



The Role Of Psycholinguistics In Foreign Language Education: Language Policy In Uzbekistan

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ABSTRACT

This article explores the role of psycholinguistics in foreign language education, particularly regarding language policy in Uzbekistan. Additionally, it provides an analysis of the research conducted by scientists in this field. As Uzbekistan continues its development towards becoming a developed nation, significant changes are evident across all levels of education and in various sectors. Notably, the study of foreign languages is assuming a central position within public policy, as demonstrated by decrees and decisions implemented by state leaders.

The process of learning a foreign language also depends on the psychological state of the child. Psychologists have studied this situation in their research. The scientific theories of scientists were combined with practice, as a result of which the situations of learning English by primary school students in the education system of Uzbekistan were analyzed. English teachers teach the names of fruits, vegetables, animals (wild and domestic), flowers, and family members through short poems and songs based on the interests of kindergarten learners.

Keywords— education, foreign language, level, primary school, psycholinguistics, nation, process of learning

I. INTRODUCTION

The first President of the Republic of Uzbekistan I. A. Karimov said: "Currently, learning and teaching foreign languages is of great importance in our country. This is certainly not in vain. Today, there is no need to evaluate the importance of perfect knowledge of foreign languages for our country, which is building its great future in solidarity and cooperation with our foreign partners. was raised and the decision of the first President of the Republic of Uzbekistan I.A. Karimov dated December 10, 2012 No. PQ-1875 "On measures to further improve the system of learning foreign languages" was of great importance in realizing this goal. According to this decision, the main goal of learning foreign languages is to introduce advanced methods of teaching using modern pedagogic and information and communication technologies, to teach foreign languages to the growing young generation, and to fundamentally improve the system of training specialists who can speak these languages freely. It is defined as the creation of conditions and opportunities for the achievements of world civilization and the wide use of world information resources, the development of international cooperation and communication.[3] According to its implementation, starting from the 2013/2014 academic year, the learning of foreign languages in all regions of the Republic of Uzbekistan was established in the form of game-style lessons and oral speech lessons from the first grades of secondary schools, and from the second grade, the gradual beginning of mastering the alphabet, reading and grammar. After the President's decision, teaching of foreign languages, especially English, was started from the elementary grades of preschools and general secondary schools. Learning a foreign language in schools starting from the primary grade is beneficial for students, regardless of their ability to learn a language, memory ability.

Improving the system of teaching foreign languages to the young generation growing up in our republic, optimizing the process of teaching foreign languages at the primary level, and teaching foreign languages at all stages of education can be a solution to such problems as the need to prepare experts who are mature and master foreign languages perfectly in every field of our society. Also, effective teaching of a foreign language in preschools and elementary schools is one of the important areas of foreign language education today. The

introduction of foreign language teaching from the first stage of education serves to better develop foreign language communicative competences in children.

II. PRIMARY SCHOOL CHILDREN'S COMMUNICATION

Uzbekistan, a nation with diverse cultural backgrounds, officially designates the Uzbek language as its sole state language. Russian, meanwhile, acts as a common language among the country's ethnic minority groups and is often spoken as a second native language. Nonetheless, following the country's declaration of independence, the prevalence of English has grown across various aspects of Uzbek society [25].

Professor E. Goziev, doctor of psychology, gives such information about the specific characteristics and stages of development of cognitive processes such as intuition, perception, thinking in students of junior school age. Children of primary school age differ sharply from students of other ages in terms of accuracy, fluency, purity, sharpness of their perception. They are able to acquire the essential qualities of perception because they are obsessed with everything and look very carefully [14:120].

The communication between primary school students in their mother tongue and in English is very different from each other. Pupils have a natural environment for communicating in Uzbek, because at school, in class, during communication with friends, the situation at home is directly carried out in the mother tongue, parents, peers, grandparents, even watch almost all programs on television in the mother tongue. Uzbek, the mother tongue, is embedded in the everyday life of students. There is no such opportunity for Uzbek students learning English. They can communicate in English only in English classes. In English classes, it is necessary to create artificial speech situations in order to teach students communication. Pupils perceive and understand the surroundings in their native language, and communicate with each other. In learning English, the situation is completely different.

A child's learning process of a foreign language affects the development of memory, attention, thinking, imagination and perception. In this case, the teacher works individually, in pairs, in groups, and in groups, because children learn a foreign language quickly and easily by imitating each other.

