

DEFINITION AND STRUCTURE OF THE CONCEPT OF LINGUISTIC ABILITY

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Abstract: In this article, the importance of the attention paid to the study of foreign languages by the head of our country today, as well as the formation of the concept of linguistic ability in psychology and the approaches to its application have been considered. The importance of the ability in the formation of linguistic ability and the important ideas about the psychological processes in the process of learning one's mother tongue or a foreign language in linguistics and the results of scientific research conducted by scientists in the past were studied. Today, the importance of the concept of linguistic ability, which is important in the process of perfect learning of a foreign language by our youth, was considered. At the same time, the definition of the concept of "Ability", which is of great importance in the process of learning foreign languages, is also discussed about the science of "Linguistics" and "Linguistics Competence".

Key words: The concept of psychological knowledge, the structure of linguistic psychology, the concept of ability, psychological characteristics, linguistic competence, theoretical foundations of psycholinguistics, linguistics as a science, linguistic skills, quantitative-correlation descriptive research design, cognitive ability in linguistics, D Carroll's cognitive psychometric approach in psychology, phonetic coding ability, structure of modern linguistics.

Enter

The article considered the first steps taken in psycholinguistics and its consideration as a field of philosophical science. Many psychologists have focused on the importance of studying the factors of the formation of the ability to learn a language in young adolescents into orthographic, morphological, phonological and semantic parts. (Nature or nurture?), R. Sparks and L. Ganshaw's linguistic coding ("Linguistic Coding Differences Hypoth - ") research on individual differences in language formation and second language assimilation an attempt was made to reveal his theoretical works.

Debate

Gardner's development in the 1960s caused wide discussions in linguistics, i.e. perception of language through listening comprehension and learning through its gradual understanding, also touching on the psychological processes that occur in the process of language learning in young children. passed. In the process of acquiring foreign languages in young children or teenagers all over the world, they begin to synthesize new words in the process of listening and understanding through the brain and begin to understand them, and gradually create a vocabulary of new words that they hear in their brain. researches have been studied. By modern psycholinguists, the study of language by speech perception is divided into levels: emotional, perceptual and semantic, the scientific research carried out by scientists in linguistics that in the process of language learning, attention should be paid to sound, words and text. tried to reveal about the research.

Method

In explaining the article, quotations were made from the experiences of scientists in the process of using experimental methods to define the concept of linguistic ability. It was in the process of language learning that thoughts and opinions were discussed about the importance of the psychological state. Cognitive neuropsychologists, in order to determine the importance of neuropsychology in the process of learning a foreign language, the possible state of brain activity in the process of learning a foreign language. relied on the foundations and experiences.

Today, the opportunities and attention created by the head of our state for young people are very great, and the importance of this imposes very important duties on each of us. The fact that the head of our state pays special attention to the issue of education and, in turn, the issue of carrying out education together with education is of great importance for every pedagogue. Today, as we live in such a constantly developing age, it is important to increase the knowledge and skills of our young people, as well as their psychological knowledge, in order to take a place among the developed countries and prepare personnel who can set their goals correctly.

Paying attention to his physiological and psychological characteristics in human development is what kind of person he will be in the future, and the difficulties he may face in achieving the goals he has set for himself. helps to prepare in advance. Today, more than 30 percent of the world's population is made up of young people. Most of these percentages are teenagers, and the interest and demand for learning foreign languages is increasing among many of our youth. But there are certain problems that should be paid attention to during the period of learning a foreign language, and about the psychological processes that young people may encounter during the period of language learning. It is necessary to study to what extent the linguistic ability of young people is formed in the process of rapid and effective acquisition of foreign languages, and to determine the influence of important factors in the formation of psycholinguistic ability.

