



# Psycholinguistic Aspects of Speech Impact

**Mustakimova Kunduz  
Sobirovna**

**Bukhara engineering -technological institute**

## ABSTRACT

Speech influence is a deliberate restructuring of the semantic sphere of personality. At the same time, the text of socially oriented communication solves three main psychological tasks. This is, firstly, drawing attention to the text, secondly, optimizing its perception, and thirdly, accepting its content by the recipient. The psycholinguistic features of the text can and should be studied by differentiation depending on their focus on a particular task.

### Keywords:

speech, influence, communication, psycholinguistics, communication, socio-psychological, paradigmatic.

What do we mean by "speech influence"? In essence, any communication is a speech impact. However, if the subject and content of subject-oriented communication is interaction in the process of joint activity, and the subject and content of personality-oriented communication is one or another change in the psychological relations of people, then its third type, socially oriented communication, involves a change in the socio-psychological or social structure society or stimulation of direct social actions through the impact on the psyche of members of a given social group or society as a whole. Such socially oriented communication can be direct (a rally, in general, any public speech in front of a "live" audience), or it can be indirect (radio, television, press). At the same time, it can be concentrated in time (simultaneous or almost simultaneous communication with the entire audience) or dispersed (each pedestrian reads billboard advertising when he passes by it); the audience can also be concentrated in space (again, a rally) or dispersed (television)[1].

What we call speech influence here is the various forms of socially oriented communication. In other words, it is mass communication (radio, television, press); forms of propaganda that do not fit into the traditional volume of mass communication - such as leaflets posted or distributed, documentaries, videos, computer programs with the task of social (socio-psychological) impact; finally, various forms of advertising, both commercial and political[2]. In addition, socially oriented communication includes various forms of direct social impact such as lectures, oral public speaking, etc. Finally, what is often called "psychological warfare" tends to the same problem - a system of socially and socio-psychologically oriented actions, defined as "the planned conduct of propaganda, the main purpose of which is to influence the views, moods, orientation and behavior of the troops and population of the enemy, the population of neutral and allied countries, in order to contribute to the implementation of state goals and objectives" [3]. Of course, not all issues related to socially oriented

communication are “subordinate” to psycholinguistics.

Sociology, and social psychology, and general psychology (especially in terms of motives and personality psychology in general), and other humanities are engaged in this type of communication. But psycholinguistics is interested in the processes of socially oriented communication from its own point of view - from the point of view of the influence of the language and speech features of the text on the assimilation, imprinting and processing of information [6]. And since in most of the listed forms of communication it has a predominantly, if not exclusively, speech character, and the text in the entirety of its linguistic and content characteristics (as in artistic speech) acts as an influencing principle, the psycholinguistics of speech influence is the main or at least quite impressive part of the scientific problem of socially oriented communication [7].

According to Leontiev: in essence, any communication is a speech impact. However, if the subject and content of subject-oriented communication is interaction in the process of joint activity, and the subject and content of personality-oriented communication is one or another change in the psychological relations of people, then its third type, socially oriented communication, involves a change in the socio-psychological or social structure society or the stimulation of direct social action through the impact on the psyche of members of a given social group or society as a whole. Such socially oriented communication can be direct (a rally, in general, any public speech in front of an audience), or it can be indirect (radio, television, press) [8]. At the same time, it can be concentrated in time (simultaneous or almost simultaneous communication with the entire audience) or dispersed (each pedestrian reads billboard advertising when he passes by it); the audience can also be concentrated in space (again, a rally) or dispersed (television). What we call speech influence here is the various forms of socially oriented communication [8]. In other words, it is mass communication (radio, television, press); forms of propaganda that do not fit into the

traditional volume of mass communication - such as pasted or distributed leaflets, documentaries, videos, computer programs with the task of social (socio-psychological) impact; finally, various forms of advertising - both commercial and political. In addition, socially oriented communication includes various forms of direct social impact, such as lectures, oral public speaking, etc[9].

The methods of psycholinguistics are borrowed from experimental psychology. In psycholinguistics, there are three methods for collecting linguistic material:

### **The method of introspection was proposed by W. Wundt.**

Introspection or self-observation (from Latin *introspecto* “I look inside” is a method of psychological research, which consists in observing one’s own mental processes without using tools or standards[10]. The method of introspection studies one’s own activity: individual thoughts, images, feelings, experiences, acts of thinking as an activity of the mind structuring consciousness, etc. For a long time, introspection was the main method for studying mental states and the content of human consciousness. A psycholinguist who studies language as a phenomenon of the psyche always begins research with introspection - a mental fitting of the experiment to himself, combining at this stage the researcher and the informant in one person [11].

