

The Application of Psycholinguistic Principles to the study of Bilingual Learning

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This thesis explores the effectiveness of different psycholinguistic characteristics. The global trend toward economic, political, and cultural integration recognizes bilingual education as one of the key components of language education. Thus, psycholinguistic methods are required for foreign language instruction. "The science of what mental processes take part in, when we generate speech, i.e. speak, listen, and read, as well as how we master speech in our native language and in a foreign language" is how R.F. Frumkina (2004) defines psycholinguistics. The technique's ability to create these skills will increase with the amount of knowledge about an individual's speaking behavior. Finding linguistic and psycholinguistic solutions to the interrelationship issues in bilingual education is the goal of the article. The article's structure contains a description of the characteristics of contemporary psycholinguistic techniques in bilingual education settings.

Theoretical Framework:

Since bilingual education has been the subject of an extensive number of studies, the issue of identifying modern psycholinguistic techniques is still poorly understood. Bilingual education is among the cutting-edge teaching strategies. Teaching a second foreign language is a very complicated and complex problem.

Long before the scientific field with this name was formally established in the middle of the 20th century, a psycholinguistic approach to language research emerged. Vygotsky and A.A. Leontiev, two Russian psychologists and linguists, are regarded as the founders of contemporary psycholinguistics.

Zalevskaya A.A., Belyanina V.P., Frumkin R.M., Glukhova V.M., Kovshykov V.A., Zimnyaya I.A., and others are notable examples of contemporary researchers that have extensively examined the issues of psycholinguistics in the study of second foreign languages as well as issues related to bilingual education.

A.A. Leontiev asserts that a precise definition of the term "psychological basis for strengthening of teaching foreign languages" is necessary in order to identify the psycholinguistic essence of foreign language teaching (Leontiev A.A., 1999). This

phenomenon's three-dimensional nature (at a didactic-methodological level, in connection to each student's educational activity, collectively-psychological, or socio-psychological) greatly broadens the scope of its functioning. The psychological content is actually supplied at the socio-psychological level of the intensification of educational activity as well as at the level of the individual student's activity. The motivation for learning the language is ensured in the first instance by referring to the orientation to various modes of perception and memory types.

The psycholinguistic aspect of the study of bilingualism deals with the research of such questions as the determination of the ways of learning the second language, the influence of the age of the student, the ability of bilingual to switch from one language to another, the influence of the typological features of two languages.

Materials and methods

Research methods

The following research methods were used during the research process: complex theoretical analysis, comparison and synthesis methods.

The stages of research

- At the first stage - theoretical study of the problem, determination of goals, object, subject, tasks and research methods;
- At the second stage - an experimental study of communicative speech activity, personal activity of young children at the age 7-10;
- At the third stage (the final stage) - the analysis of the study was carried out; systematization and generalization of the material; formulating the main conclusions and the results of the research.

The experimental research base

The participants of the research were children who studied in Russian groups in a secondary school. Their native languages were Uzbek, Kazakh and Tatar. The study was conducted on the basis of the private foreign school "Yes LC" in Tashkent (Uzbekistan), in which the English language was studied additionally. The duration of the study was one month (12 lessons). The experimental group consisted of 12 children aged 7-10 years old; lessons were conducted in Russian and English. In the second group (control group), training was carried out according to the traditional methods, mainly in the Russian language, more attention was paid to the translation of words and learning dialogues. During the comparative analysis, we used pre- and post-experimental tests.

Results

The structure and content of the study

In this study, we used method of comparison of results obtained during the application of psycholinguistic and subject-centered approaches based on bilingual teaching. Measures of central tendency were used to identify the results. The result of the experimental study revealed the essential structural and functional characteristics of bilingual education, psychological peculiarities of thinking in the process of second language acquisition and multicultural factors.

An error in non-native language speech, caused by the use of the means of native language, is the appearance of interference. The common premise of interference is that a person, speaking in a non-native language, always uses speech skills of his native (main) language (Mechkovskaya N.B., 2000).

During the use of a number of lexical-grammatical and phonological exercises, it was possible to eliminate interference in the process of teaching English. The phonetic interference appears itself in both perception and reproduction of speech.

Findings:

The results of the study revealed significant improvements in both groups, highlighting the effectiveness of the selected strategies. Key findings include:

- Songs and TPR: The combination of songs and TPR proved to be highly effective in enhancing listening, pronunciation, and vocabulary acquisition.
- Pictorial Illustration and TPR: Visual aids, combined with TPR, supported visual learners and facilitated understanding of new concepts.
- Language Background: The learners' prior language experiences and exposure to English influenced their learning outcomes.

Through interaction, students can increase their vocabulary in the process of reading or listening to authentic material, as well as to the statements of other students during discussions and performing joint assignments (Brown D., 2001).

Using the song in the classroom allows learning the rules of pronunciation, grammar, and memorizing words and expressions on the studying subject in easy and accessible way. In addition, such approach to the lesson is an excellent way to relieve tension and remove students' psychological barrier.

General lesson plan:

Discussion and Implications:

The findings of this study have several implications for teaching English to young learners. Development of speech activity (listening, speaking, reading and writing), as well as preventing phonetic and lexical and grammatical interference in the learning process through complex linguistic exercises and games based on psycholinguistic and subject-centered approaches.

Conclusion and recommendations

The results of the research showed that the application of various approaches of psycholinguistics on the basis of the subject-centered approach helps to better acquire the educational material, and also removes the psychological barrier; excessive tension and stiffness, uncertainty and fear. Consequently, there was an increase of the educational activity, satisfaction with the learning process itself. The materials of the article can be useful for linguists, psychologists and teachers of a foreign language.

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