Today, young people are reaching their goals and taking a step forward to their desired destination. Their innate or acquired abilities are of course important. In fact, many of us may think that talent is innate. However, every person has abilities, only when it is determined to which types this ability belongs, and when it is directed in that direction, the intended goal will definitely be achieved. As we know from history, in the development of every field of science, there are many talented scientists, explorers, in today's language, we all know about the geniuses of their age. We can cite Alisher Navoi, Abu Ali Ibn Sina, Mirza Ulug'bek, Farabi, Aristotle, Leonardo da Vinci, Plovlov and many other examples. If we look at the history, the origin of psychology is connected with the development of many sciences. As we all know, psychology today is a multidisciplinary science. In history, many scientists who contributed to the development of psychology connected psychology with multidisciplinary sciences, such as biology, physics, chemistry, and exact sciences. they determined it through their own experiences after studying its nature.

Today, most of our young people have theoretical knowledge about psychology, but most of our young people learning a foreign language do not have enough knowledge about psycholinguistics. tried to collect data and conducted case studies on it. Before describing approaches to the study of linguistic abilities, we review a number of general studies recognized by many researchers.

The first steps to psycholinguistics are philosophical and the ones in education, mainly because they are in departments other than the applied sciences (for example, aggregated information about how the human brain works). Contemporary research uses biology, neuroscience, cognitive science, linguistics, and information science to study how the mind-brain processes

language, as well as the social sciences, human development, communication theories, and certain processes of infant development. Psycholinguistics or the psychology of language studies the relationship between linguistic factors and psychological aspects. The discipline is primarily concerned with the mechanisms by which language is processed and expressed in the mind and brain; that is, the psychological and neurobiological factors that enable a person to acquire, use, understand and produce language. Psycholinguistics is concerned with the cognitive abilities and processes required to create the grammatical constructions of language as well as the listener's perception of these constructions.

The theoretical foundations of psycholinguistics began to be developed as "Psychology of Language" by the end of the 10th century. The work of Edward Thorndike and Frederick Bartlett laid the foundation for the science known as psycholinguistics. In 1936, the famous psychologist of the time, Jacob Kantor, used the term "psycholinguistic" as a description in his book *The Objective Psychology of Grammar*. However, the term "psycholinguistics" began to be widely used only after the publication of the article "Psycholinguistics: An Overview" by Kantor's student Nikolai Pronko in 1946. Pronko's goal was to unite many related theoretical approaches under one name. Psycholinguistics was first used to talk about an interdisciplinary discipline that could be "harmonized". Psycholinguistics is an interdisciplinary field that includes researchers from a variety of disciplines, including psychology, cognitive science, linguistics, speech and language pathology, and discourse analysis. Psycholinguists study how people acquire and use language in the following main areas:

Language Acquisition: How Do Children Acquire Language?

Language Comprehension: How do people understand language?

Language production: How do people produce language?

Second language acquisition: How do people who already know one language acquire another language?

A researcher interested in language comprehension may study word recognition during reading to study the processes involved in extracting orthographic, morphological, phonological, and semantic information from patterns in printed text. A researcher interested in language production can study how words are prepared for speaking from a conceptual or semantic level (which can be examined through a conceptual framework related to connotation and possibly related to semantic distinction). Developmental psycholinguists study the ability of infants and children to learn and process language.

Many psychologists and linguists have been hotly debating the importance of foreign language skills in young adolescents for many years. The importance of ability in language learning, or the concept of linguistic ability, and the establishment of language learning in accordance with its structure and structure. According to the general classification, abilities are divided into two groups. They are divided into general and special abilities. When determining the psycholinguistic abilities of our youth, we must have sufficient information about psychology and linguistics. Before studying the types of abilities, we must first understand what are abilities and linguistics.