### **Method of observation in natural conditions.**

Methods of observation imply an explanation of a mental phenomenon in the process of its specially organized perception. Purposeful scientific observation is based on a certain theoretical hypothesis; it is carried out according to a predetermined plan, and its course and results are clearly recorded. Scientific observation has been widely used since the end of the 19th century in areas where the fixation of the characteristics of human behavior in various conditions is of particular importance - in clinical, social, educational psychology, developmental

psychology, and since the beginning of the 20th century - in labor psychology [12]. Surveillance is used when it is either impossible or inadmissible to interfere with the natural course of the process. Observation is used where the intervention of the experimenter will disrupt the process of human interaction with the environment. This method is indispensable when it is necessary to obtain a complete picture of what is happening and reflect the behavior of individuals in its entirety [13]. This technique is based on the observation that mental lexicon searches are faster if the word currently being processed is semantically related to the preceding word. The procedure for conducting the experiment is as follows: in each experimental attempt, the subject hears into the headphones a certain statement or several short statements related by meaning; at the same time he sees a sequence of letters on the computer screen; by pressing one of the two buttons, he must determine as quickly as possible whether the combination of letters that appears on the screen is a real word in his native language or not. For example, if the subject hears a statement containing the word dog and sees the word cat on the screen, his reaction will be faster than if this statement did not contain words related in meaning to the word dog [14]. This phenomenon is commonly referred to as the priming effect.

Associative dictionaries have been created on the basis of associative experiments in applied psycholinguistics. The first "Dictionary of Associative Norms of the Russian Language" was compiled by a team of authors led by Alexei Alekseevich Leontiev. Currently, the most complete dictionary is the "Russian Associative Dictionary" by Yuri Nikolayevich Karaulov, Yuri Aleksandrovich Sorokin, Evgeny Fedorovich Tarasov, Natalya Vladimirovna Ufimtseva. It contains about 1300 stimulus words. As typical verbal reactions, it presents about thirteen thousand different words; in total, the dictionary contains over a million verbal reactions. There are several options for interpreting the results of the association experiment [15].

1) When analyzing the verbal reactions of the subjects, syntagmatic (the sky is blue, the tree is growing, the car is moving, smoking is harmful) and paradigmatic (table - chair, mother - father) associations are distinguished.

Syntagmatic associations are those whose grammatical class is different from the grammatical class of the stimulus word and which always express predicative relations. Paradigmatic associations are reaction words of the same grammatical class as stimulus words. It is possible to restore the stimulus word by associations, since they contain features similar to those contained in the stimulus word. For example, according to the associations "summer, summer, has begun, rest, soon, cheers, idleness, school, holiday camp" it is quite easy to restore the stimulus word "holidays" [16].

2) Among the verbal reactions in psycholinguistics, there are also reactions that reflect gender-species relations (a cat is a pet, a table is furniture); "sound" associations that have a phonetic resemblance to the stimulus (cat - baby, house - tom); reactions that display the connections of objects (cat - milk, mouse); "clichéd" associations restoring "speech clichés" (master - golden hands, guest - uninvited); "socially determined" associations (a woman is a mother, a housewife).

Associative reactions in each person are distinguished by great individual originality. The actualization of this or that connection in the response-reaction is not accidental and may depend on various factors;

- from the general level of education and culture [17]. Thus, persons with a higher technical education more often give paradigmatic associations, and those with a humanitarian education give syntagmatic associations;

- from geographical conditions. Different reactions to the same stimulus in the experiment were given by residents of Yaroslavl (brush - mountain ash) and Dushanbe (brush - grapes) [18];

- from a person's profession. Different reactions to the same stimulus in the experiment were given by: a conductor (brush - smooth, soft), a nurse in the surgical

department of the hospital (brush - amputation) and a builder (brush - hair); - from the cultural and historical traditions of the people. For example, typical verbal associations to the word "bread": a Russian person has bread and salt, an Uzbek has bread and tea, a French person has bread and wine. Belonging to a certain people, one culture makes the "center" of the associative field stable, and the connections are regularly repeated (the poet is Yesenin, the number is three, the friend is faithful, the friend is the enemy, the friend is the comrade).

### Semantic differential method.

The semantic differential method is used to identify subjective (individual) semantic fields and refers to the "scaling" methods. These methods are used in psychology to obtain quantitative parameters of the phenomenon under study. In psycholinguistics, words and phrases are the object of study. Semantic differential is a method of quantitative and qualitative "indexing" (evaluation) of the meaning of a word using two-pole scales, each of which has a gradation with a pair of antonymous adjectives.

