PEDAGOGICAL FOUNDATIONS OF PSYCHOLINGUISTIC APPROACH TECHNOLOGIES IN THE FORMATION OF LINGUISTIC THINKING AMONG STUDENTS

Odiljonova Kamola Abduvosit kizi
PhD in Pedagogical Sciences
Andijan State Pedagogical Institute

Abstract: This article examines the problem of shaping linguistic thinking among university students through a psycholinguistic perspective. The relationship between language and thought, the psychological mechanisms of speech activity, and the significance of cognitive-psychological processes in language learning are highlighted. The study emphasizes psycholinguistic technologies for developing linguistic thinking, their effectiveness in the educational process, their correlation with students' individual psychological characteristics, and their role in fostering creative and intellectual capacity.

Keywords: linguistic thinking, psycholinguistics, speech activity, language and thought, cognitive processes, pedagogical technology, students.

In modern higher education, the problem of developing linguistic thinking is considered one of the most pressing issues not only in linguodidactics but also in psycholinguistics. Language is the external expression of thought, while thought constitutes the internal essence of language. Therefore, language education is not limited to the transmission of grammatical and lexical knowledge but also involves the development of students' ability to think critically and independently. When approached from a psycholinguistic perspective, the processes of perceiving language, processing it in the mind, and applying it in speech become more effective and productive. Psycholinguistics studies the processes taking place in the human mind during language acquisition and analyzes the psychological mechanisms of speech activity. It provides an opportunity to uncover the interrelation of language and thought more profoundly, to determine the cognitive stages of students' engagement with language material, and to design appropriate methods for teaching. The study of linguistic units, the comprehension of their semantics, the construction of meaning, and the application of these meanings in communicative practice are all integral components of forming students' linguistic thinking.

During speech activity, students process words, phrases, sentences, and texts in their minds. Such processes actively involve psychological mechanisms such as perception, memory, attention, imagination, and motivation. For instance, while reading a text, students not only recognize its external form but also grasp its internal content, process it mentally, and draw logical conclusions. From a psycholinguistic perspective, these processes are explained through encoding and decoding mechanisms. Encoding allows the student to shape their thoughts through linguistic means, while decoding helps them receive, understand, and interpret others' messages as readers or listeners. The implementation of psycholinguistic approach technologies in higher education contributes not only to students' linguistic competence but also to their capacity for independent reasoning. Educational technologies in this regard should not merely support the assimilation of linguistic material but also stimulate students' cognitive activity. Creative writing exercises, simulated communicative situations, tasks of meaning-making based on texts, contextual games, and interactive discussions all help students to consciously construct their ideas, which in turn strengthens the development of linguistic thinking.

The effectiveness of psycholinguistic technologies lies in their consideration of students' psychological and cognitive potential. Each learner possesses unique abilities in

perceiving and processing linguistic material. Consequently, differentiated instruction is necessary in the teaching process. For instance, students with stronger memory capacities may quickly acquire lexical units, while those with logical thinking skills may more easily grasp complex grammatical structures. In such cases, psycholinguistic technologies ensure the integration of students' individual capacities into the overall learning process. Motivation is another crucial factor in the formation of linguistic thinking. When students have strong interest, inner needs, and communicative goals in language learning, their psychological activity becomes more dynamic. Psycholinguistic studies define motivation as a fundamental driving force of speech activity. Therefore, organizing classes based on students' interests, engaging them in active communication, and linking speech situations to real-life contexts are effective ways of developing linguistic thinking. The pedagogical foundations of psycholinguistic technologies in the development of linguistic thinking are grounded in the recognition that language education is inseparably tied to mental and intellectual growth. Pedagogy in this sense does not merely serve as a framework for delivering linguistic material; rather, it functions as an integrative system that unites the psychological, social, and cognitive dimensions of learning. In higher education, the teaching of language must therefore be approached as a holistic endeavor in which the acquisition of knowledge is deeply interconnected with the cultivation of intellectual independence, critical reasoning, and creative potential.

