

NATIONAL UNIVERSITY OF UZBEKISTAN
SOUTH KAZAKHSTAN UNIVERSITY



April, 2022

Current Issues of Social Sciences and Humanities

**International Scientific and
Practical Conference**

The Department of Ethics and Aesthetics

**The Faculty of Social
Sciences**



NUU.UZ



THE NEED FOR A PSYCHOLINGUISTIC APPROACH TO ENGLISH LANGUAGE TEACHING

Feruza Odilovna Djabbarova

Chirchik State Pedagogical Institute of Tashkent region

ABSTRACT

This article argues for the integration of psycholinguistic approaches in English language teaching, highlighting their potential to enhance language acquisition and proficiency. It explores how psycholinguistic methods such as semantic mapping, contextual learning, and mnemonic devices improve vocabulary retention by aligning with cognitive processes. The article discusses the benefits of inductive and deductive grammar instruction, error analysis, and corrective feedback in developing grammatical accuracy. It also emphasizes the importance of phonemic awareness training, minimal pair drills, and intonation practice for effective pronunciation. Interactive techniques like role-playing, simulations, group discussions, and debates are advocated for their role in promoting active language use and critical thinking. The use of technology, including language learning apps and computer-assisted language learning (CALL), is examined for its ability to provide personalized and engaging learning experiences. Finally, the article underscores the need for comprehensive assessment strategies, including formative, summative, self, and peer assessments, to foster continuous learning and reflection. Integrating psycholinguistic principles into language teaching can create more dynamic and supportive learning environments, ultimately benefiting learners and educators.

Keywords: psycholinguistics, language acquisition, vocabulary learning, grammar instruction, pronunciation training, interactive techniques, technology-enhanced learning, formative assessment, summative assessment, English language teaching.

In the realm of language education, traditional methods often fall short of addressing the diverse cognitive and psychological needs of learners. This gap underscores the necessity of integrating psycholinguistic approaches into English language teaching. Psycholinguistics, the interdisciplinary study of how language is processed in the mind, offers valuable insights that can revolutionize the way we teach and learn English.

Understanding Language Acquisition – At the core of psycholinguistic approaches is an understanding of how humans acquire language. Traditional methods, which often emphasize rote



memorization and repetitive drills, do not account for the cognitive processes involved in language learning. Psycholinguistics, however, considers factors such as perception, memory, attention, and problem-solving. For instance, research shows that vocabulary is better retained when taught through semantic mapping—a technique that connects new words to related concepts visually [6:304]. This method aligns with how the brain naturally organizes and retrieves information, making learning more efficient and effective.

Enhancing Grammar and Syntax Learning – Grammar instruction is another area where psycholinguistic methods can make a significant impact. Traditional grammar teaching often involves deductive approaches, where rules are presented first, followed by practice. While this method has its merits, it can be complemented by inductive approaches, where learners are exposed to examples and infer the rules themselves. This discovery-based learning is more engaging and helps in deeper internalization of grammatical structures [4:91]. Additionally, error analysis and corrective feedback, grounded in psycholinguistics, provide learners with constructive guidance, helping them understand and rectify their mistakes, thereby improving their grammatical accuracy.

Improving Pronunciation and Phonetics – Pronunciation, often a challenging aspect of language learning, can benefit greatly from psycholinguistic techniques. Phonemic awareness training, which focuses on recognizing and manipulating individual sounds, is fundamental for accurate pronunciation. Techniques such as minimal pair drills help learners distinguish between similar sounds, while intonation and stress pattern training ensure more natural and comprehensible speech [3]. These methods are rooted in understanding how the brain processes sounds, making them more effective than rote repetition.

Interactive and Communicative Techniques – Psycholinguistics also supports the use of interactive and communicative techniques in the classroom. Role-playing, simulations, group discussions, and debates encourage active use of language in meaningful contexts. These activities not only improve fluency but also enhance learners' ability to use language pragmatically [2]. By engaging in real-life scenarios, learners develop better conversational skills and become more confident in their language use.

Leveraging Technology in Language Learning – The integration of technology in language learning, supported by psycholinguistic principles, offers new avenues for enhancing language instruction. Language learning apps and computer-assisted language learning (CALL) tools provide personalized, interactive, and engaging learning experiences [5:8]. These technologies offer immediate feedback and adapt to individual learning paces, catering

to the cognitive and psychological needs of learners. They also enable continuous practice outside the classroom, reinforcing learning.

Comprehensive Assessment Strategies – Finally, psycholinguistic approaches advocate for comprehensive assessment strategies that include both formative and summative assessments. Formative assessments, such as quizzes and peer reviews, provide ongoing feedback, helping learners improve continuously [1]. Summative assessments, including final exams and projects, evaluate overall proficiency and learning outcomes. Additionally, self and peer assessments promote reflection and critical thinking, empowering learners to take charge of their learning journey.

