

## THE ROLE OF PSYCHOLINGUISTICS IN TEACHING AND LEARNING LANGUAGE. (ESL)

**Shermamatova Zaynab Azimjonovna**

SamSIFL, EFL, teacher

**Baxriddinova Dildora Dilshodovna**

SamSIFL, student

**Qironova Mohigul Bobir qizi**

SamSIFL, student

### ABSTRACT

This article defines psycholinguistics and provides information about its connection with teaching, and gives information about its use during learning and teaching. Moreover it studies types and departments of psycholinguistics and opinions of scientists in this field. Additionally, example and theoretical ideas are presented about methods using techniques and their implementation through psycholinguistics.

**Key words:** psycholinguistics, language skills, method, GTM, ALM, suggestopedia, mental ability, kinaesthetic.

### INTRODUCTION

How do children learn these skills and how does the brain support them? These psychological questions have been studied for more than two centuries.

Although many psycholinguists tend to see their history as beginning with the Chomskyan “cognitive revolution” of the late 1950s and 1960s, the history of experimental psycholinguistics has actually dates from the late 18th century.

To completely comprehend psycholinguistics, we must first grasp its history. Language psychology discussions originally began toward the close of the 18th century, when psychologists like Wilhelm Wundt, Edward Thorndike, and Frederic Bartlett began researching topics like behaviorism, sign language, and memory. As a result, they laid the groundwork for psycholinguistics as we know it today.

Psycholinguistics is although a familiar term for foreign countries, there is a new one for our country (Uzbekistan). That is, psycholinguistics was introduced into science and practice by a number of American scientists and linguists in the 60s of the

last century. And in our country, as mentioned above, despite the fact that a number of researches have been carried out in this field, real experiments are just beginning.

The field is interdisciplinary, with contributions from psychology, linguistics, cognitive science, philosophy, anthropology, and neuroscience. The term psycholinguistics itself was formed from the integration of the fields of psychology and linguistics. That is, the field includes learning or teaching a language by adapting special methods depending on the behavior, psychological state and health (mental ability) of student. It's known as psycholinguistic approach. Moreover, it helps to explain the errors of students do in the language learning.

Psycholinguistics primarily assists teachers in considering the most effective technique to teach four language skills. (reading, speaking, listening and writing). These methods use psycholinguistic principles to explain how a person learns his or her mother tongue or first language (First Language Acquisition), second or third language (Second Language Learning), perceives language (Language Perception), and produces language (Language Production).

The various reading tactics used by teachers to assist young learners, such as retelling and making inferences, are examples of psycholinguistics in action. A psycholinguist is interested in determining which strategies work best and seeking to answer the question, "why?"

## REVIEW OF LITERATURE

Using classification of psycholinguistics by **F.A.Sokhin** and **O.S.Ushakov**, the psychological-pedagogical research of students' speech can be divided into 3 directions: 1) structural (formation of phonetic, lexical, grammatical levels);

2) functional (creating skills in communicative activity);

3) cognitive (formation of language and speech phenomena).

In general, psycholinguistics covers 3 important processes: 1) language production (How we physically produce speech);

2) language perception (How we process and understand language);

3) language acquisition (How children learn their first language);

and in the actual process its divided into several categories. For example: 1) the relationship between language, speech and the human brain is applied through **neuropsycholinguistics**. That is, more biological phenomena are studied in this department;

2) activities such as phonetics and intonation - **theoretical**; and

3) the use of language comprehension, learning ability, reading proficiency in school and other educational practice is carried out through **educational psycholinguistics**.

**Language teaching methods of psycholinguistics approach.**

Before teaching the language to the child, the teacher should determine his age, psyche, behavior and mental ability, and then create a schedule for himself accordingly. We can give a number of example of this. For example: it is ineffective to use grammar-translation or direct method (partially) for 3-5-year-old preschoolers, that is, they do not understand and cannot learn anything. It follows that the 1<sup>st</sup> aspect is age. (preschooler, young learner, teenager or adult)

Its okay to teach teenagers and adults through methods such as direct, blended or GTM. But for preschoolers and young learners, the most effective methods should be explained through audiolingual or with the help of games.

The next aspect is mental capacity. The suggestopedia method is recommended for those who are psychologically or mentally disabled.

The following one is behavior. For example, it is more fruitful and more interesting for sanguine or phlegmatic children to use kinaesthetic or auditory learning methods.

In generally, it is necessary to make children interested in learning the language by correctly dividing it into active or passive activities.

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