A 1st grade student of a general secondary school should master 150 English words in English subject by the end of the academic year, but 1st grade students are not fully mastering the language learning standards. This is because English and Uzbek languages do not belong to the same language family. In the process of language learning, Uzbek students face various difficulties: phonetic, lexical, grammatical. It is especially difficult to pronounce words in English, the main reason for this is that some of the letters in the English alphabet are not in the Uzbek Latin alphabet. When pronouncing English letters, they pronounce the letters of the Uzbek Latin alphabet as they are pronounced. For example: "school, notebook, blackboard, little, number, game, table" we can give many such examples. That's why primary school students should be taught by a foreign language teacher about the subject in the students' native language. For example, the main purpose of the topic "Robot jump" [6:50], given in the 1st grade textbook, is to teach the movements of sports activities through games, to develop students' oral speech in English, to develop English speaking skills, and to increase vocabulary. We know that students in the same group or the same class do not have the same ability to learn and master the language, but in English lessons taught through games, even if the students are not interested in learning the language, in the lesson mentioned above, "Robot swim, Robot go, Robot climb, Robot run, Robot fly, They are interested in the actions of Robot Dance and start learning the language by imitating their friends At the end of the theme "I have a ball"[6:38], to develop students' speaking skills, to say the names of toys and their colors, to teach new words the correct pronunciation of the vowel sound [o]. For example: "I have a ball, ball, ball", "I have a doll, doll, doll". Pronounce the short [o] sound before the tongue correctly by pronouncing the words over and over again. During the lessons, the teacher uses various pictures, visual aids, voice recordings, and age-appropriate videos of the students, and it is desirable to organize a more perfect teaching with the representation of information, pictures, and images of animals. For example, if students are asked the following questions to reinforce a new topic, their perception skills will further develop: «What is it? », «What color is it? », «Do you like it? ».

III. LANGUAGE POLICY IN UZBEKISTAN

Uzbek students learn English in an artificial environment. As we know, classes in schools are 45 minutes long. During this time, the teacher asks for homework on the previous topic, explains the new lesson and must have time to do exercises. The main reason for this is that English and Uzbek languages belong to different language families, and there is no natural environment for learning a foreign language.

Russian is also considered a foreign language for Uzbek students, but Uzbek students learn Russian more easily than English. For example: there are enough Russian kindergartens on the territory of Uzbekistan. Parents who want to teach their children the Russian language send their children to a Russian kindergarten, and in their free time from the kindergarten, they themselves conduct oral communication in Russian. As a result, children begin to master the Russian language in a short time.

Parents send their children to a Russian-speaking school after kindergarten. Classes and activities in schools are conducted in Russian, and children quickly become fluent in Russian. The environment in the process of learning English is slightly different from that of Russian, communication in English takes place only at school

under the guidance of a teacher. After returning from kindergarten and school, the student communicates only in his mother tongue during his free time at home. That is why Uzbek students are lagging behind in learning English.

As we mentioned above, English and Uzbek languages belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. The Ministry of Public Education of the Republic of Uzbekistan pays great attention to the teaching of foreign languages, especially English, from kindergarten age, but despite this, a number of difficulties are felt in learning English. There are no special training manuals or textbooks for children of pre-school educational institutions. English teachers choose a topic based on the interests of kindergarten students and conduct a lesson for 25-30 minutes. The lessons mainly teach fruits, vegetables, animals (wild and domestic), colors, family members and short poems and songs.

It is necessary to develop textbooks that match the psychological characteristics of kindergarten students, that is, children's perception, intuition, attention and memory, speech and thinking, imagination. The intelligence, sensitivity, observation, learning and memorizing skills of kindergarten children who have reached school age (age 6) are well developed. At the same time, their interest in learning increases during the English language classes conducted in kindergarten groups, many of them learn the language easily by seeing and holding objects and pictures, and through movement games and imitation, the activity and productivity of their thinking increases, and finally, through perception opportunities to engage in mental activity are formed.