Ability is the individual potential and capabilities of a person. Ability is sharply different from knowledge, knowledge is the result of reading, Ability is a characteristic of the psychological and physiological structure of a person. Ability is different from skill. Ability is seen as a gift

given to a person. In most scientific sources, ability is equated with skill. Ability improves in the process of acquisition of skills and competencies by a person. Any type of ability consists of a complex psychological concept of a person, which includes a system of characteristics proportional to the requirements of the activity. Therefore, ability should be understood not as a single feature, but as a synthesis of features that can meet the requirements of a person's activity and provide an opportunity to achieve high performance in this activity. The basic feature for all abilities is the ability to observe, that is, to understand a person, to be able to see one or another sign from an object, to distinguish. One of the leading features of the ability is to creatively imagine the essence of things and events. It is a result of the formation and development of a person, but also has a natural source. This natural resource is often referred to as the mind. The mind is manifested in excessive interest, inclination, and desire for a specific activity or many things. Mental targets should be understood as the natural basis of the internal capabilities of abilities. It is the product of enthusiasm, inclination, hard work, hard work, demandingness. Ability is divided into general and special categories. General ability means high mental capacity and development. Ability can be formed naturally and developed based on a specific plan. There are ways to develop the ability through a tendency or aspiration to a certain activity, to identify natural mental targets, to engage in continuous activity under the guidance of a specialist, to use special means of improving the ability, to maximally develop the symptoms of a person's activity, to carry out a special approach to the human personality in harmony with general requirements, and other ways. A high level of ability shows talent and genius (see Genius). Abilities are, in fact, innate. Although the ability is innate, its development also depends on the social environment.

Linguistic competence in linguistics is a system of unconscious knowledge that one knows when one knows a language. It is distinguished from linguistic indicators, which include all other factors that allow one to use one's language in practice. Language ability means the ability to acquire a language. Children have the greatest capacity for language acquisition. This ability diminishes after about 10 years of age. Linguistics is based on the theoretical and descriptive study of language and is also related to the applied fields of linguistics and the fields of language studies that involve the study of specific languages. Language structure refers to the arrangement of words, phrases, and sentences to create well-formed syntax, which is essential for effective communication. It includes elements such as morphology, syntax and phonology. Linguistic competences are related to the use of language by expressing and explaining concepts, ideas, feelings, facts and opinions to carry out oral and written discussions. Linguistic skills are the ability to use language to communicate. This includes the ability to speak, write and understand the language. Spoken language, written language, and their associated components (i.e., receptive and expressive) each form a dynamic integrative whole from separate language domains (i.e., phonology, morphology, syntax, semantics, pragmatics) is a synergistic system (Berko Gleason, 2005).

Language structure requires changes that can be made in contact with speakers of other languages, and communication skills can arise from any contact situations in the conversation process. This idea reflected the general purpose of the current study. This study was designed to assess the linguistic structure and communication skills of senior secondary school students at St. Michael's College, Department of Basic Education. It specifically aims to answer the importance of factor levels in terms of organization, delivery, supporting materials and central message. Using a quantitative-correlational descriptive research design, a purposive sampling procedure, and standardized rubrics for communication skills and language structure, the results revealed that some students were insufficiently proficient. Mean and standard deviation, Kruskal-Wallis H test, multiple linear regression analysis, and Kendall (tau-β) Rank correlation were used to

determine significant effects of language and communication variables. Validation by language experts for the AAC&U Oral Communication and Writing Value rubrics found that the majority of respondents did not meet the standard level of communication skills.

For a linguist, language is a form of human communication that includes phonetics, phonology, morphology, syntax, semantics, and the speech context provided by a particular speech community. It is a living form of communication that changes within speech communities and over time. Linguistics helps us understand our world. In addition to understanding the nuances of the world's languages, this knowledge can be used to improve interpersonal communication, contribute to translation activities, aid literacy efforts, and treat speech disorders. Linguists have identified five basic components (phonology, morphology, syntax, semantics, and pragmatics) found in all languages. Linguistics is the scientific study of language, and its main focus is the systematic study of the characteristics of individual languages and the characteristics of language in general. Linguistics is the scientific study of language, and its main focus is the systematic study of the characteristics of individual languages and the characteristics of language in general. Linguists, also known as verbal learners, work best with words. Whether the information is oral or written, these students memorize information through the use of language. Linguistic personality refers to the unique traits and characteristics that an individual manifests through his or her language and communication style. This includes factors such as word choice, tone, rhythm and volume of speech, as well as non-verbal communication such as body language and facial expressions. Morphology is the study of the structure and form of words in a language or languages, including inflection, derivation, and compound formation. At a basic level, words are made up of 'morphemes'. These are the smallest units of meaning: roots and affixes (prefixes and suffixes).

