



THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE PSYCHOLINGUISTIC APPROACH IN DEVELOPING STUDENTS ' LINGUISTIC THINKING

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Abstract

This article examines the theoretical and methodological foundations of the psycholinguistic approach in shaping linguistic thinking among students. The mechanisms of linguistic cognition formation are analyzed based on the interrelation of linguistic and psychological aspects of psycholinguistics. The article serves as a scientific and practical basis for the implementation of effective linguodidactic technologies in higher education.

Keywords: linguistic thinking, psycholinguistics, speech activity, cognitive process, methodological basis, student's personality.

Introduction

In the modern educational process, studying the interrelation between language and thinking, particularly the development of linguistic thinking in students, is one of the most pressing issues. Language acquisition is not limited to mastering grammatical norms but also serves as a tool for effectively organizing speech activity on the basis of thought. This, in turn, requires the formation of skills for consciously managing the process of linguistic cognition.

Today, psycholinguistics has become one of the leading theoretical directions in studying students' speech activity, language-related cognitive processes, and their psychological states. Therefore, relying on the psycholinguistic approach in the development of linguistic thinking is essential. Psycholinguistics, as a science that studies the interrelation between language and thought, speech and consciousness, is closely connected with such fields as linguistics, psychology, neurolinguistics, and sociolinguistics. Serving as a scientific platform, psycholinguistics provides



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insights into the cognitive and affective dimensions of speech activity, language perception, processing, and expression. Within this framework, linguistic thinking is viewed as a verbal form of cognitive activity. It refers to the mental activity carried out through language, characterized by the reflection and reinterpretation of reality. Linguistic thinking entails the ability to reason through language, to logically connect concepts, and to express ideas clearly and coherently. Its structure comprises psychological, linguistic, and cognitive components. Scholars such as V.V. Vinogradov, A.A. Leontyev, and D. Slobin have advanced significant theoretical perspectives on the unity and interrelation of language and thought.

Linguistic thinking manifests itself in both oral and written forms of speech and proceeds through the following stages:

- Perception,
- Understanding and conceptualization (cognitive processing),
- Expression and encoding (verbalization),
- Speech realization (articulation or written form).

Relevance of the Psycholinguistic Approach

In today's learners, the ability to think independently, to conduct analytical reasoning, and to develop argumentation skills is directly linked to the level of linguistic thinking. From this perspective, the psycholinguistic approach enables the achievement of the following goals:

- Strengthening the connection between language and thought in students' minds;
- Teaching conscious management of speech activity based on psychological processes;
- Deepening motivational, emotional, and reflective aspects of language learning;
- Developing metacognitive strategies (monitoring one's own thinking).

This approach serves not only for language teaching but also for activating general intellectual abilities. The methodology of the psycholinguistic approach relies on the following core components:

- Cognitive-linguistic approach – studying language as a tool of thought;
- Constructivist didactics – placing the learner's activity at the center of the process;
- Dialogic method – fostering interactivity in forming and expressing ideas;



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• Speech activity-based approach – emphasizing contextual use of language in teaching.

Effective methods in developing students' linguistic thinking include:

- Associative thinking exercises;
- Targeted discussions aimed at logical reasoning;
- Constructing logical speech chains;
- Cognitive analysis in text-based tasks.

Linguistic Thinking and Psycholinguistics in Scientific Research.

The issues of linguistic thinking and psycholinguistics have been widely covered in the research of N. Chomsky, L.S. Vygotsky, A.A. Leontyev, E.S. Kubryakova, T.V. Chetinina, G. G. Yuldoshev, M. Tukhtakhonova, D. Rasulov, and other scholars. In particular, Vygotsky viewed thinking as a socio-historically shaped activity and substantiated its realization through language.

Modern studies demonstrate the effectiveness of psycholinguistic models integrated with cognitive psychology. From a psycholinguistic perspective, language is considered a tool of thought, while speech is the product of thought. Hence, teaching students to use language consciously means not only developing their communication abilities but also fostering attention to language as a means of reasoning.

Conclusion

To conclude, the formation of linguistic thinking in students is not merely about teaching a language but about developing conscious reasoning, problem-solving approaches, and argumentative speech. The development of linguistic thinking is one of the urgent tasks facing every educational institution today. The psycholinguistic approach provides deeper insights into this process and allows for the development of precise, goal-oriented strategies.

Therefore, by teaching students to reason through language, to form clear and logical thoughts, and to develop speech competencies, it is possible to enhance their intellectual potential. The psycholinguistic approach makes it possible to scientifically manage this process and raise language use to a conscious level. The



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introduction of pedagogical technologies based on this approach into higher education will help prepare highly qualified specialists with strong intellectual and communicative competencies.

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