

THE IMPORTANCE OF PSYCHOLINGUISTICS IN LANGUAGE LEARNING

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Abstract: This article discusses important psycholinguistic ideas such as contact-based learning, interactive communication, and memory retention techniques. By examining pertinent literature and actual research, the study emphasizes the role these factors have in language learning. Teachers and students can employ more efficient teaching strategies by comprehending the cognitive and social processes behind language acquisition. The results indicate that psycholinguistics is essential for improving language ability and understanding, which emphasizes the need to incorporate these ideas into contemporary language instruction.

Keywords: Psycholinguistics, cognitive linguistics, language processing, interactive communication, contact-Based learning, memory retention, spaced repetition system (SRS), bilingualism.

INTRODUCTION

The fields of psychology and linguistics are combined to form psycholinguistics. Linguistics is the study of language; psychology is the study of the mind and behavior. Thus, the general definition of psycholinguistics is the study of language and the mind. It focuses on the connection between the human mind and language as it investigates the brain mechanisms involved in language production and perception. This theory plays an important role in understanding the comprehension process of consciousness and speech in language learning. Over the years, researchers have created a range of perspectives and ideas in the long-standing field of psycholinguistics. Psycholinguistics was not considered until the late 1950s and early 1960s, according to most textbooks. As a result, until the 19th century, philosophical presumptions dominated the development of psycholinguistics, while empirical study received little attention. The link between language and cognition was investigated by Wilhelm Wundt, who is frequently regarded as the founder of experimental psychology [1]. Psycholinguistics is essential to modern education since it improves language learning strategies. Understanding how language learners process and remember new language has been made possible by cognitive and neurolinguistic research. Psycholinguistic concepts including context-based learning, interactive communication, and memory retention techniques have been shown to dramatically enhance language acquisition

[2]. For instance, the Spaced Repetition System (SRS) is a method that helps learners better retain new words and is based on psycholinguistic research. By looking at basic ideas like interactive communication, context-based learning, and memory retention techniques, we may develop more efficient teaching methods that support language learning and make the process easier and more intuitive.

Psycholinguistics contributes significantly to the relationships between language and consciousness during the language learning process and is comprehended through some concepts and general theories of language acquisition. Interactive communication is the real-time exchange of ideas, thoughts, and information between people, frequently involving both verbal and non-verbal cues. In the context of language learning, interactive communication can have significant effects on how language is acquired and processed. It is an important concept in psycholinguistics, especially about how we learn languages. According to psycholinguistics, language acquisition is viewed as a communication between awareness and language. Language acquisition can be viewed as a complicated process originating from social and cultural circumstances, rather than merely a cognitive process, thanks to interactive communication. Language acquisition is greatly aided by direct engagement with others since these interactions promote the internalization and processing of the native language's structures. Using a qualitative technique and literature review, this study examines how social interaction affects language learners' communication abilities. To enhance comprehension of the importance of communication abilities or stimulus reactions in the learning process, this study focuses on how students and teachers interact throughout the language acquisition process [3]. It is believed that acquiring a language is a social activity. Students communicate in nonverbal, cultural, and economic contexts in addition to verbal and written communication. As students absorb the language from a physical, cognitive, and affective (emotional) standpoint, interactive communication enhances the reciprocal interactions that occur throughout language learning. Some recent shifts in the viewpoint of psychologists studying language and communication are examined. Their focus appears to be increasingly moving away from the study of language processing as a separate and autonomous phenomenon and toward the addition of more interactional aspects, which are essential elements of interpersonal communication and play a role in the communicative alignment process. The concept of alignment is a multifaceted phenomenon that extends beyond the growing resemblance of mental representations and associated [4]. For example, Learners can better understand how to use language accurately and successfully by engaging in interactive communication. According to psycholinguistic theory, interactive communication boosts a learner's self-esteem and drive. For the learners to evaluate themselves and stay highly motivated during the learning process, feedback regarding whether they have utilized the language successfully or had