Nature or nurture? (Mitchell & Frith, 2019).

In psychology, it is often debated whether biological or educational influences are the primary determinants of specific cognitive processes. However, this is a false dichotomy and a more accurate approach would be "a bit of both". Biological and educational effects can be considered a feedback loop, where a positive (or negative) effect on one factor means a similar effect on the other factor. For example, when a positive feedback loop occurs. A child with a high attention span learns to read faster, so they are more comfortable and spend more time studying, which in turn improves their attention control. It is no longer a question of whether a particular ability is innate or acquired; instead, the goal is to examine the extent to which various biological and educational experiences affect the outcome of interest (in this study, "learning ability"). Determining the importance of understanding the biological and educational influences on better play suggests that it is important to consider the most effective interventions for improving children's cognitive and linguistic abilities. R. Sparks and L. Ganschau showed the problems of mother tongue assimilation for reasons of studying language coding ("Linguistic Coding Differences Hypothesis") about individual differences in language formation, second language assimilation problems. However, there are currently no known mechanisms for success in any language acquisition. The spectrum of linguistics in general psychology is quite deep.

Modern trends are presented as differential - psychological studies devoted to the specific features of the manifestation of language abilities, as well as general study of psychological nature, in which the general dimensionality of language development related to age, gender characteristics, education and upbringing conditions is studied. At the same time, the linguistic method primarily refers to abilities related to individual differences in mastering a nominal

foreign language. In this context, the researcher needs to clearly understand what language is being studied in relation to the specific ability of language acquisition.¹

In this review, special attention will be paid to works that study the abilities related to foreign language learning or the concepts of foreign researchers, expressed by the concepts of second language. In Western cognitive psychology, the psychometric approach is traditionally related to the learning of abilities. The selection of the main components of successful acquisition of a second language is related to the psychometric approach of D. Carroll and S. Sapon, in a sample of 5,000 thousand students, they conducted studies that included various ability tests. As a result, they were able to highlight the best topics in second language learning, successful and high-quality quick tasks. The tasks of D. Carroll and S. Sapon identified four special cognitive abilities that are the basis for successful language assimilation:

- ❖ 1. Phonetic coding ability ("phonetic coding ability") - perception of language sounds and sound forms of words and expressions, storing and restoring them in instant memory.
- ❖ 2. Grammatical sensitivity ("grammatical sensitivity") - the ability to understand grammar in a foreign language and understand the role of grammar in translating words and sentences.
- ❖ 3. Associative learning ability ("rote learning ability") is the ability to quickly and accurately assimilate many connections between words and their meanings, as well as the ability to restore these connections when necessary.
- ❖ 4. Inductive learning ability ("inductive learning ability") - the general cognitive ability to see and study the effects of the rules that govern the formation of words.

These components became the basis for the development of the modern Linguistic Aptitude Test (MLAT) - a linguistic method - a modern assessment test. This test is often used in linguistic research, despite criticism from some psychologists. For example, Z. Dornia believes that the main danger of using a psychometric approach to multi-plan construction language learning is that it is important, but it makes language learning difficult. As a result, "linguistic abilities refer to everything that tests of linguistic abilities measure." In the formation of linguistic ability, it is important to implement the structural stages of the concept of ability step by step, and in modern linguistics, the main focus should be on preventing problems that can be encountered in language learning.

¹1 Azimov E.G., Shchukin A.N. Slovar methodicheskikh terminov (theory and practice of language teaching).