Based on this, the so-called "cluster analysis" procedure is performed, when objects are combined into successive groups. First, words that are semantically closer to each other are combined, then these pairs are again combined with those pairs that are closer to them, etc. A series of clusters are formed: "means for storing things", "means of transportation", etc. . In the end, a kind of "clustering tree" is obtained. The closer the similarity of words, the shorter the branches of the tree connecting these words. Modern psycholinguistics allows solving the problems of bilingualism, describing strategies for mastering and using a foreign language. It is necessary for recognizing people by the features of their speech, for solving the problems of machine translation, speech input of information into a computer.

### References:

1. MK Usmanjonovna, A. M., Najimovna, O. L., Tashpulatovna, G. N., & Sabirovna "

Formation of scientific outlook and mental education of students"International Journal of Psychosocial Rehabilitation 24 (3), 304-310.

2. QS Mustaqimova. PECULIAR FEATURES OF THE MODERN MEDIA LANGUAGE. Theoretical & Applied Science, 108-110.
3. MQ Sobirovna, The Role of The Language of Advertising As Means of Speech in Mass-Media
4. Central Asian Journal of Literature, Philosophy and Culture 2 (4), 33-38.
5. MQ SOBIROVNA, OL NAJIMOVNA. The national-cultural features of the language of modern advertising (Comparative study) Journal of Contemporary Issues in Business and Government 27 (3), 101-105.
6. QM Sobirovna. The national-cultural features of the modern media language
7. International Journal of Psychosocial Rehabilitation 24 (6), 7371-7375.
8. MQS Mustaqimova. FEATURES HISTORICAL AND MODERN ADVERTISING
9. Scientific reports of Bukhara State University 4 (4), 227-232
10. Askarovich, H. A., & zulfizar Khudoyberdiyevna, S. (2021). EMOTIONAL CONCEPTS IN ENGLISH AND RUSSIAN PHRASEOLOGY. *Conferencious Online*, 33-37. <https://conferencious.com/index.php/conferences/article/view/55>.
11. Khudoyberdiyevna, S. Z. (2017). Didactic games as framework of students in cooperation. *Научный журнал*, (3 (16)). <https://cyberleninka.ru/article/n/didactic-games-as-framework-of-students-in-cooperation>.
12. Khudoyberdiyevna, S. Z. (2021, November). Language Expressing Psychoemotional State of Human. In *INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND*

- INNOVATIVE TECHNOLOGIES* (Vol. 2, pp. 108-113).  
<https://mrit.academiascience.org/index.php/mrit/article/view/102>.
13. Saidova, Z. K. (2018). QUESTIONING TECHNIQUES IN TEACHING ENGLISH. *Достижения науки и образования*, (5), 60-61.  
<https://elibrary.ru/item.asp?id=34914073>.
  14. Saidova Zulfizar Khudoyberdievna Questioning techniques in teaching English // *Достижения науки и образования*. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/questioning-techniques-in-teaching-english>.
  15. Khudoyberdievna, S. Z. (2017). Psychological bases Of the development moral and aethetic outlook of future vocational teachers. *Научный журнал*, (3 (16)).  
<https://cyberleninka.ru/article/n/psychological-bases-of-the-development-moral-and-aethetic-outlook-of-future-vocational-teachers>.
  16. Khudoyberdievna, S. Z. (2018). Implementation of some techniques in developing reading skills in English classes. *Достижения науки и образования*, (5 (27)).  
<https://cyberleninka.ru/article/n/implementation-of-some-techniques-in-developing-reading-skills-in-english-classes>.
  17. Khudoyberdievna, S. Z. (2021). Phraseologization as Cognitive Process. *International Journal of Culture and Modernity*, 1, 22-26.  
[file:///C:/Users/Admin/Documents/22-26%20\(5\).pdf](file:///C:/Users/Admin/Documents/22-26%20(5).pdf).
  18. Khudoyberdievna, S. Z. (2018). Model training method: classes in the form of buseness games, lessons such as lesson-court, lesson auction, lesson-press Conference. *Достижения науки и образования*, (5 (27)).  
<https://cyberleninka.ru/article/n/model-training-method-classes-in-the-form-of-buseness-games-lessons-such-as-lesson-court-lesson-auction-lesson-press-conference>.
  19. Khudoyberdievna, S. Z. (2021). ANALYSIS OF THE CONCEPTS OF EMOTIONS IN RUSSIAN AND ENGLISH PHRASEOLOGICAL PICTURE OF THE WORLD. *Pindus Journal of Culture, Literature, and ELT*, 2, 11-18.  
<https://literature.academicjournal.io/index.php/literature/article/view/21>.
  20. Саидова, З. Х. (2016). Использование новых технологий на уроках английского языка. *Молодой ученый*, (7), 703-706.  
<https://elibrary.ru/item.asp?id=25863422>.
  21. Khudoyberdievna, S. Z. (2017). Teaching English through games. *Научный журнал*, (3 (16)).  
<https://cyberleninka.ru/article/n/teaching-english-through-games>.
  22. Саидова, З. Х. (2016). Обучение в сотрудничестве. *Молодой ученый*, (7), 701-703.  
<https://elibrary.ru/item.asp?id=25863421>.
  23. Khudoyberdievna, S. Z. (2021). Structural Grammar Analysis Of Phraseologism Of Mental Processes And Personal Characteristics. *Web of Scientist: International Scientific Research Journal*, 2(10), 137-143.  
<https://wos.academiascience.org/index.php/wos/article/view/401>.
  24. Khudoyberdievna, S. Z. (2021). THE STUDY OF PHRASEOLOGY AND COMPARATIVE ANALYSIS OF PHRASEOLOGISMS REFLECTING THE SPIRITUAL STATE OF HUMAN. *International Engineering Journal For Research & Development*, 6(TITFL), 222-225.  
<https://iejrd.com/index.php/%20/article/view/1871>.
  25. Khudoyberdievna, S. Z. (2021). English phraseology and its integration with terminology. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(2), 1618-1622.  
<https://www.indianjournals.com/ijor.as>

