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Relevance of Psycholinguistic Research

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A B S T R A C T
This article talks about the conditions for the emergence of psycholinguistics, that is, the direction of lingu-psychology, its uniqueness and its necessity today. Its role in the process of text perception and understanding is still not sufficiently studied, which, in turn, requires serious attention to the issue of determining the rules of text analysis and semantic perception.

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INTRODUCTION

Language is an object of investigation both in linguistics and in psychology, due to the fact that it appears in speech activity. Based on this, as a synthesis of these two sciences, the direction of psycholinguistics (lingupsychology) was created at the intersection. He studies the process of internal speech verification, speech reception, and language acquisition. This term was first used by the American psychologist N. Pronko in 1946, and has been widely used since the 1950s.

Problems related to the psychological direction entered linguistics in connection with the ideas of the owners of naturalistic and logical education. In this regard, W. von Humboldt's concept of the speech creative approach to semantic construction deserves attention. The flow of psychologism in linguistics strongly criticizes naturalism, they believe that the development of language is related to the development of the individual's thinking and psyche. Its roots go back to the current of psychologism, which arose on the basis of comparative-historical linguistics in the 19th century.

Professor Geiman Steinthal (1823-1899) of the University of Berlin is the main representative of the doctrine of psychologism. He is a student of W. Humboldt and psychologist Johann Herbert. The most important idea in Steintal's teaching is that he considers speech, language as a tool of thinking, a means of expressing thoughts, but psychologism denies that language is a social phenomenon. Potebnya and Paul, Baudouin de Courtenay and Saussure, Sepira and Scherba pay attention to Shteintal's scientific views. Psychological concepts express the dependence of language communication on the individual and people, as well as the fact that language is a historical and cultural factor. It should also be noted that the specific features of linguistic biology were expressed in Schleicher's teaching, while logical grammar was revived in Becker's teaching. And Shteytal studies this process in his creative works based on the development of individual behavior and folk psychology. However, psycholinguistics is not developed on the example of one people [8, B. 83-84].

Psycholinguistics is one of a number of new fields characteristic of the science of linguistics, research in the direction of analyzing issues related to communicative linguistics and text linguistics, an

anthropocentric approach to text learning, cognitive linguistics, pragmalinguistics, linguoculturology, sociolinguistics, linguistics, ethnolinguistics. closely related to their work.

RESULTS AND DISCUSSION

Linguistics studies not only the psychological character of an individual, but also his speech. For almost a hundred years, in various aspects of psychology, the relationship between the development of speech and the activity of conversation norms in the speech creative approach has been separately studied. A person has the ability to create new sentences with the help of a certain amount of experience and rules.

Some general and specific issues of theoretical and practical nature in the field of psycholinguistics are of urgent importance today. First, it is necessary to solve the problem of modeling the semantic structure of the text, adequately reflecting the understanding of the text formed by the interaction between the recipient and the text. Secondly, the semantic structure of the text should be studied in such a way that the results of this research have pragmatic value for optimizing the communication process, machine processing of semantic information, methods of teaching foreign languages, and optimization of translation activities. Psycholinguistic research is based on the theoretical principles developed by L.S.Vygotsky (1956), A.A.Leontiev (1977, 1981) and A.R.Luria (1959, 1962, 1975, 1979) within the Russian school of psychology. The psychological school emerged in the first half of the 19th century and the beginning of the 20th century, and studied the functional (functional) signs of language, as well as language construction and speech-creative approach to the problem of language and speech. It is known that the task-structural direction is important for psycholinguistics.

Proponents of psycholinguistics focused their attention on the internal side of language, live speech, direct speech process, the meaning of words and sentences, and tried to introduce the concepts and practice of associative psychology. The object of study of psycholinguistics includes the following [7, P. 70]:

1. Mechanism of emergence of speech activity.

2. The formation process of children's speech.

3. Between the speaker and the listener in certain speech situations relationships.

4. Learning and managing the function of information transfer of speech.

Nowadays, this direction of linguistics has expanded, and the human factor in speech, individuality, internal speech and external speech are widely studied.

Psycholinguistic research is primarily focused on the experimental study of text semantics, the formation and structure of text content in the context of semantic perception by its receiver. Following A.A.Leontiev, we understand the text as an objectified form of the communication process (communication situation), the components of which are the subject of communication, the author and the receiver [12]. The text, in turn: 1) as a derivative (as a form); 2) it is considered as some concept expressed in this form.

The science of psycholinguistics also studies issues such as the problem of the real psychic unity of language, the model of speech formation: speech culture, speech pathology, the interaction between thought and speech, the genesis of speech or the emergence of speech.

