



PSYCHOLINGUISTIC ASPECTS OF STUDYING A LANGUAGE

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Annotation

This article describes in detail the psycholinguistic aspects of language learning, cognitive processes of language, linguistic and non-linguistic factors in the author-recipient relationship in psycholinguistic analysis, and the process of speech perception.

KEYWORDS: psycholinguistic aspects, psyche, linguistics, cognitive process, semantic structure, folk psychology, anthropocentric feature.

Introduction

Psycholinguistics is a branch of linguistics that studies language primarily as a phenomenon of the psyche. From a psycholinguistic point of view, language exists to the extent that the inner life of the speaker and listener, the writer and the student, exists. Therefore, psycholinguistics does not study "dead" languages - ancient church Slavic or Greek, there are only texts for us here but not the spiritual life of their creators. Psycholinguistics should not be considered partly linguistics and partly psychology. It is a complex science, and it belongs to the linguistic sciences because it studies the language, and in a certain way, it belongs to the psychological sciences because it is studied as a mental phenomenon[3].

Because language is a system of spelling that serves society, psycholinguistics can also be included in the list of disciplines that study social relations, as well as cognitive processes of language. creates the conditions for expression, describes how the images of the mind are recorded using linguistic symbols. Describing the process of speech perception, psycholinguistics analyzes not only the process itself, but also the outcome of a person's speech comprehension.

Main Part

Problems with the psychological direction in linguistics have come in relation to the behavior of naturalistic and logical learners. In this regard, V. von emphasizes the need for a creative approach to speech in semantic construction, focusing on the





concept of Humboldt. This situation has been in the spotlight of all school members involved in psycholinguistics. For nearly a century, the relationship between speech development in various aspects of psychology and the functioning of conversation norms in a speech-creative approach has been organized separately[9].

Indeed, the founder of psycholinguistics is the German linguist G. Steintal (1823-1899). His most important work is *The Classification of Languages and the Purpose of the Laws of Their Development*, written in 1850. Then it is necessary to list the works "Origin of languages", created in 1851, "Grammar, logic and psychology", written in 1855, "Characteristics of the structure of important types of languages", created in 1860. It should be noted that while the peculiarities of linguistic biology were reflected in the teachings of Schleicher, logical grammar was revived in the teachings of Becker. Steital, on the other hand, organizes this process in his creative streams based on the development of individual behavior and folk psychology[8].

Linguistics is not limited to the psychological nature of the individual, but also studies his speech, as well as the psychology of the people, their language. In psycholinguistic analysis, the issue of linguistic consciousness also occupies a central place. Linguistic consciousness is an internal process that consists of planning and managing external activities through language symbols. "It also plays a key role in the creation of text, which is the highest unit of speech. Private psycholinguistics and its subgroups analyze different areas of language activity. It takes into account a person's verbal behavior, his type of activity, the specific physical and mental aspects of life. Divided into social and age-related psycholinguistics. Language and its components are a system of signs that society needs[4].

From birth, a person has the ability to master speech, but this ability must be exercised. Psycholinguistics deals with the study of children's speech in order to fully understand how this process takes place. It also examines the processes of deviation from the norm[6].

One of the most important objects in the psycholinguistic study of a text is the activity of the linguist, the compiler and the recipient. It is well known that text is created by man for man. This indicates that the chain of activities consisting of the creation of the text and its perception has an anthropocentric character. In psycholinguistic analysis, there are linguistic and non-linguistic factors acting in the author-recipient relationship, the study of which in interaction allows to obtain the expected results[5].

In linguistics, the essence of the text, the existing ideas about the main features inherent in it, are also recognized by researchers who organize the text in a psycholinguistic aspect. In particular, the work of a number of psycholinguists has noted that such features as integrity, informativeness, connectivity are the main





features of the text. At the same time, these researchers have put forward some views on the psycholinguistic specificity of the text[7].

Conclusion

It is well known that successive sentences in a text are interrelated in content. This connection can be broken suddenly. One of the psycholinguistic features of the text is interpretiveness. According to V.P. Belyanin, each recipient may have little interpretation of a particular text. The nature of the interpretation that results from text perception depends not only on the psychological nature of the text, but also on the recipient. The closer the author and the recipient are psychologically, the more appropriate their interpretation of the text will be.

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