IV. PSYCHOLINGUISTICS

We found it appropriate to review the history of psycholinguistics in the main part of the article. Because it is natural that many are interested in the role and place of psycholinguistics in foreign language learning. In 1936, the term "Psycholinguistics" belonged to the American psychologist J.R. Kantor, who used it in his work "Ob'ektivnaya psikologiya grammatikii". In 1946, his student N.G. Pronko began to be widely studied after he published his article "Language and psycholinguistics". In 1953, it came into scientific use, and with its content, it began to emphasize the emerging new scientific theory. A. A. Leontov, one of the founders of Russian psycholinguistics, connected the intellectual and psychic activity of a person with nature's desire for scientific knowledge about the emergence of the science of psycholinguistics. This science is a science that attracted the attention of psychologists and linguists during the 19th and 20th centuries. One of the scientists who contributed to the development of linguistics and the formation of psycholinguistics is Baudouin de Courtenay. He interpreted language as a complex psychosocial essence found in various regional groups. According to him, the language lives in the minds of the individuals who make up a certain society, in the psyche of the individuals, as the language of the individuals. Baudouin de Courtenay focused on the speech of individuals in his research. "The essence of human language is only psychic. The existence of language and its development are connected with purely psychic laws. "There is no non-psychic phenomenon in human speech or language, nor can there be."

Psycholinguistics is a science of speech activity, and its object is a set of individual objects that it studies. Linguistics studies the structure of speech according to the laws of language. Psycholinguistics refers to the processes of speech production, speech reception, as well as mother tongue and foreign language learning. Psycholinguistics is a branch of linguistics that studies the speech process, the act of speech and the relationship between the purpose and content of the person who creates the information. In linguistics, it is a field that studies the relationship between the social consciousness of the speaker, his social life and the content side of the language.

E.R. Daybold defines the term "psycholinguistics" as "some mixture of theoretical and experimental approaches to certain aspects of human language and verbal behavior"[15]. Language, together with the embodiment of the physical and mental components, is considered a means of human communication and activity.

Sepir-Whorf's theory, which occupies the first place in the history of psycholinguistics, is the theory of linguistic relativity. B. L. He researched the relationship between behavior and thinking. [13] The second source of psycholinguistics is American structuralists, N. It is Chomsky's theory of expressing thoughts through language and correct pronunciation. (16:34) The third source of science is L.S. Vygotsky's thoughts on the need for speech to perform certain activities (17:126).

Today, psycholinguistics is the description of speech messages based on the study of the mechanisms of the emergence and implementation of speech, the study of the functions of speech activity in society, the relationship between the participants of communication. The object of psycholinguistics is the owner of speech activity - a person. A.A. According to Leontev "the object of psycholinguistics is speech events or the mutual coordination of speech events. (18:16) In the study of psycholinguistics, methods related to other speech sciences are widely used. A.A. Leontev divided them into three large groups: general methodology; special (exact-scientific) methodology; special (exact scientific) research methods. The general methodology

is philosophy, and psycholinguistics is valued in philosophy as the path of thought to scientific truth. Each researcher chooses one or another philosophical concept in the field of scientific knowledge. Philosophical approach in psycholinguistics is mainly conducted in the direction of dialectical philosophy. In most cases, speech activity is associated with changing internal relations.[13]

It is difficult to imagine the formation and spread of culture without language. That's probably why Johann Wolfgang Goethe had a lot of difficulty in interpreting the verse "Always there was a word of God".[17] In the Holy Qur'an there is a verse "Khalafal insana allamahul bayan", that is, "He created man and taught the bayan" (Sura 55).[17] It is revealed that God, who created man and gave him the word, also gave him the ability to think and express this thought. That's why a person not only uses linguistic ability to express his thoughts, but also remembers to think about language, the tool that forms this ability. Ever since the Babylonian incident, when languages were mixed and separated, there is a need to compare languages, to identify their similar and dissimilar characteristics [17:5].

According to Johanna Nichols, the method of comparative-historical study of languages has the power to provide information about the linguistic environment 8 thousand years ago. [17:5] V. and von Humboldt "sees the interdependence of language and thinking in the harmony of the tasks they perform." Language, like thinking, is a creative process. According to him, the first reason for the emergence of language is the inner ecstasy of a person, that is, the relationship with the world and other people.[9]

V. TEACHING FOREIGN LANGUAGES

Uzbek scholar Abdulla Avloni, speaking about human intellectual perfection, says the following: "Knowledge is the honor of the world and the honor of the hereafter." Knowledge is a very sacred virtue for a person, because knowledge shows us our condition and actions like a mirror, sharpens our mind and thoughts like a sword, and a person without knowledge is like a tree without fruit. emphasizes: "Knowledge saves us from the darkness of ignorance, brings us to the world of culture and enlightenment, turns us away from bad deeds and bad deeds, makes us possess good manners and manners." Today, our life, health, happiness, wealth, livelihood, effort, enthusiasm, world and hereafter depend on knowledge." [7:22]