The name of the Swiss linguist Charles Bally (1865–1974) is well known to linguists of the world. In his teaching, special attention is paid to the issue of learning excited speech. According to the scientist, the occurrence of an affective (exciting) situation in language serves two main purposes:

1) expressing the speaker's feelings, mood and evaluating the information being communicated;

2) use of certain types of linguistic tools in order to influence the participants of the dialogue [See: 10, P. 60, 68].

In general, Sh.Bally's thoughts on language as a means of influence are noteworthy. Nowadays, these opinions are of decisive importance in the discussion of a number of problems that have become active in areas such as psycholinguistics, communicative linguistics, and pragmalinguistics.

Sh.Bally, in determining the relationship between intellectual and affective features in the language, is based on the idea that these features are reflected in the human mind in the science of psychology. This duality of thought activity and consciousness carries over directly into the language system, and Balli distinguishes between "intellectual" and "affective" language. Bally's ideas about emotional-affective properties of language are important for determining the place of expressiveness in speech activity. The scientist approaches the study of emotional speech activity from a sociological point of view. Such an approach was new for that time, and on this basis a completely new direction in linguistics - linguostylistics - was born. The productive results of linguostylistics in functional research of the language system and speech activity are known to everyone [10, P. 68].

In semantic-psychological views, the speech process, namely the construction of the speech, the situation of the speech, as well as the issues of the role of the speech in the context, have been fully studied and are being studied.

The ideas that exist in linguistics about the essence of the text, the main signs characteristic of it [see: 16, p. 49-70] are also recognized by the researchers who studied the text from the psycholinguistic aspect. In particular, it has been noted in the works of a number of psycholinguists that features such as integrity, informativeness, and connectivity are the main features of the text [9, B. 8-13; 13, B. 10; 14, B. 15]. At the same time, these researchers put forward some views about the psycholinguistic specificity of the text. For example, Y.A.Sorokin, who studied the text in a psycholinguistic aspect, approaches its signs of connection and integrity as follows: "The integrity of the text is a hidden projection (conceptual) state that occurs during the interaction between the recipient and the text from a psychological point of view, as well as communication is the result of mutual cooperation of parts that are not building elements, as well as elements of language/speech construction [15, B. 61-73]. According to another linguist A.I.Novikov, the integrity of the text is inherent only in its content structure [13, B. 10]. Although this conclusion of A.I.Novikov is correct from a psychological and cognitive point of view, it is controversial because it does not take into account the external structure of the text - the syntactic-structural aspect.

In psycholinguistic research, the study of the text from the point of view of the "compiler of the text - the text - the recipient" [11, B. 318] requires an in-depth study of the role of the individual factor in it. It is known that the text is created by a person for a person. 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 that operate in the author-receiver relationship, the study of which in harmony makes it possible to obtain the expected results.

The Russian linguist and psychologist V.P. Belyanin, who created many studies on psycholinguistics, created his concept of the linguistic and psychological approach to the text in his work entitled "Osnovy psycholingvisticheskoy diagnostiki (modeli mira v literature)". The opinions of the scientist in the following paragraphs 5-6, which are taken from this book and reflect his views on the text, deserve special attention in this regard:

(5) The text is an element of the system consisting of reality - consciousness - worldview - language - text creator - recipient - text projection (V.P. Belyanin noted all linguistic and non-linguistic factors of text creation and perception in this paragraph).

(6) The recipient may have their own interpretation of the artwork. This interpretation depends on the psychology of the recipient along with the text [9, B. 8-9]. (In this paragraph, V.P. Belyanin emphasized that text perception is a private phenomenon) [8, B. 86-87].

Therefore, it is important for a person to use language and its elements in his socio-political views. In this case, the meanings created with the help of language elements create meaning with the help of language signs, which at the same time allow understanding the concepts specific to human behavior.

CONCLUSION

So, naturalism and logicism have a special role in the emergence of linguistic psychologism. Psychology is a form of these processes, and psycholinguistics examines other features of language, in particular, the use of language units in the speech process and issues such as the expression of meaning and concepts related to a person's characteristics, psyche and thinking, character and mood. will try

Concepts such as language and nation, language and people, language and person, language and thinking, language and society are inseparable, meaningfully connected to each other, enriching and complementing each other. are ongoing events. People communicate through language. Language is closely related to thinking, it is a tool that materializes and realizes thought. Thinking is the activity of the human higher nervous system and is expressed in language. Its material shell is language. So, without language material, thought cannot emerge. Thought and language form a dialectic unity rich in complex contradictions. It seems that the language is understood as the main means of communication and interaction of the society, so it is necessary to study and analyze the language in every way. In addition, determining the criteria of text structure and semantic perception is primarily related to the study of the components of the text structure based on the psycholinguistic analysis of the operational structure of speech activity, which is of decisive importance.

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