



## PSYCHOLINGUISTIC FACTORS OF LANGUAGE LEARNING

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*Psycholinguistics, language, learning, psychology, reflector, culture, process, thinking, structure, social, element, comparative analysis, the result of thinking.*

### ABSTRACT

*Psycholinguistics (Eng. Psycholinguistics) is the branch of linguistics that studies the process of speech in terms of the speech act and the relationship between the speaker (or writer), the communicative purpose, and the content produced by the person generating information. Psycholinguistics, drawing on the "reflexive" theory of cognition, treats speech perception as a one-directional process of absorbing information into the brain. This article is devoted to psycholinguistic factors of speech development.*

## TIL O'RGANISHNING PSIXOLINGVISTIK OMILLARI

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### ABSTRACT

*Psixolingvistika (angl. psycholinguistics) tilshunoslikning nutq jarayonini nutq akti va so'zlovchi (yozuvchi), axborotni yuzaga keltiruvchi shaxs maqsadi va mazmuni orasidagi munosabat nuqtai nazaridan o'rganuvchi sohasidir. Psixolingvistika idrokning "reflektor" nazariyasiga tayanib, nutqni idrok qilishni miyaga informatsiya "quyilishi"ning bir tomonlama jarayoni sifatida qaraydi. Mazkur maqola nutqni rivojlantirishning psixolingvistik omillariga bag'ishlangan.*

## ПСИХОЛИНГВИСТИЧЕСКИЕ ФАКТОРЫ ИЗУЧЕНИЯ ЯЗЫКА

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### ABSTRACT

*Психоллингвистика (англ. psycholinguistics) - это область лингвистики, изучающая речевой процесс с*



## KEYWORDS

*Психолингвистика, язык, изучение, психология, рефлексор, культура, процесс, мышление, структура, социальный, элемент, сравнительный анализ, результат мышления.*

*точки зрения взаимосвязи между речевым актом и говорящим (писателем), целью и содержанием человека, генерирующего информацию. Психолингвистика, опираясь на "рефлекторную" теорию восприятия, рассматривает восприятие речи как односторонний процесс "вливания" информации в мозг. Эта статья посвящена психолингвистическим факторам развития речи.*

Linguists have long been engaged in formal describing the structure of language, which constitutes one of the most remarkable features of human cognition. This structure encompasses complex grammatical systems that link speech sounds to meaning, integrating form and content. Psycholinguists employ both theoretical and empirical methods drawn from psychology and linguistics to analyze the cognitive processes underlying language acquisition and use, seeking to understand the role these systems play in speech production and comprehension.

The term psycholinguistics was introduced into scholarly discourse by American scientists. This term was first used in 1946 by the American psychologist N. Pronko in his article "Language and Psycholinguistics." However, in that article, the status of psycholinguistics was not established at the level recognized by the broader scientific community. The term "psycholinguistics," as E. R. Daibold notes, denotes "a certain blend of theoretical and experimental approaches to particular aspects of human language and verbal behavior" [1, 78–82].

Psycholinguistics is a branch of linguistics that examines the relationship

between a speaker's social consciousness, his social environment, and the substantive dimension of language. Alongside psychology and linguistics, psycholinguistics addresses topics such as speech perception, the patterns of language acquisition (including children's speech development and bilingualism), and the relationship between language processes and the formation of new knowledge. The original meaning of the term "metalinguistics" also overlaps with psycholinguistics.

The object of study of psycholinguistics can be divided into several types:

1. Examining the mechanisms of speech production.
2. Investigating the process of children's speech development.
3. Analyzing speech in a variety of communicative situations, with attention to the dynamics between speaker and listener.
4. Exploring the informational function of speech, among other areas [2, 201–204].

Psycholinguistics, drawing on the "reflexive" theory of perception, regards the perception of speech as a one-directional process of absorbing



information into the brain. In contrast, the reflex theory treats speech perception as an active, dynamic process involving the obligatory participation of the motor component that initiates speech. The primary aim of psycholinguistics is to provide comprehensive accounts of research conducted in this field across various countries, to synthesize the findings of such studies, and to acquaint scholars with the problems jointly investigated by linguistics and psychology, as well as the trends and theoretical positions that have emerged. The psychological orientation in linguistics arose in the 1850s, building on comparative-historical linguistics and offering an alternative to the purely logical view of language that had prevailed for centuries. The language philosophy of W. von Humboldt exerted a decisive influence on this development. The founder of the psychological direction in linguistics is the eminent German linguist H. Steinthal, a student of W. von Humboldt. Following Humboldt's ideas, Steinthal saw language as an expression of the "spirit of a people" and of collective psychology, and therefore accorded special importance to its social dimension.

