

**Psycholinguistic Factors of Foreign Language Teaching To Students and
Cadets
(on the example of the Uzbek language)**

Dilrabo Keldiyorovna Bakhronova,

Associate Professor of the Department of Languages,
Doctor of Philosophy in philological Sciences (PhD)
Academy of the Armed Forces of Uzbekistan,
Tashkent, Uzbekistan.

Abstract The article discusses the psycholinguistic features of teaching the Uzbek language to foreign cadets and students in higher military education. Since language is the source of society, psycholinguistics is included in the scope of the sciences that study social relations, including how knowledge is formed and transmitted in the mind. Psycholinguistics should not be seen as a science that consists partly of linguistics and partly of psychology. It is a complex discipline related to linguistic disciplines such as cognitive linguistics, linguocultural studies, neurolinguistics, which combines linguistics and psychology when learning a language, evaluating language learning as a mental phenomenon.

It should be noted that although Uzbek is studied as a foreign language in many countries, such as the United States, Turkey and Russia, the intensive teaching of this language has not been sufficiently studied, analyzing the study of the Uzbek language for various purposes, we emphasize the need for linguistic research. While the problem of introducing the Uzbek language to foreigners is still relevant, there is little scientific research in this area to date. We know that the number of people interested in the Uzbek language is growing in different countries around the world. However, it is the task of Uzbek specialists to provide them with modern, effective methods of language learning. In particular, psycholinguistic research is needed to quickly and easily learn Uzbek as a second language.

Keywords: *psycholinguistics, Uzbek as a foreign language, trainee and listener, intercultural communication, psyche, motivation.*

Psycholinguistics is a discipline in the field of psychology and linguistics that studies the interdependence of language, thinking, and consciousness. Scientists describe psycholinguistics as a branch of linguistics that studies language primarily as a phenomenon of the human psyche. From a psycholinguistic point of view, language exists at the level of the existence of the inner world of the speaker and the listener, the writer and the reader. That is, the object of psycholinguistics is the owner of speech activity – a person. Therefore, psycholinguistics is not concerned

with the study of “dead” languages such as Orkhon¹, Sanskrit, which have only text, because these languages do not have the spiritual worlds of the creators of the text.

The science of psycholinguistics is concerned with the content of information expressed in the structure of linguistic units. The subject of speech described through human language is analyzed on the basis of mental laws. The three main theoretical directions of psycholinguistics are:

The first is the psychological direction in linguistics. Linguists of the past centuries wrote that language is the activity of the human psyche and the reflection of a particular folk culture in it. At the same time, they emphasized that language includes not only physical but also mental thinking and therefore belongs to the individual. Language is an activity that regulates communication and human activity, it limits knowledge about the universe specific to each individual, which is why everyone is considered a talisman. One of the main theories in the history of psycholinguistics is the Sapir-Whorf hypothesis (the assumption of linguistic relativity). ‘Sapir’s interest in language was wide-ranging. He was fascinated by both psychological and cultural aspects of language functioning’ [Beeman 2012]. The second direction of psycholinguistics is based on American structuralists, who believed that it was based on the ability of each person to correctly form sentences using the acquired knowledge of the language. This idea developed thanks to the ideas of Chomsky.

The third area of psycholinguistics has been studied in the work of psychologists dealing with language and speech issues. For example, in the research of L.Vygotsky, the organization of the process of speech production is explained by the sequence of stages of activity, that is, motivation - thought - inner word - practice [Vygotsky 1998]. There is language material (texts), language system (dictionaries and grammar) and linguistic activity (such as speaking and comprehension), psycholinguistics is formed and developed primarily as a theory of speech activity.

Psycholinguistics plays an important role in solving theoretical and practical problems of foreign language acquisition, because it is difficult to imagine solving problems of language teaching methodology without relying on the principles of formation of the human psyche, speech activity and thinking processes in native and foreign languages. ‘Learning a language other than one’s mother tongue corresponds to an endeavor to see the world under another guise. The culture of the country in question is reflected through this world. Learning the word or

¹ Orhon inscriptions, Orhon also spelled Orkhon, oldest extant Turkish writings, discovered in the valley of the Orhon River, northern Mongolia, in 1889 and deciphered in 1893 by the Danish philologist Vilhelm Thomsen [<https://www.britannica.com/topic/Orhon-inscriptions>].

combination of words of another nation is often tantamount to learning about the world as seen by that nation.’ [Keldiyorovna & Yakubovna 2019].