Today, in Europe, teaching foreign languages from primary school is not as popular as in our Republic, but language learning is an important process. In European countries, when introducing a foreign language subject to the primary school curriculum (from 5-6 years old) [20:74], teachers follow the recommendations developed on the basis of a special project of the European Union, and as a result, European countries have achieved many successes in foreign language teaching at an early age. The long-standing discussion of the problem of the relationship between language and thinking has led to various methodological conclusions and recommendations. Teaching a foreign language to students of primary school age does not leave an impact on their minds. Psycholinguistics refers to the processes of speech production, speech reception, and the acquisition of a foreign language. There are three types of foreign language knowledge - active, passive and mixed. [19:78] The process of active knowledge is carried out by mastering all types of speech activities in learning a foreign language as well as one's native language.

Passive knowledge of a foreign language consists of being able to understand the meaning of spoken and written texts, and mixed knowledge consists in acquiring some of the language materials (pronunciation, grammar, lexicon, orthography) actively, and some passively. In the type of receptive speech, information is obtained through the type of speech activity of listening and reading, or by perceiving the speech of a representative of an English-speaking country. In reproductive speech, students receive information through speaking and written speech activities. First the speech is encrypted, then it is explained. [13:101] Along with the importance of mental processes in the methodology of foreign language teaching, it is necessary to take into account the importance of psychological concepts such as knowledge, competence and skills. Because in the process of learning a foreign language in primary grades in psychology, students' skills and competencies are formed. It is the foreign language teaching methodology that deals with the formation of these qualifications and skills. Professor Jamal Jalolov gives such a definition about them. A skill is an automated component of a conscious activity. Automated activity without the participation of consciousness is a skill, and the concept of knowledge represents the acquisition of vocabulary, grammar and pronunciation in foreign language speech and knowledge of simple rules related to them [12].

A primary school student strives to clearly perceive any object, subject and novelty in reality [18]. However, at the initial stage of education, some weak points of perception are visible. These negative features include distinguishing between objects and confusing the pronunciation of words in the process of learning English, reading certain sounds, that is, not paying attention to transcription, and forgetting foreign names. Improving the student's perception is carried out directly with the help of the teacher. In this process, the teacher teaches students to carefully study, observe, and analyze materials in English. Implementing these in the form of various play technologies, speaking lessons, and various physical activities are important tools for developing cognition.

It is directly related to the perception, behavior, playful actions, and labor activity of primary school-aged students. In the process of learning a foreign language, especially English, a primary school student learns the language through the teacher's instructions and the colorful visual materials provided by textbooks and multimedia tools.

Therefore, the presentation of textbook materials with bright colors and clear images can be the main factor in the development of the student's perception at this age. [22:42] However, the famous psychologist and physiologist E.N. vivid images that attract the attention of the student, hinder the acquisition of knowledge, skills and skills set for them. [21:77] Therefore, it is not appropriate to decorate textbooks with a lot of images and pictures. According to the requirements for practical learning of the English language in the 2nd grade, the student's main attention should be given to the purpose of listening and speaking, reading and writing as a means of repeating and strengthening the language material learned in oral speech. A lot of information about the field of teaching has been collected. There are a number of research studies in the fields of psychology and pedagogy to reveal the psycholinguistic and physiological characteristics of children. [23:14] Teaching a foreign language from early school age not only forms general speaking skills in children, but also lays the foundation for them to be able to communicate in a foreign language without any obstacles in the future. serves as But many parents believe that in-depth study of a foreign language begins in middle school, when students begin to independently read and translate texts, recite them, and learn about topics.

VII. CONCLUSION

All in all, language planning and language policy in Uzbekistan regarding English as a foreign language reflect the country's commitment to promoting multilingualism and preparing its citizens for global communication and collaboration. By investing in English language education and providing opportunities for language learning, Uzbekistan aims to equip its population with the necessary skills to thrive in an increasingly interconnected world. By prioritizing English language proficiency, Uzbekistan is opening doors to new opportunities for its citizens to connect, collaborate, and succeed on an international scale.

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