PSYCHOLINGUISTICS AS THE LATEST TOOL FOR TEACHING STUDENTS

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Psycholinguistics, as an interdisciplinary science that studies the relationship between language and the psyche, is becoming an increasingly important tool in the field of education. The use of psycholinguistic methods in teaching allows for a better understanding of how students perceive, process, and use linguistic information.

The study of this topic has been conducted by researchers such as Kostikova, I., Holubnycha, L., Fomenko, K., Shevchuk, A., Kadaner, O., & Moshynska, O. (2020); Khazratkulova, E. I. K. (2022); Mamatkodirovich, K. N. (2023); Chernovaty, L., & Kovalchuk, N. (2021); Lumentut, Y., & Lengkoan, F. (2021); Goroshko, O., & Poliakova, T. (2019).

Neuro-linguistics studies how the brain controls speech and how language processes change. It explores the connection between speech systems and speech disorders. Psycholinguistics, similar to neuro-linguistics, examines the cognitive mechanisms of language through psychology and linguistics (Kostikova, et al., 2020).

Modern psycholinguistics covers various aspects, such as language perception, stages of language production and comprehension, machine translation, human-computer dialogue, and foreign language learning. It investigates how people develop and perceive foreign languages and how speech relates to their acquisition.

Psycholinguistics studies how people use language, focusing on the psychological processes underlying it (Khazratkulova, 2022). It assesses how knowledge is applied to create and understand speech expressions and what stimulates instinct.

Other sciences also study language, but from different perspectives. Sociolinguistics explores the connection between sociocultural and linguistic phenomena, while linguistics examines the origin, development, and structure of language (Khazratkulova, 2022). Psycholinguistics, unlike linguistics, focuses on real language speakers and the operational principles of language use.

Researchers use two main approaches: observation and experimentation (Khazratkulova, 2022). They conduct linguistic tests and laboratory experiments to understand how people perceive and use language. Psycholinguistic research continually raises new questions, making this discipline very active.

Psycholinguistic skills are essential for communication and include language, ideas, writing, listening comprehension, visual comprehension, verbal and motor expression, as well as the integration of various types of memory (Khazratkulova, 2022). Cognitive psychology methods are used to assess these skills.

The psycholinguistic analysis of teaching German in schools includes studying the cognitive processes and factors that affect language acquisition (Mamatkodirovich, 2023). The main aspects are presented in Table 1.

Table 1. *Key Aspects of Psycholinguistic Analysis (based on Mamatkodirovich, 2023)*

Aspect	Description
Language Input	Students should receive diverse and high-quality language material to study vocabulary, grammar, and syntax.
Language Output	Students should practice speaking, writing, and listening, receiving feedback from teachers.
Cognitive Processes	Teachers should consider attention, memory, and processing speed when designing tasks.
Individual Differences	Teachers should adapt tasks to accommodate different learning styles and abilities of students.
Motivation	A positive learning environment encourages motivation and interest in the language

The psycholinguistic analysis of teaching German in secondary schools includes using machine translation (MT) followed by editing by students and commentary on each correction (Chernovaty & Kovalchuk, 2021). This approach promotes intensive analytical activity and supports the development of translation skills and critical thinking.

In the experiment, students edited texts translated by machine translation (MT), and teachers evaluated the validity of the corrections (Chernovaty & Kovalchuk, 2021). The results showed that students who carefully edited MT achieved better terminology acquisition and a more critical approach to translation.

Psycholinguistics can be an effective tool for teaching students through various approaches. For example, teachers can use knowledge of how students learn language to develop effective teaching strategies. Analyzing student errors in speaking or writing helps identify difficulties and develop measures to address them. Using repetition, feedback, and clear explanations enhances vocabulary and grammar acquisition. Creating a positive learning environment with games and interactive activities increases motivation for learning and acquiring new knowledge.

Psycholinguistics studies the relationship between language and the mental processes activated during language perception and use. It encompasses the core language skills of listening, reading, speaking, and writing, which form the foundation for language competence development (Lumentut & Lengkoan, 2021).

Here's how these findings can be applied in English language teaching, for example, with the comprehension theory (Lumentut & Lengkoan, 2021). Language comprehension occurs through syntactic and semantic approaches. The syntactic approach analyzes sentence structure, while the semantic approach focuses on context. Language learning should combine both approaches.

The "cocktail party theory" demonstrates a listener's ability to focus on one speaker even in a noisy environment (Lumentut & Lengkoan, 2021). This is important for developing listening and speaking skills in real-world situations.

The theory of language production involves planning and execution (Lumentut & Lengkoan, 2021). Students learn to create messages by considering the situation and practicing their implementation.

The theory of negation expresses opposing information by rejecting one idea and affirming another (Lumentut & Lengkoan, 2021). This theory helps students express themselves better and remember language constructions.

The theory of ambivalence, meaning ambiguity, allows for multiple interpretations of a single sentence (Lumentut & Lengkoan, 2021). Studying ambiguous constructions helps students become accustomed to them and use them for communicative purposes.

The continuity theory characterizes the acquisition of new language units based on previously learned ones (Lumentut & Lengkoan, 2021). This reinforces a spiral approach in learning, where knowledge gradually expands and deepens.

Psycholinguistics offers valuable methods for teaching English: combining syntactic and semantic approaches, developing selective listening, teaching language production stages, and gradually introducing language actions. These methods contribute to effective, real-world-oriented language learning.

In 1983, Howard Gardner proposed the concept of seven types of intelligence, including "interpersonal" and "intrapersonal" intelligence (Cavas, B., & Cavas, P., 2020). These types align with the concept of "social intelligence," which is based on the ability to understand oneself and others (Cavas, B., & Cavas, P., 2020). Social intelligence includes a set of cognitive abilities important for effective communication and the acquisition of social information. This approach can be used in psycholinguistics as a modern tool for student training.

An associative experiment showed that students and teachers perceive the informational and communicative role of the Internet the most. Social media serves a media function, though its educational role is not yet widespread. Reactions to social media are mixed – both positive and negative. The study was conducted online, with a similar offline experiment planned to verify the results (Goroshko & Poliakova, 2019). This research helps understand how psycholinguistics can improve the

educational process by considering the psychological and linguistic aspects of language use in social media.

Thus, it can be concluded that psycholinguistics is an important tool for student training as it explores the relationship between language and mental processes. This helps to understand how students acquire language, develop critical thinking, and adapt their language skills. The use of psycholinguistic methods, such as error analysis, technology, and adaptation to different learning styles, helps create an effective learning environment that increases student engagement and their ability to use language effectively.

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