, that is, language, speaks, thinks, hears in our speech, which in turn creates psychological factors in our body, the existence of language in general is known to us in psychological and physiological processes ».

Problems with the direction of psychology in linguistics have been related to the behavior of naturalists and logicians. In this regard, V.Humboldt emphasizes the need for a creative approach to speech in semantic construction, focusing on the concept. This has been the focus of attention of all psycholinguistic school members. For nearly a century, various aspects of psychology have studied the relationship between speech development and the functioning of conversational norms in a creative speech approach.

Psychological components have been studied in the fields of structuralism,

ethnolinguistic theories and semiotics. Accordingly, important aspects of psychology have been characteristic of language and have given rise to psycholinguistics. In 1954, a seminar was held in Bloomington, USA, in collaboration with psychologists and linguists.

Naturalism and logism have a special place in the emergence of linguistic psychology. Psychology is a form of these processes and psychology studies other features of language, in particular aspects of its speech activity. In the basic schools of linguistic psychology, the issues of ethnolinguistics and psychological sociolinguistics, semantic psychology, psychology, speech and psycholinguistics are considered important. Based on their scientific views, studies have been conducted in various psychological schools. Importantly, in all areas of psychology, psycholinguistics is recognized as a science that emerged at the intersection of psychology and linguistics.

The word turns out to be a powerful factor that qualitatively alters mental activity, improves the reflection of reality and mediates attention, memory, imagination, thinking, as well as new forms of activity. With the development of speech, the mind moves directly from the level of emotional experience to the level of generalized, rational cognition. Speech participates in practical, visual and abstract thinking, distinguishing important features of perceived events, situations that define and generalize words. Speech is a way of thinking, shaping and implementing cognitive activity, a way of preserving the overall human social experience. The word allows us to reveal the general and generalized meaning or significance of an object, to evoke and work with images of different modalities (sight, hearing, analysis).

An important trend in world psychology in the early 20th century was related to behavioral ("behavioral") psychology. Thus, all the theories described above allow us to draw the following conclusions:

- language is the activity of the human spirit;
- language reflects the culture of the people;
- language includes a mental component;

- language is a condition of thinking;
 - language - a condition of communication;
 - language regulates human activity.

There are at least three areas in the history of psycholinguistics: associative, transformational, and verbal psycholinguistics. The founder of associative psycholinguistics is C.Osgud. Transformational psycholinguistics was created by the Miller-Chomsky School. The founder of the formation of speech-activity psycholinguistics, L.S.Vygotsky.

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