SPb.: Zlatoust, 1999. 472 p.

2 Belova S.S., Kharlashina G.A. Cognitive abilities kak determinanty implicit nauchenia

zakonomernostyam vtorogo yazyka // Creativity: science, art, life: Materialy Vserossiyskoy

scientific conference, posvyashchennoy 95th birthday Ya.A. Ponomareva, IP RAN, 24-25

September 2015 M.: Institute of Psychology RAN. 2015. S. 45-49.

Another approach considers linguistic abilities to be not only consistent, but also individual. In particular, psychologists distinguish the following components: high level of knowledge motivation, openness to experience, sociability, development of speech skills. Since any language assimilation mediates the contact factor, special attention is paid to the communicative component. Thus, MK Kabardov claims that linguistic abilities consist of cognitive and communicative components, their joint use (first or dominance of the second component) determines the type of language acquisition. "Linguistics is a widely used, often misused, and also ambiguous language in science, educational thought, and foreign language literature. A term often heard among educators referring to this assumption is that certain classes and students' abilities or level of achievement. In the development of linguistic ability, many linguists have tried to consider language learning mainly from the grammatical aspect. To date, they have seen in their experience that the psychological characteristics of a person and the level of language ability are also important in language learning. they showed.

Gardner's theory, developed in the 1960s, helps teachers, coaches, and employers adapt their teaching methods to the needs of diverse learners. Verbal-linguistic learning style refers to a person's ability to think, solve problems, and learn using language. Because most of the school curriculum is taught orally, oral-linguistic learners do well in school. They can also excel in typical university settings. At the same time, it shows that it is important to remember that verbal-linguistic ability is not synonymous with intelligence. People with oral-linguistic abilities thrive in school activities such as reading and writing. They express themselves well and are usually good listeners, with a well-developed memory of the material they read and the ability to recall verbal information.

In Gardner's experiments, language impresses people with verbal-linguistic learning styles, and they enjoy learning new words and creative ways to use language, as in poetry. They may enjoy learning new languages, memorizing languages, playing word games, and reading. Oral-linguistic learners often do well on tests based on their ability to respond quickly and accurately to spoken or written instructions. This makes it easier for such students to excel on standardized tests, IQ tests, and quizzes. However, it is important to remember that language-based tests measure only one form of intelligence.

People with an oral-linguistic learning style learn best when taught using oral or written materials. They prefer activities based on language thinking rather than abstract visual information. Math word problems are more engaging for verbal-linguistic learners than solving equations. They usually enjoy writing projects, speech and drama classes, debates, language classes, and journalism. Oral-linguistic learners may have difficulty with hand-eye coordination or visual-spatial tasks. They may also have difficulty interpreting the visual presentation of data. For example, verbal-linguistic learners may find it more difficult to read a diagram, interpret a graph, or understand a mind map.

²⁴ Chan E., Skehan P., Gong G. Working memory, phonemic coding ability and foreign language aptitude: Potential

for construction of specific language aptitude tests — the case of Cantonese // A Journal of English Language,

Literatures and Cultural Studies. 2011. Vol. 60. No. 1. P. 45-73. doi: 10.5007/2175-8026.2011n60p045. January 2020 The Relationship Between Cognitive And Linguistic Abilities In Bilingual Children Ines Elena Martin Eastern Kentucky Universit. Structure and Learning in Natural Language by Jonathan Rawski Doctor of Philosophy in Linguistics Stony Brook University 2021.

Psycholinguistics is the understanding of language and deals with the nature of the processes that occur in the brain to generate. For example, the cohort model seeks to describe how words are retrieved from the mental lexicon when a person hears or sees linguistic input. Using new non-invasive imaging techniques, recent studies seek to illuminate areas of the brain involved in language processing. Another unanswered question in psycholinguistics is whether the human ability to use syntax arises from innate mental structures or from social interaction, and whether some animals can be taught the syntax of human language. Two other major branches of psycholinguistics study first language acquisition, infant language acquisition, and second language acquisition. For adults, acquiring a second language is much more difficult than learning a first language for babies (babies can easily learn more than one mother tongue). Thus, there may be sensitive periods during which language can be easily learned. Much research in psycholinguistics has focused on how this ability develops and declines over time. Also, the more languages one knows, the easier it seems to be to learn.