Conclusion

Incorporating psycholinguistic approaches into English language teaching is not just beneficial—it is essential. These methods address the cognitive and psychological dimensions of language learning, making the process more effective and engaging. By understanding and applying the principles of psycholinguistics, educators can create a more dynamic and supportive learning environment that caters to the diverse needs of their students. As language teaching continues to evolve, the integration of psycholinguistic methods will undoubtedly play a pivotal role in shaping the future of education.

REFERENCES

1. Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
2. Bygate, M. (2016). *Language Use and Language Learning: Theory and Practice*. Oxford University Press.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press.
4. Ellis, R. (1993). *Second Language Acquisition and the Structural Syllabus*. TESOL Quarterly, 27(1), 91-113.
5. Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology*, 15(2), 2-11.
6. Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19(3), 304-330.



CONTENTS | MUNDARIJA | СОДЕРЖАНИЕ

187. Шералиева, С. Х. (2022). ИСПОЛЬЗОВАНИЕ ФОЛЬКЛОРНЫХ МАТЕРИАЛОВ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ В ВУЗЕ. *Current Issues of Social Sciences and Humanities*, 3(2), 1169-1172. <https://doi.org/10.24412/2181-1385-2022-2-1169-1172>
188. Shodiyeva, G. N. (2022). MATN GRAMMATIKASINING ASOSIY MUAMMOLARI. *Current Issues of Social Sciences and Humanities*, 3(2), 1173-1176. <https://doi.org/10.24412/2181-1385-2022-2-1173-1176>
189. Ermetova, J. I., & Abdullaeva, N. F. (2022). GENDER AND POWER RELATIONSHIPS IN THE LANGUAGE OF PROVERBS: UZBEK PROVERBS. *Current Issues of Social Sciences and Humanities*, 3(2), 1177-1180. <https://doi.org/10.24412/2181-1385-2022-2-1177-1180>
190. Джаилилов, Б. Х. (2022). ТОЛЕРАНТЛИКНИНГ ФАЛСАФИЙ ТАҲЛИЛИ. *Current Issues of Social Sciences and Humanities*, 3(2), 1181-1188. <https://doi.org/10.24412/2181-1385-2022-2-1181-1188>
191. Жораева, У. У. (2022). АНА ТИЛИ – ҚАДІР ҚАСИЕТИ. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1189-1193. <https://doi.org/10.24412/2181-1385-2022-2-1189-1193>
192. Анарбаева, Ж. А. (2022). ОҚУШЫЛАРДЫҢ ТИЛИ ДАМУДА ҚОЛДANYЛАТЫН ТЕХНОЛОГИЯЛАР. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1194-1198. <https://doi.org/10.24412/2181-1385-2022-2-1194-1198>
193. Илдашева, Э. У. (2022). АНА ТИЛИ – ДАНА ТИЛИ. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1199-1202. <https://doi.org/10.24412/2181-1385-2022-2-1199-1202>
194. Курмангалиев, Д. Д. (2022). СӨЗ ТАПТАРЫ – ТИЛ БИЛИМИНІҢ НЕГІЗИ. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1203-1207. <https://doi.org/10.24412/2181-1385-2022-2-1203-1207>
195. Djabbarova, F. O. (2022). THE NEED FOR A PSYCHOLINGUISTIC APPROACH TO ENGLISH LANGUAGE TEACHING. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1208-1210. <https://doi.org/10.24412/2181-1385-2022-2-1208-1210>
196. Primova, M. Q., & Xolmo'minov, G. F. (2022). AMIR TEMURNING HARBIY YURISHLARI VA JANG STRATEGIYALARI. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1211-1214. <https://doi.org/10.24412/2181-1385-2022-2-1208-1210>
197. Khayitov, J. (2022). PREDOMINANT ISSUES IN WRITING AND SPEAKING SKILLS. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1215-1223. <https://doi.org/10.24412/2181-1385-2022-2-1215-1123>
198. Nafasov, A. K., & Primova, M. Q. (2022). XALIFALIK MAMLAKATLARINING MADANIYATI. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1224-1232. <https://doi.org/10.24412/2181-1385-2022-2-1215-1123>
199. Бекмуратова, З. Н. (2022). АБАЙ МҮРАСЫНДАҒЫ ТАБИҒАТ. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1233-1236. <https://doi.org/10.24412/2181-1385-2022-2-1215-1123>
200. Куканова, Г. Н. (2022). АБАЙДЫҢ АҚЫНДЫҚ МЕКТЕБИ. *Ijtimoiy-gumanitar fanlarning dolzarb masalalari*, 3(1), 1237-1239. <https://doi.org/10.24412/2181-1385-2022-2-1215-1123>

