

THE SIGNIFICANCE OF PSYCHOLINGUISTICS IN THE PROCESS OF LANGUAGE ACQUISITION AND TEACHING

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ABSTRACT

The psycholinguistic approach considers learning as a cognitive process that occurs within a person and subsequently extends to the social dimension. Several approaches have been created based on psycholinguistics theories, including the natural method, whole physical response method, and suggestopedia method. These methods utilize psycholinguistic principles to study how individuals acquire their first language (First Language Acquisition), learn additional languages (Second Language Learning), perceive language (Language Perception), and produce language (Language Production).

Key words: psycholinguistics, language acquisition, language learning, teaching English.

ANNOTATSIYA

Psixolingvistik yondashuv o'rganishni inson ichida sodir bo'ladigan va keyinchalik ijtimoiy o'lchamga cho'ziladigan kognitiv jarayon sifatida ko'rib chiqadi. Psixolingvistika nazariyalari asosida bir nechta yondashuvlar yaratilgan, jumladan, tabiiy usul, butun jismoniy javob usuli va sajestopediya (taklifopediya) usuli. Bu usullar psixolingvistik tamoyillardan shaxslarning birinchi tilni qanday egallashini (birinchi tilni o'zlashtirish), qo'shimcha tillarni o'rganishni (ikkinchi tilni o'rganish), tilni idrok etishini (tilni idrok etish) va tilni (tilni ishlab chiqarish) o'rganish uchun foydalanadi.

Kalit so'zlar: psixolingvistika, til o'rganish, til o'qitish, idrok etish, ingliz tilini o'qitish.

Psycholinguistics has generated multiple ideas elucidating the processes by which individuals acquire, produce, and comprehend both spoken and written language. The theories have been applied in the domain of language instruction. These ideas are employed by specialists as the fundamental principles in the development of language instruction methodologies. The approach is referred to as psycholinguistics.

Language perception encompasses the act of comprehending and interpreting spoken and written language, whereas language creation is the act of expressing oneself through speaking and writing. The four language skills are referred to as listening, reading, speaking, and writing. Psycholinguistics specifically aids in comprehending the inherent and external challenges associated with these four talents. Psycholinguistics also aids in elucidating the faults that pupils commit during language acquisition. In addition, psycholinguistics identifies specific neurological illnesses, such as agraphia and aphasia, that can impair language acquisition. These conditions require appropriate treatment. Psycholinguistics primarily assists educators in determining the most suitable approach for teaching the four language skills.

Psycholinguistics is a field that combines the study of psychology and linguistics. Psychology is the scientific discipline that investigates the intricacies of the human mind and behavior, while linguistics is the academic field that focuses on the systematic study of language. Psycholinguistics is the scientific investigation of the relationship between the human mind and language. Linguistics focuses on the correlation between the human mind and language, studying the cognitive processes involved in language production and perception within the brain.

Psycholinguistics encompasses three primary areas: language production, language perception, and language acquisition. Language production encompasses the cognitive processes that are involved in generating and conveying meaning using language. Language perception encompasses the cognitive processes involved in the interpretation and comprehension of both written and spoken language. Language acquisition pertains to the processes involved in acquiring a native or secondary language.

Psycholinguistics has generated multiple theories that elucidate the aforementioned three points. The theories have proven highly beneficial in the domain of language instruction. These theories are employed by specialists as the fundamental principles in the development of language education methods. The approach is referred to as psycholinguistics. The psycholinguistic approach posits that language and mind are interconnected yet distinct phenomena. Learning is perceived as a cognitive process that occurs within an individual and subsequently extends to the social realm.

Psycholinguistics, which examines the psychological aspects of language, is applied in the field of language instruction. Studying the psychological aspects potentially involved in language learning is beneficial. Psycholinguistics is a field that specifically studies the practical use of language and communication. It is vital to make a judgment on the implementation of diverse methodologies that facilitate pupils' comprehension of a language.

The psycholinguistic approach posits that language and cognition are interconnected yet distinct entities (Claros, 2009). According to the psycholinguistic approach, the person's internal cognitive processes are triggered in order to obtain the understandable information necessary for continued progress in learning a second language (Long, 1996 cited in Claros, 2009). Krashen (1985) asserts that in order to comprehend and acquire language, an individual must be exposed to linguistic input that slightly surpasses their current level of proficiency. Krashen elucidates his perspective through his renowned $i+1$ notion, which posits that the learner's intake should encompass a small increment of fresh information, in addition to their existing knowledge. According to Krashen, an intelligible input is not only necessary, but also sufficient. Developmental psycholinguistics and applied psycholinguistics are crucial in developing successful methods for teaching language. Psycholinguistics theory examines the progression of language acquisition in people, taking into account both their physical and cognitive development. These theories are taken into account when designing language teaching programs and materials to ensure their effectiveness in helping second language learners achieve mastery of the target language.

Harras & Andika (2009) identify three language teaching approaches that have been established based on principles derived from psycholinguistics: the natural method, the entire physical response method, and the suggestopedia method.

According to Field (2004), the word refers to the process of newborns learning their first language and individuals learning a second or foreign language. The usage of these phrases remains unambiguous. There is variation among specialists in the terminology they use, with some referring to the process as 'language learning' and others as 'language acquisition'. According to Chaer (2015), the phrase 'language learning' is employed because several specialists argue that a second language can be acquired by intentional and conscious efforts. This is distinct from the initial language and native tongue, which are acquired organically and subconsciously without a structured environment. The word "language acquisition" is used to describe the process of acquiring a second or third language, whether through formal or informal means. In this work, the term "which" is used to refer to the process of acquiring a second language in the context of language learning.

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