difficulties throughout the conversation is crucial. Kuhl and colleagues (2003) examined young children's capacity to pick up foreign language phonemes in both social and nonsocial settings in a lab study. Researchers explored if monolingual children would learn from exposure to other languages in both social and non-social contexts, as infants who are exposed to a second language early in a natural setting discriminate sounds in both languages. Mandarin Chinese was introduced to nine-month-olds over twelve 25-minute lab visits. A live social contact, an audio recording of the same speaker, or a speaker on video were the three exposure methods that each baby was exposed to. The tutors were four Mandarin native speakers. The Conditioned head-turn approach was used to evaluate phonemic learning. Infants were trained and then tested on their ability to turn their heads toward a loudspeaker when they heard standard sounds, which are target phonemes scattered among background noises. Additionally, Event-Related Potentials were used to evaluate learning. Video displays and audio recordings did not support phonetic learning, according to the results of both the behavioral and brain tests [5]. At the moment, psycholinguistics in language learning places a lot of emphasis on interactive communication. Interactive communication is not only essential for language learning but also effective, according to sociocultural, cognitive, and neurolinguistic research. Social connection, feedback, and real-time dialogues all speed up language acquisition and aid in the development of more robust language proficiency.

In psycholinguistics, contact-based learning is a style of language learning in which direct, in-person engagement and communication with others serve as the main means of language acquisition and mastery. The foundation of this learning approach is the idea that continuous interaction with language speakers and meaningful, everyday conversations are the best ways for language learners to acquire a language. The groundwork for comprehending the social aspect of language acquisition was established by Vygotsky's work. He maintained that social interaction is how language is learned and that working allows students to complete assignments with the help of a more experienced person (a teacher, a peer, or a fluent speaker). Since he highlighted the value of interaction for cognitive development, his theories are very similar to contact-based learning [6]. When two or more linguistic systems, usually different languages or dialects, come into contact with one another, the learning process is known as contact-based learning in psycholinguistics. This type of learning is important in the field of language acquisition and psycholinguistics because it looks at how these systems affect one another, particularly in multilingual and multicultural environments. The influence between languages can be through social contexts, cognitive processes, or even neurological mechanisms. This is the process by which the brain remembers words from many languages when speaking or understanding. The mental lexicons of the two languages are constantly interacting in bilinguals. For

instance, a multilingual individual may reflexively utilize terms from both languages when speaking, particularly in situations where both languages are used in conversation. The way ideas are connected in the mind might be influenced by language contact. Knowing a word in a second language, for instance, can make it easier to remember its meaning or similar terms in the original language. In addition, the ability to remember information over time is referred to as memory retention. A variety of cognitive techniques, mnemonic devices, and lifestyle choices that enhance learning and long-term recall can all be used as effective memory retention techniques. A successful psycholinguistic-based language program uses several crucial techniques. Giving students intelligible material that is just a little bit above their current level of skill is a crucial strategy for encouraging engagement and deeper learning. Memory-boosting strategies including context-based learning, mnemonics, and spaced repetition are important for increasing recall and retention. Learning efficiency is further enhanced by the application of cognitive load theory, which promotes the division of difficult knowledge into smaller, more manageable chunks [7]. The application of mnemonic devices by language learners to retain new vocabulary is a practical illustration of memory-boosting techniques. English language learners, for example, frequently employ the keyword technique, which involves linking a foreign term to a familiar phrase or image that sounds similar. When learning the Spanish word "caballo" (horse), students may visualize a "cab" pulling a horse to strengthen the relationship. Additionally, immersive language programs employ context-based learning, teaching vocabulary in real-world contexts. For example, students may learn food-related terms in a grocery shop. In flashcard apps such as Quizlet, spaced repetition is used to reinforce long-term memory retention by displaying words at different intervals according to the learner's recall strength.

CONCLUSION

Understanding how people learn, process, and retain language is made possible by the vital discipline of psycholinguistics, which connects language learning with cognitive research. Research on contact-based learning, interactive communication, and memory retention methods has significantly advanced language learning approaches. Through the incorporation of psycholinguistic ideas into educational frameworks, language learners can gain better communication skills, increased cognitive flexibility, and greater retention. Psycholinguistic research will continue to improve language learning techniques, which will eventually make the process more effective and available to students everywhere.

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