The psychology of that era was primarily individual psychology. In an effort to develop and promote social psychology (ethnopsychology), H. Steinthal, together with M. Lazarus, published the journal "Ethnic Psychology and Linguistics." At the turn of the 20th century, W. Wundt also attempted to establish folk psychology as the methodological foundation of linguistics, though it never developed into an

independent discipline. Nonetheless, the growing reliance on psychology within linguistics gave rise to several important directions. In particular, the effort to articulate the spirit of a people through linguistic study intensified scholarly interest in folklore, mythology, riddles, proverbs, sayings, and the folk customs embedded in them — all regarded as expressions of collective wisdom. The influence of W. von Humboldt is further evident in the emphasis that representatives of the psychological direction placed on living speech. Humboldt, who distinguished between language as a system and speech as its realization, concluded through the study of actual speech that, while speakers of a given language share a common linguistic system, each individual also possesses a personal linguistic dimension. He therefore advocated for the study of living speech and, in certain cases, the speech of individual speakers. Central to Humboldt's work is the concept of "the inner form of language," a broad notion encompassing the spirit of a people, their customs, and more [3, 176].

What draws psychologists to linguistics is that this discipline offers a rich description of one of the most significant domains of human knowledge.

In turn, advances in modern linguistics — particularly in the field of grammar — have had a profound influence on psychology. These developments enriched the psychology of theoretically grounded experimental learning and became an important driver in the further growth of psycholinguistics.



Psycholinguistic research demonstrates that a person's language ability develops in conjunction with four distinct cognitive skills: listening, oral expression, reading, and writing expression. Listening and speaking relate to the oral dimension of language, while reading and writing pertain to its written form. Listening and reading are psychological processes of speech reception, whereas speaking and writing are processes of speech production.

Since each of these skills is mediated by different organs and brain regions, it is important to recognize that, while interrelated, they are also distinct from one another. Specifically, listening comprehension relies on the activation of neurons in the temporal lobe of the brain; reading comprehension involves neurons in the occipital lobe; speaking is governed by neurons that control the speech organs in the frontal lobe; and writing engages neurons in the frontal regions as well. At first glance, these neurological distinctions may appear minor, given that all four skills share a common semantic system — and in a typically developing individual, no significant differences among the four are apparent. It is well established that the concepts of culture, social behaviour, and thought are inseparable from language. The interrelationship among language, speech, and thought has been one of the central preoccupations of scholars since antiquity. By the early 19th century, linguistics had developed into an independent discipline, and the study of speech became a dedicated field of inquiry. Among the scholars who examined the psychological nature of

language and regarded it as a manifestation of the human mind,

Since no culture exists independently of language, the structural analysis of language enables us to study the culture of a people across different historical periods. Consciousness represents the programmatic expression of culture through language — language being the very domain through which culture is articulated.

It follows, then, that a person acquires a given language through cultural immersion, social interaction, and autonomous activity.

It is essential to distinguish between language and speech. Speech is a physical process that produces speech sounds, whereas language is an abstract system of meanings and linguistic structures. For this reason, Watson did not regard the relationship between language and thought as something to be explored; instead, he effectively equated the two. Psychologists such as Vygotsky and Piaget examined thinking and speech in terms of the degree to which speech is involved in the transmission of knowledge, focusing more precisely on the connections between language

Further evidence that thought is, in many instances, independent of verbal expression can be found in B. Poincaré's book "The Creative Process," which discusses the existence of an early "incubation" phase in which ideas or problems germinate below conscious awareness, followed by a sudden breakthrough, after which the creator faces a significant challenge: rendering the results of their thinking in verbal form. In this connection, Albert Einstein's introspective account is particularly



illuminating: “I believe that words of language, as they are written or spoken, play no role in my mechanism of thought. The mental entities which seem to serve as elements

Naturally, there exists a certain relationship between these mental elements and the corresponding logical concepts. It is equally apparent that the impulse to connect concepts logically with the elements described above can serve as the emotional foundation of this largely intuitive process. From a psychological standpoint, however, this combinatorial activity plays a crucial role in productive thinking — it consists in forging connections between mental representations and the logical constructions expressed through other symbolic systems. The production of speech encompasses not only the perception of linguistic input but also its

realization in the form of sounds or graphic symbols. Speech comprehension

The elements mentioned above are visual in nature, while some take on a dynamic form. Conventional words or other signs are sought only in a second stage, once the associative play I described has acquired sufficient stability and can be reproduced at will. At this stage, when words do emerge, they present themselves to me at least in auditory form — though this occurs, as I have noted, only at the second stage.

It is evident that thought, language, and speech all occupy a place of special significance in social life. Regardless of which of the three performs the primary function in any given context, what matters is that all three are deeply interconnected — and together, they attest to the uniquely elevated nature of human existence.

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