

INNOVATIVE POSSIBILITIES FOR THE DEVELOPMENT OF PSYCHOLINGUISTIC MECHANISMS IN LEARNING THE ENGLISH LANGUAGE

Makhammadova Rayhona Saidullo qizi

Student of Kokand State University

Abstract

This article highlights the important aspects of psycholinguistic mechanisms in English language acquisition and the potential of cognitive areas aimed at their development, especially the importance of the role of memory, and also provides examples of memory exercises.

Keywords: psycholinguistic mechanisms, innovative techniques, cognitive abilities, communicative, cognitive and personal principles, rational repetition.

In recent years, the psycholinguistic approach to teaching English has been widely studied and supported in many theoretical and practical studies. Psycholinguistics improves the effectiveness of the educational process by taking into account cognitive and psychological factors in language learning.

Psycholinguistics is the science that studies the psychological and cognitive processes in the human brain during language learning. This approach provides insights into how we acquire, process, and develop language. Psycholinguistics plays a key role in the perception, memorization, and use of language in speech.

Psycholinguistics also studies the cognitive mechanisms underlying the processes of perception, memorization, and use of language in speech. The main goal of this approach is to take into account individual differences in language learning and identify effective methods for learners.

Another important aspect of the psycholinguistic approach includes exercises aimed at different stages of language learning development. To expand students' vocabulary and apply it in speech, they are offered various contextual exercises. These exercises help students learn to use new words in context and give them the opportunity to put this knowledge into practice.

In recent years, research in psycholinguistics has paid considerable attention to cognitive processes in language learning. This research has helped to understand the impact of the psycholinguistic approach on language teachers and learners. In particular, the acquisition hypothesis put forward by S. Krashen remains a key approach in many studies. Ensuring a clear level of language acquisition during language learning is believed to contribute to student success. Vygotsky's sociocultural theory also made a significant contribution to the

development of the psycholinguistic approach to language teaching [1]. According to this theory, social communication and an interactive environment during language learning stimulate cognitive processes. Furthermore, communication and interaction in the educational process play an important role in the development of cultural and linguistic knowledge among learners.

Innovative approaches within the psycholinguistic approach are considered among the most effective methods of teaching English, and new pedagogical methods within the psycholinguistic approach to foreign language teaching develop students' language perception and memorization skills. For example, interactive teaching methods help students improve their knowledge by engaging them in active learning. Using this method, students consolidate their acquired knowledge through group discussions or interactions, which helps them gain greater language proficiency.

When learning English, many researchers recommend creating situations that are close to real life to facilitate learning, and also suggest organizing additional training through language courses or tutors.

Clearly, language acquisition in a specially organized educational environment is a complex process that requires constant preparation and practice to develop knowledge, skills, and competencies.

In this regard, A.A. Leontiev formulated general principles for foreign language acquisition. These include the communicative, cognitive, and personal principles [2].

In this regard, the communicative principle ensures communication as a system of purposeful and motivated processes of human interaction. The cognitive principle serves as the "building block" for language acquisition. Language is understood as a system of meanings activated in the representation of the world or in the processes of speech creation and perception. The personal principle is responsible for the transfer of skills and competencies acquired during the learning process to real-life communication. Its implementation involves creating real-life communicative situations, taking into account the individual psychological strategies, styles, and interests of learners.

When learning a foreign language and developing communication skills in that language, certain psychological processes occur. To master a foreign language, it is necessary to develop the following abilities:

- 1) understanding foreign speech;
- 2) speaking a foreign language;

- 3) reading comprehension;
- 4) as well as written proficiency in the target language.

Although each of these skills has its own specific mechanisms, they are closely interconnected due to their shared focus on achieving a single goal: communication.

We particularly emphasize the importance of memory processes among psycholinguistic mechanisms. The process of learning English is closely linked to human thought processes, in which memory plays a special role. Memory is the ability to memorize, store, and retrieve learned information when needed. During language learning, memorizing vocabulary, mastering grammar rules, developing correct pronunciation, and understanding heard or read text directly depend on memory processes. For successful acquisition of English, a balanced functioning of short-term and long-term memory is essential. For example, when memorizing new words, they must be transferred to long-term memory through repetition. Also, creating associations, studying in context, and completing practical exercises help strengthen memory. Students with strong memories learn the language more quickly because they can actively use learned words and phrases in speech. Therefore, when learning English, it's important to pay special attention to exercises that develop logical thinking, attention, and memory [3, 4, 5]. Below are exercises that develop memory processes during English language acquisition:

Ebbinghaus' Principles of Rational Repetition

The scientist found that regular repetition of learned information helps you remember it 10 times more effectively.

Objective: The main thing is to maintain the correct regimen:

Repetition from scratch – memorization;

1 repetition – immediately after zero;

2 repetitions – 10-20 minutes after the first;

3 repetitions – 8-12 hours after the second;

4 repetitions – 24-32 hours after the third;

5 repetitions – 2-3 weeks after the fourth;

6 repetitions – 2-3 months after the fifth.

Word Chain

Objective: To consolidate vocabulary and develop associative memory.

Exercise:

Name one word (e.g., apple). The next participant names a new word beginning with the last letter of that word (apple → elephant → tree → ear...).

This can also be done as an individual exercise - write down a chain of words and repeat it from memory.

Memorizing Words from Pictures

Goal: Activate visual memory.

Exercise:

Find pictures with 10-15 English words (e.g., animals, fruits, clothes). Look at them for 1 minute. Then remove the pictures and write down the words you remember.

Increase the number of words each time.

Word Cards

Goal: Transfer words to long-term memory.

Exercise:

Write the English version of the word on one side of the card and the translation on the other. Combine them for 10-15 minutes each day.

Use the spaced repetition method: repeat at intervals of 1 day, 3 days, 7 days, or 14 days.

Association Method

Goal: Memorize words by linking them by meaning.

Exercise:

For example, associate the word "table" with "kitchen" and the word "book" with "school." For each new word, associate it with a familiar situation or object.

Using a psycholinguistic approach that takes into account students' cognitive characteristics during language learning and provides them with individualized lessons increases effectiveness. English teachers create opportunities to increase students' interest in language learning by creating interactive and practical lessons tailored to their needs.

Overall, the psycholinguistic approach is considered one of the most effective and innovative approaches to English language teaching, promoting the development of students' cognitive and verbal skills, increasing their motivation, and creating opportunities for practical language use in real-life situations. Therefore, English language teachers and stakeholders are encouraged to make greater use of this approach and integrate it with new technologies.

We also believe that English language teachers and educational providers should provide the following practical recommendations:

Considering students' cognitive characteristics and providing them with individualized lessons using a psycholinguistic approach in language teaching increases effectiveness. English language teachers can foster interest in language learning by creating interactive and practical lessons suitable for students.

In this regard, artificial intelligence, virtual reality, and other digital technologies can make language learning interesting and immersive. Teachers are encouraged to incorporate these technologies into the teaching process, allowing students to apply language in practical situations and connect it with real-life experiences. The psycholinguistic approach promotes the development of not only linguistic knowledge but also intercultural communication and communicative competencies. When teaching students a language, an emphasis on intercultural communication and the social aspects of language helps to increase their interest in the language and develop effective communication skills.

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