

## ANALYZING THE PSYCHOLINGUISTIC PROCESSES RELATED TO LANGUAGE ACQUISITION, PRODUCTION AND INTERPRETATION

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### ABSTRACT

Psycholinguistics is the discipline that investigates and describes the psychological processes that make it possible for humans to master and use language. Psycholinguists conduct research on speech development and language development and how individuals of all ages comprehend and produce language. For descriptions of language, the field relies on the findings of linguistics, which is the discipline that describes the structure of language. Although the acquisition, comprehension, and production of language have been at the core of psycholinguistic research, the field has expanded considerably since its inception: The neurology of language functioning is of current interest to psycholinguists, particularly to those studying gender differences, aphasia, language after congenital or acquired injury to the immature brain, and developmental disorders of language (dysphasia). Some psycholinguists have also extended their interests to experiments in nonhuman language learning (e.g., gorillas and chimpanzees) to discover if language as we know it is a uniquely human phenomenon.

**Key words:** psycholinguistics; language acquisition; language production; language comprehension; language dissolution.

### INTRODUCTION

Understanding language is essential to comprehending human behavior. Various fields of research highlight distinct facets of the steps. The study of neuropsychology looks at how various brain regions affect behavior. The study of psychological



processes related to language, or the psychology of language, is the focus of psycholinguistics. Psycholinguists study language comprehension, production, and memory through listening, reading, speaking, writing, and language memory in addition to language acquisition. Many situations can teach us a lot about the processes involved in speaking, listening, writing, and reading. Examples include searching for a word we cannot remember, watching a child learn to speak, learning a second language ourselves, and meeting someone else who is. Although language has always piqued the interest of psychologists, the field of psycholinguistics did not come into being until the 1960s. Because humans have a grammar, or syntax, they are able to create and comprehend new sentences with new meanings. We take great care to ensure that our actions are sensitive to the composition of the language.

### **THE PHILOLINGUISTICS' HISTORY AND METHODS**

The fields of linguistics and psychology are the foundation of psycholinguistics. Psychological perspectives on language perceived the language processor as a basic apparatus capable of producing and comprehending sentences through transitions between states. Behaviorism and information theory comprise the two areas of study. Transformational grammar is a novel kind of linguistics theory that explains both how language is structured and how people understand it. The priming methodology is one of the author's most widely used experimental techniques. It has been applied to practically every branch of psychology. Priming methodology is based on the general idea that two things will help and interfere with each other if they are similar to each other and involve the same level of processing, but they will have no effect if they are unrelated. Semantic priming refers to the relationship between the two words. Facilitation occurs when processing speeds up because of priming. On the other hand, inhibition occurs when priming results in a slowdown in processing. The fields of linguistics and psychology overlap interdisciplinary in the field of psycholinguistics. While linguistics is the science of languages, psychology is the independent study of the human psyche or mind. Thus, the study of psycholinguistics entails trying to understand how people learn, produce, and use language. It acknowledges that learning language involves both cognitive and physical processes.



Along with linguistic psychology—the study of how people perceive, comprehend, and use language—psycholinguistics also includes the psychology of language. It is believed that speech has both biological and psychological roots. It also looks at the mechanics of writing systems, reading comprehension, and language processing. Psycholinguistics is a broad field with several subfields and specializations. Psycholinguists can concentrate on learning a language, using it, understanding it, or producing language output.

Language acquisition is the process through which people pick up a language and the methods used to become proficient in it. A complex interplay of biological, cognitive, psychological, and environmental factors determines this crucial process. Five focal points are frequently the focus of psycholinguistics research in this vein, all of which have an impact on a learner's trajectory of language acquisition. Phonetics, also known as phonology, studies sounds as well as how they are produced and perceived. Syntax examines word order and the construction of meaning at the word level. Morphology, the study of the meaning units contained in words and the relationships between word groups, is another crucial area of focus. Semantics, on the other hand, is the study of specific word meanings or specific vocabulary. Pragmatics, which is frequently associated with speech or phonology, is the study of interpretation and context. It takes into account the communication of meaning within a linguistic community.

## **PRINCIPAL CONCEPTS IN PSYCHOLINGUISTICS**

When considering how individuals process language, there are a few major concerns, or themes, that need to be taken into consideration. These actually have more to do with how and when information is processed than just language processing. However, they have influenced the main theories and approaches in psycholinguistics because they are crucial to the processing of language. In the sections that follow, we will address each of the most pertinent themes in turn.

**Top-Down Versus Bottom-Up Processing.** The fundamental question posed by this first theme and the one that follows is how information flows through society: do people use information from "higher" levels of processing to understand language, or do they rely only on the information from the input that they receive? Only input



data is taken into account in a strictly bottom-up processing model; processing is totally stimulus-driven. For instance, you have to identify the language sound when you hear it. According to a strictly bottom-up processing model, the linguistic identity can be ascertained by using information from the sound itself. For instance, you would need to process the specifics of the sound waves as they arrive—which frequencies are louder, which are quieter, how long certain frequencies are loud, and so on—in order to comprehend the word "file." In contrast, a top-down processing model incorporates extra data from "higher" processes. Imagine that you have asked a speaker for directions to the library and are now listening to her. A portion of her response is masked as she responds because a car next to you honks its horn. Something along the lines of "Well, to get to the li[beep]ry, first you need to..." is what sounds like it gets to your ears. A set of sounds is absent from a bottom-up model due to the horn's inability to produce sound. In a top-down approach, you can "hear" the missing sounds by drawing on your understanding of discourse (the word that is obscured is a noun) and sentence structure. Therefore, even though you can clearly hear the car horn, you are unable to identify the precise sound because you think you heard the word "library." When processing language, we use bottom-up information—we wouldn't be able to listen to people if we didn't at least partially focus on the actual input. However, under experimental settings akin to the previously mentioned real-world example, the findings demonstrate that people also employ "top-down" processing to fill in the blanks; they report hearing sounds that are purposefully ambiguous or that are physically absent from the speech stream. It is crucial to have both top-down and bottom-up processes. Whether and to what degree information from later or higher processes can influence early or lower processes is the larger question here. This is a recurrent theme because it applies to both the construction and interpretation of sentence structures as well as our processing of sounds.

## **RESULTS AND DISCUSSION**

Humans rely on language to convey ideas, convey messages, and build social relationships within communities. Since language is an innate trait that sets humans apart from other primates, it has become necessary for humans. Unlike other



primates, humans possess a physiological capital that allows them to evolve language-based communication methods. Numerous studies have been carried out over the years to investigate the nature of language processing stages, and the findings have contributed to clearing up some of the mysteries surrounding the invisible process of language production and comprehension.

## CONCLUSION

Finally, three primary areas are covered by psycholinguistics: language acquisition, language production, and language comprehension. You should think twice before including one detail that is more important. i.e., the biological and neurological underpinnings that allow humans to speak language as opposed to other animals. A portion of the discussion of language and all of its components is devoted to understanding the syntactical sets that change over time. Language units such as sounds, words, and sentences are studied. To keep up with the times, language development through the study of language elements is crucial. The world is changing every minute, and language must adapt to this.

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