

## PSYCHOLINGUISTIC ASPECT OF ENGLISH LANGUAGE TEACHING IN ELEMENTARY GRADES

**Murod Norkobilov G‘ayrat O‘g‘li**

Teacher of English at Tashkent  
District Vocational School No. 1.

Psycholinguistics is a separate branch of science that studies human speech. The psycholinguistic aspect of the methodology studies the specific features of speech development of elementary school students in the process of learning English. Unlike the sociolinguistic aspect, which methodically organizes language material according to the educational content, the psycholinguistic aspect is of particular importance for the modern English language teacher. Because in this area, it helps to understand the specific features of the modern student in learning English, the stages and dynamics of speech activity development. A teacher who is aware of these features will be able to understand issues related to the interrelationship of language, speech and speech activity.

**Keywords:** Analysis, dynamic stereotype, speech, speech activity, speech movement, speech physiology, language, mechanical memory, word logic memory, term, cross-linguistic interference.

The term "foreign language teaching", as mentioned earlier, means teaching speech in a foreign language. Language means a set of code (symbols) tools and rules of their use that are present in the consciousness of a certain community. The main function of language is a means of communication in human society, which is composed of a system of symbols. Language is a means of developing thinking and conveying cultural-historical heritage from generation to generation. Without language, there would be no communication, without communication, there would be no society, and consequently, no man.

Speech is the immediate reality of language. Language is a social phenomenon, and speech is an individual phenomenon. Language, simply put, is a system of units and their relationships, while speech is spoken and written text. A language can only be learned through speaking. Language has linguistic symbols ranging from letters/sounds to morphemes, words, phrases, sentences and text, and speech has the ability to convey information through the use of these symbols. Speech is always either a product or a process. The field of linguistics called text linguistics recognizes text (macro and micro text) and not the sentence as a speech unit. If the knowledge of the

sociolinguistic field of methodology helps the learner to methodically prepare English language material, psycholinguistics helps to master the conceptual foundations of creating favorable conditions for the development of students' speech activities. Speaking activities of students in English are developed in order to clarify the knowledge, skills and abilities that must be acquired based on the requirements of the program.

The English language teaching methodology connects with psychology in two ways - speech psychology and pedagogical psychology. Human speech is scientifically studied in the physiology of speech (linguophysiology), and the occurrence of speech and its perception in psycholinguistics.

Knowledge of the psycholinguistic aspect of the methodology helps the teacher to distinguish educational units for a specific lesson or stage, to organize the development of students' speech movements. To target the lesson, i.e. language teaching is a means of speech activity development; speech development - a method of speech activity development; comprehensive development of students' speech activity in the English language class. Speech activity is carried out with the help of language, or rather, the language code as a means of its implementation. For the speech activity of adults, language is understood as a means of codes (signs) and their sum in the mind, and thanks to it, communication and perception are carried out. The language material includes phonetics, lexicon, grammar, graphic and orthographic units. For example, imagine a 45-minute lesson focused solely on pronunciation skills. Generally, almost all teachers consider this to be inappropriate and ineffective. From the point of view of the traditional approach, this may be the case. But from a psycholinguistic point of view, this is not only possible, but necessary. Since the language is a tool for the development of speech activity, the process of formation of pronunciation skills should be understood as teaching the language as a tool. If the purpose of the lesson is to develop pronunciation skills, then only phonics tasks and exercises are used. In the lesson, work can be done from lexical or grammatical, dialogue speech or monologue speech, or other types of speech activity. But all this is a means of forming pronunciation skills. Therefore, various methods, means, and forms of work can be used to achieve the set goal. But only pronunciation skills are taken into account in the assessment. No other vocabulary or grammar skills are assessed in the lesson. In this way, pronunciation skills are evaluated based on specific parameters and criteria familiar to students. In this approach, assessment is objective and it increases students' cognitive activity, encouraging them to achieve higher performance indicators. In the development of students' speech in English, it is necessary to develop an alternative way of expressing thoughts, which is comparable to the way of expressing thoughts in English, that is, in the mother tongue. In this case, not individual units of the language,

but integrated models or devices (constructions) containing these units are compared. By mastering the methods of expression, the student begins to express the sentences that arise when knowing the mother tongue: for example, "What languages can you speak?" "What languages can you speak?" expresses in the style That is, he knows and understands that the word "what" can mean "which" in this situation. For example, the expression "It's time to get up" (5 words) in English, "Es ist Zeit aufzustehen" (4 words) in German, "It's time to get up" in Uzbek (3 words), "Pora vstavat" in Russian (2 words) is formed by the method. When forming a general interrogative sentence in the Uzbek language, the suffix -mi is added to the last word in the sentence and the intonation changes, and in English, not only the intonation, but also the number and order of the words changes: In Uzbek - Is this your book? do you speak english Is it possible to enter? In English – Is this your book? Do you speak English? May I come in?

It can be seen from the above examples that the student should be able to replace not only the "content plan" in the mother tongue, but also the "expression plan" in the English language, as well as be able to use the auxiliary verb. It is known that the ways of expressing thoughts in Uzbek and English are different, and this causes great difficulties in the development of students' English speech. The student's speech in English is developed by mastering the method of expressing thoughts in this language.

Today, methods of expressing thoughts in English are successfully taught based on the "Different ways to say something" model, which is widely used in foreign practice. For example, based on the "Different ways to say thank you" 111 model, the following ways of expressing gratitude are offered to students: Different Ways to Say Thank You Thanks!

Thanks a lot! I appreciate it.

Many thanks.

Thank you very much.

That's very kind of you.

I am so grateful for (something).

I am so grateful for (something).

This activity introduces students to different ways of expressing ideas in English and introduces them to the order of words in the English grammar. This, in turn, prevents cross-linguistic interference.

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