Today, in the teaching of foreign languages, much attention is paid to the consideration of psycholinguistic factors. ‘Psycholinguistics as a study of the psychology of language is realized in language teaching. It helps to study the psychological factors that are possibly involved in languages learning. Psycholinguistics focuses on the application of the actual language and communication. It is necessary to make a decision in applying various methods that allow students to easily understand a language.’ [Purba 2018]. From a psycholinguistic point of view, when teaching a foreign language, Uzbek, Russian or other languages, should be taken into account not only linguistics, but also socio-cultural, psycholinguistic factors that are considered effective. This article seeks to examine the psycholinguistic aspects of teaching Uzbek and Russian to cadets and students in Higher Military education institutions and teaching Uzbek to visiting students from abroad. In the 60-70s of the XX century in the teaching of foreign languages developed intensive teaching methods that reflect the current level of knowledge, which emerged at the intersection of such disciplines as memory psychology, cognitive psychology, psychology of consciousness and unconsciousness, psycholinguistics, neurophysiology. It is advisable to teach Uzbek cadets the Uzbek language, first of all, using intensive methods, the main task of which is to teach a foreign language in a limited time with sufficient language skills to communicate in everyday, general and professional topics. Second, cadets will need to liaise with the command and teaching staff in daily and educational activities in the language being studied.

After mastering the Uzbek language course as a foreign language, cadets and students will be able to master the listening, speaking, reading and writing skills provided in the SEFR in these languages, as well as listen to lectures on topics covered in the program. In order to achieve the goal quickly and persistently, language textbooks teach students to determine the best and most innovative methods according to the age and stage of teaching, the mechanism of adaptation, as well as to optimize the structure of the foreign language, choose easy ways of teaching and compare personal language. need to get. Because before speaking in a foreign language, one thinks in the native language and it is verbalized in the speech in a foreign language – it is important to pay attention to such factors in teaching.

V. Belyanin stressed the importance of taking into account the national and cultural features of communicative activity, which is reflected in the language, thinking, process and means of communication, and in his opinion, a complete answer to these questions can be obtained only with the help of psychological knowledge [Belyanin 2009]. After all, language is not only an important part of national culture, but also an important part of the language culture studied and a

means of mastering it, because a person who has mastered a foreign language forms in his mind a worldview specific to another ethnic group.

Foreign students studying at Higher Military education institutions should be informed about the status and history of the Uzbek language and the fact that it is the main language of instruction in higher and secondary special, secondary education in Uzbekistan, as well as the Constitution and regulations of various programs. In addition, the importance of teaching receptive and reproductive speech types, taking into account the ability of cadets and listeners to read and listen to lectures, should be taken into account, as it has been proven that a foreign language teacher is effective in adapting the curriculum to individual characteristics and needs.

Psycholinguistic knowledge helps the teacher to increase the interest in language teaching and to conduct the learning process properly. It is very important for a foreign language teacher to be a psychologist. Learning a foreign language requires more effort from an adult than from a child, because the mental processes in adults are already stable and the development process is less active, meaning that adults will have to spend more time and effort to learn a foreign language. This process requires an adaptation of thinking in one's native language and a foreign language, memorizing many rules and phrases, which is necessary to develop the skills of expressing one's opinion and using the learned material correctly to understand other people's thoughts. In the process of mastering a second language, the learner develops a linguistic personality of the second language, in which the ability to speak is formed faster and more effectively in the context of communication with the owners of the studied language culture.