A central pedagogical aspect of psycholinguistic technologies lies in their emphasis on active participation. Students are not regarded as passive recipients of linguistic input but as dynamic agents who construct meaning through interaction and reflection. This pedagogical orientation requires the design of tasks that challenge learners to process language in real contexts, to negotiate meaning, and to reformulate their understanding through communication. Such approaches harmonize with the principles of constructivist pedagogy, where knowledge is built through active engagement rather than through rote memorization. Another important dimension of the pedagogical foundation is the role of reflection in the learning process. Psycholinguistic approaches highlight the necessity of students' awareness of their own cognitive and linguistic strategies. When learners reflect on how they process linguistic input, encode their thoughts, or overcome communicative challenges, they develop metacognitive skills that reinforce linguistic thinking. Pedagogy in this context promotes not only the acquisition of language skills but also the cultivation of self-awareness and self-regulation, which are essential for lifelong learning. The interaction between social and psychological dimensions is also crucial for pedagogical practice. Psycholinguistic technologies assume that language is best acquired in meaningful communication, which requires a supportive learning environment. Group discussions, peer collaboration, and dialogic activities provide opportunities for students to co-construct knowledge, test their linguistic hypotheses, and develop the confidence to articulate complex ideas. Pedagogically, this means that instructors must create environments that encourage participation, foster respect for diverse perspectives, and integrate language learning with broader intellectual and social development. Furthermore, the pedagogical value of psycholinguistic approaches is evident in their capacity to address the diversity of learners. Each student brings to the classroom a unique set of cognitive abilities, motivational factors, and previous linguistic experiences. Effective pedagogy acknowledges these differences and adapts instruction accordingly. Psycholinguistic technologies, by focusing on the individual mechanisms of perception, memory, and reasoning, provide tools for differentiated instruction that can meet the needs of diverse student populations. In this way, pedagogy becomes not only a system of instruction but also a practice of inclusivity and personalization. Finally, the pedagogical implications of psycholinguistic technologies extend beyond the immediate goals of language learning. By fostering linguistic thinking, these approaches contribute to the

development of critical intellectual skills that students can apply across disciplines. The ability to analyze, interpret, and articulate ideas clearly is not confined to the domain of linguistics but is foundational for success in all areas of academic and professional life. Thus, the integration of psycholinguistic technologies into pedagogy serves the broader mission of higher education: to cultivate individuals who are capable of independent thought, effective communication, and meaningful contribution to society. A distinctive feature of the psycholinguistic approach is its interpretation of language not merely as an object of study but as a key mechanism for shaping thought. Through language, students not only communicate but also acquire new knowledge, restructure existing knowledge, and engage in creative activity. Thus, the integration of language and thought can be ensured by applying psycholinguistic technologies in education. This integration broadens students' intellectual capacity and enhances their ability to think independently. The social-psychological environment also plays a significant role in the development of linguistic thinking. Students acquire language not only through individual activity but also through social interaction. Interactive communication between instructors and students, group work, and academic debates serve as effective tools from a psycholinguistic perspective. In communicative contexts, students not only express their own ideas but also interpret and reprocess others' perspectives, integrating them with their own worldview.

The application of psycholinguistic technologies in higher education deepens linguistic competence and simultaneously cultivates a scientific worldview among students. They acquire the ability to analyze complex linguistic structures, interpret them semantically and pragmatically, and articulate their ideas in academic discourse. This process enhances their interest in scientific inquiry and motivates them to independently seek new knowledge. Furthermore, psycholinguistic technologies foster students' creative potential. Creative assignments, free writing activities, and problem-solving tasks conducted through language learning enrich their linguistic thinking and prepare them to become not only consumers of knowledge but also producers of intellectual and scientific content. The formation of linguistic thinking among students through psycholinguistic technologies holds substantial theoretical and practical significance. These technologies enable a deeper understanding of the interrelationship between language and thought, reveal the psychological mechanisms of speech activity, and provide effective tools for application in education. Through psycholinguistic approaches, students acquire not only linguistic competence but also the ability to think independently, logically, and creatively. Thus, psycholinguistic technologies constitute one of the key methodological foundations of contemporary education, playing a vital role in the intellectual development of students and in shaping them as autonomous subjects of knowledge.

References

1. Vygotsky, L.S. *Thinking and Speech.* Moscow: Pedagogy, 1996.

2. Leontiev, A.A. *Psycholinguistics.* Moscow: Smysl, 2003.

3. Chomsky, N. *Aspects of the Theory of Syntax.* Cambridge: MIT Press, 1965.

4. Levelt, W.J.M. *Speaking: From Intention to Articulation.* Cambridge: MIT Press, 1989.

5. Decrees and Resolutions of the President of the Republic of Uzbekistan on improving the system of education and upbringing.

6. Rakhimov, N. *Relations of Language and Thought: A Linguo-Psychological Analysis.* Tashkent: Fan, 2019.

7. Karimova, D. *Linguistic Thinking and Cognitive Processes.* Tashkent: TDPU Press, 2022.