The most common feature in modern psychology is to distinguish three levels of speech perception: emotional, perceptual and semantic. The first level, as a rule, depends on the sound level (sound isolation), the second - on the word (individual words), and the third - on the text (Leontiev, 1999; Tarnopolsky, 2006; Zimniaya, 1991; Cole and Scott, 1974 and others). According to the ideas of Zimniaya (1991) and Rubinstein S. (1976), comprehension is a necessary level of speech perception. The basis of the theory of acoustic listening is the position of the level of perception of the speech flow by the receiver, and then determining the elements of the scheme. A syllable is the minimum unit of speech perception (Zasekina L., Zasekin S.). At the same time, I. Zimniaya (1985) developed a stage of sensory-perceptual processing of the speech signal.

There are many questions asked to each other by psycholinguists, for example, our mind, our mind has the means of production and understanding speech. But how did we get this ability? Of course, we are not able to understand and produce speech right from birth. Nevertheless, scientific research conducted by scientists shows that by the age of 4, gifted children can only focus on listening and listening comprehension, so they create and try to understand the language first in their brains. Therefore, the most important factor in the process of learning a language is that we can listen and understand the set of words we understand, form a vocabulary base through our mind, and then reflect it in our speech through the language. A human child goes through biological, physiological and psychological processes to learn a language³. And while 4-year-olds are still passive and have some other developed syntactic structures to learn, along with a never-ending supply of vocabulary items, they are already the most difficult language learners. defeated the Sikhs. Regardless, it shows that the language learning process experienced by children around the world is similar. For several years, one of the main tasks of psycholinguists has been emphasizing that psychological processes in the process of children learning their mother tongue or a foreign language through two different methods: speech production and speech comprehension, is an important psychological process.

Summary

³An Introduction to Psycholinguistics LEARNING ABOUT LANGUAGE General Editors: Geoffrey Leech & Mick Short, Lancaster University. The Role of Linguistic Structure in Sentence and Text Comprehension: A Comparative Analysis of Depth-First Versus Breadth-First Models

In conclusion, it can be said that today our young people are smarter than us and their interest in learning the language is increasing. It is permissible. In psychology, try to make conclusions based on the experiments conducted by scientists over the years about the psychological problems in the emergence of linguistic ability and the importance of the ability in the language learning process.

The fact that the head of our state attaches great importance to the language today, they have repeatedly emphasized the need to work on the basis of all the necessary experiences for our young people to acquire the language. It is important in the process of mastering the language, based on which regulations our young people should work, or in the process of mastering the language of talented young people.

Based on the five main components (phonology, morphology, syntax, semantics) found in all languages in the process of language acquisition, linguists proved that they are related to psychology in the past. It is important that we pay more attention to the language in all educational institutions so that they can study in prestigious universities in the countries. All pre-school educational institutions in our country have enough conditions for them to learn the language from a young age. Moreover, in order to master the language from a young age, we need to increase the level of language knowledge of our educators and pedagogues. At the same time, many private preschool educational institutions are operating in our country, and most of our teachers and pedagogues there can communicate freely in Russian, as a result, most of the children there are able to listen and understand another language even if they do not understand it. It should be noted that the monthly fees of private pre-school educational institutions are also sharply different from public pre-school educational institutions. But taking into account the fact that all families with young children in our country may not be able to pay these fees, and in order to save 1-2 years of time spent by our children on learning foreign languages in the future, we need to create all the necessary conditions for our young people to learn languages. Because our talented young people who are learning foreign languages today are our personnel who will be able to work in state educational institutions in the future.

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