In addition to the cognitive and communicative requirements of a teacher's professional skills, personal-psychological competence in teamwork is also important in the strategy of teaching a foreign language to cadets and trainees. Taking an individual approach to students during trainings and motivating them for the knowledge they have acquired will increase their motivation to learn. When developing thematic curriculum plans for cadets from abroad, cadets and trainees between the ages of 20-35 should devote more time to teaching the topics they are most interested in, sometimes requiring extra time outside of the classroom. These can be topics related to national traditions, family, gender issues, environmental issues and innovative technologies. It is also necessary to take into account the professional and vital needs of foreign cadets in the teaching of Uzbek as a second language, including the vocabulary required to conduct educational activities in their specialty and to communicate in the educational environment of Higher Military education institutions. The inclusion of lexical and professional elements of knowledge in the educational process, their integration into the cultural realities of the country of the studied language also strengthens motivation. In this case, the foreign language is presented not only as a system of signs, but also as a means of

understanding the national characteristics of another culture. It is known from experience that foreign cadets are particularly interested in conducting a comparative analysis of the language and customs of their homeland, in particular, in discussing gender and family issues. Strebul emphasizes that the cultural differences of different societies and the presence of training representatives in the context of that society increases the ability of students to adapt to socio-cultural, which prevents the teacher from creating conflict situations and misunderstandings based on intercultural differences, and language learners develop intercultural competence. options also increase significantly [Strebul et al. 2013].

It is also important to emphasize that a foreign language is another means of communication and self-understanding to increase the motivation of cadets, as mastering a foreign language not only enhances the different worldview and communication with the interlocutor, but also the student's personal perfection. need to speak, self-awareness problems, etc. topics will be considered. We believe that the desire to speak the language being studied will increase significantly if the issues covered in the various foreign language trainings are covered in accordance with the interests, feelings, thoughts and ideas of the students and they are encouraged to express their personal views on the topic. When foreign cadets discuss issues of subjective importance in the process of learning the Uzbek language from the point of view of the national worldview, students tend to express their positions more openly and freely, and try to actively participate. For example, it has been observed in practice that foreign students are interested in informing foreign students about Uzbek national weddings and that they try their best to compare their traditions. Surprisingly, new words learned in similar lessons are fully remembered. It follows that in the teaching of language to the military, it is advisable to start with the topics of interest, and with the development of speaking skills, to the terminological training in the profession.

Allocating more space for debate in the allocation of time during the course will greatly help cadets and listeners to apply and reinforce the vocabulary they have learned. The science of modern pedagogy also emphasizes that the creative and independent work of the student in the acquisition of a foreign language gives good results, which in turn shows that the expected result is promising. Each individual has his own worldview and world of thinking, and he can change his world by infusing his world of thinking into his interlocutor. This is manifested in the process of learning a foreign language, when a new worldview is being formed, when the language being studied is compared to the mother tongue. So the idea that travel is also a university seems to be true. The traveler acquires knowledge about the culture and history of another country, is not indifferent when talking about that country, shares his impressions. Because external practical activity and internal activity connect the reader with the world around him, as a result of which the being is reflected in his mind; both internal and external forms of activity play

an important role in the intellectual enrichment of the learner. In the human psyche, being-landscape is formed in the process, and any external activity leads to the formation and elevation of his mental image. The cadet and the student studying Uzbek as a foreign language have already formed a view of the world on the basis of life experience, and mastering the Uzbek language enriches this general view of the world with new conceptual ideas, new ways of expressing these ideas, new speech images. In the psycholinguistic approach, taking into account the specific features of the social, national and cultural psychology of foreign cadets prevents the activation of mental (psychological) processes that can lead to emotional distress. Carrying out the learning process without taking into account these features can be detrimental to the linguistic personality. This fact is especially important in the context of teaching in secondary schools, as it is necessary to adhere to a strictly defined order and discipline in the educational process. It is also necessary to take into account national characteristics of foreign cadets, such as expressiveness, willingness to behave and express themselves, uniqueness of lifestyle, which can hinder the process of adaptation. There is no doubt that working with these qualities in mind will greatly contribute to the development of communication skills of foreign cadets. All this creates a basis for students who have returned to their homeland to retain a bright memory, learned (Uzbek) language and respect for their people for many years. Thus, in the methodology of teaching Uzbek as a foreign language, an approach that takes into account the specific national characteristics of trainees and students plays an important role. It takes into account issues such as the level of language proficiency, the age of the student, the emotional state and attitude to the language being studied, social and personal factors, motivation to learn a foreign language.

Hence, the application of psycholinguistic knowledge to the improvement of foreign language teaching methodology is of great importance. The teacher's clever approach to the comparison of native and foreign languages, the choice of the most effective teaching methods and techniques in the course of his work, creates the most promising way to organize the educational process. After all, the teacher is also a psychic interpreter.

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