- [px?target=ijor:aca&volume=11&issue=2&article=265](https://scholarzest.com/index.php/esj/article/view/76/75).
26. Soliyeva Munavvar Akhmadovna Some features of effective teaching professionally oriented foreign language // Достижения науки и образования. 2017. №4 (17). URL: <https://cyberleninka.ru/article/n/some-features-of-effective-teaching-professionally-oriented-foreign-language>.
  27. Soliyeva Munavvar Akhmadovna Main components of organizing independent work of students // Достижения науки и образования. 2017. №4 (17). URL: <https://cyberleninka.ru/article/n/main-components-of-organizing-independent-work-of-students>.
  28. Kodirova Kholida Khayriddinkizi. Strategies of Improving Writing Skill for B1 Learners. <https://scholar.google.com/scholar?oi=bibs&cluster=13556866636367260984&btnI=1&hl=en>, 2021/11/30, 204-207.
  29. Naimova, A. (2021). HISTORICAL INVERSION ON THE EXAMPLE OF THE GREAT UZBEK WRITER ISAJON SULTON'S WORK –BOQIY DARBADAR||. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 10(9). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/2297](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2297).
  30. Yuldasheva, F. (2021). The Expression of Politeness Category in The Uzbek And English Languages. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/2835](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2835).
  31. Olimova D. Z (2021) TRANSFER OF MODALITY IN TRANSLATION (MODAL VERBS AND THEIR EQUIVALENTS, MODAL WORDS) Middle European Scientific Bulletin, Vol.12 Pp.220-223. <http://cejsr.academicjournal.io/index.php/journal/article/download/542/487>.
  32. Olimova D. Z (2020) The effectiveness of implementation of ICT in learning process . European Scholar Journal (ESJ) Vol.1 No. 4. Pp. 9-11. <https://scholarzest.com/index.php/esj/article/view/76/75>.
  33. UMUROVA, X. Semantic Properties of the Terms of Wedding Ceremony Used in Bukhara Dialect. JournalNX, 6(09), 58-62. <https://www.neliti.com/publications/335839/semantic-properties-of-the-terms-of-wedding-ceremony-used-in-bukhara-dialect>.
  34. Umurova, X. (2020). Semantical Features Of Folklore Samples. Solid State Technology, 63(4), 5207-5212. <http://solidstatetechnology.us/index.php/JSST/article/view/3798>.
  35. Rasulov, Z. (2021). Reduction as the way of the language economy manifestation. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/2943](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/2943).
  36. Kobilova, N. S. (2022). Promotion of Cooperative Learning Through Tar Activities. Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 24–26. Retrieved from <http://www.conferenceseries.info/index.php/online/article/view/32>.
  37. Rasulov, Z. (2022). ОБ ОБЪЕКТЕ ИССЛЕДОВАНИЯ КОГНИТИВНОЙ СЕМАНТИКИ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/4346](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/4346).
  38. Choshovna, F. M. (2022). The notion of family loyalty in literary works. Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 107–109. <http://www.conferenceseries.info/index.php/online/article/view/58>.
  39. Nazarova, N. A.(2022), STUDY OF ANTHROPONYMS AND THEIR PLACES IN THE LEXICAL SYSTEM (In Web of Scientist:International Scientific Research Journal,Volume 3, Issue

- 1,pp.90-96)<https://wos.academiascience.org/index.php/wos/article/view/619>.
40. Rakhmatova, M. M. (2017). Cross-cultural understanding of values in language. *Міжнародний науковий журнал Інтернаука*, (1 (1)), 136-137. <https://www.inter-nauka.com/issues/2017/1/1908/>.
41. Vakhidova Fotima Saidovna. (2021). The Functional Essence of Some Pilgrimage Terms in The English Language. *Eurasian Research Bulletin*, 3, 1–6. <https://www.geniusjournals.org/index.php/erb/article/view/259>.
42. Djalolov Furqat Fattohovich. (2021). Causes of Low Assimilation of Knowledge at General Secondary Schools. *Middle European Scientific Bulletin*, 11. <https://doi.org/10.47494/mesb.2021.1.472>.
43. Djalolov Furkat Fattohovich. (2020). TO THE PROBLEMS OF COMPLETE ASSIMILATION OF EDUCATIONAL MATERIALS AT SCHOOLS. *European Journal of Humanities and Educational Advancements*, 1(4), 55-57. Retrieved from <https://scholarzest.com/index.php/ejhea/article/view/97>.
44. Hikmatovna, A. S. (2021, June). EPIC HELPERS IN ENGLISH FOLK TALES WHO REVEAL THEIR NAMES THROUGH SONGS. In *Euro-Asia Conferences* (pp. 11-13). <http://papers.euroasiaconference.com/index.php/eac/article/view/518>.
45. Ruzieva Nafisa Zarifovna. "The importance of using games in teaching English as a second language." *Достижения науки и образования* 5 (18) (2017). <https://cyberleninka.ru/article/n/the-importance-of-using-games-in-teaching-english-as-a-second-language>.
46. Ruziyeva Nafisa Zarifovna. "THE SIGNIFICANCE OF USING EUPHEMISMS IN DIFFERENT FIELDS OF SOCIETY." *E-Conference Globe*. Vol. 3. No. 1. 2021. <https://papers.econferenceglobe.com/index.php/ecg/article/download/341/339>.
47. Abdullayeva, Gulnora; ,GRAMMATICAL DISPROPORTION BETWEEN UZBEK AND ENGLISH AS A MAIN PROBLEM IN SIMULTANEOUS INTERPRETATION OF THE LANGUAGES, *EPRA International Journal of Research and Development (IJRD)*, 5, 9, 409-412, 2020, EPRA Publishing <https://eprajournals.com/viewjournal.php?jid=3438>.
48. Kobilova, A. B. (2017). Different types of tests used in language teaching. *Міжнародний науковий журнал Інтернаука*, (1 (1)), 134-135. <https://www.inter-nauka.com/issues/2017/1/1898>.
49. Khudoyberdievna, S. Z. (2022). Classification of verbal phraseological units denoting the emotional state of a person. *Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*, 90-93. <https://conferenceseries.info/index.php/online/article/download/53/37>.
50. Сайфуллаева Дилафруз Ахмадовна, Содикова Азиза Хайитовна, Солиева Мунаввар Ахмадовна РАЗВИТИЕ НАВЫКОВ САМОСТОЯТЕЛЬНОЙ И ТВОРЧЕСКОЙ РАБОТЫ СТУДЕНТОВ ПО ОБЩЕОБРАЗОВАТЕЛЬНЫМ ПРЕДМЕТАМ ПО НАПРАВЛЕНИЯМ БАКАЛАВРИАТА В РЕСПУБЛИКЕ УЗБЕКИСТАН // *Вестник науки и образования*. 2020. №19-2 (97). URL: <https://cyberleninka.ru/article/n/razvitiye-navykov-samostoyatelnoy-i-tvorcheskoy-raboty-studentov-po-obscheobrazovatelnyim-predmetam-po-napravleniyam-bakalavriata-v>
51. Ahmadovna, S. M. (2022). National components in the structure of speech etiquette in english and uzbek languages. *Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*, 94–97. Retrieved from

<http://conferenceseries.info/index.php/online/article/view/54>