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MECHANISMS OF SHAPING LINGUISTIC THINKING THROUGH PSYCHOLINGUISTIC TECHNOLOGIES

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Abstract

This article explores the theoretical and methodological foundations as well as the practical mechanisms of shaping linguistic thinking through psycholinguistic technologies. It examines the relationship between language and thought within the psycholinguistic framework, the development of students 'communicative competence, the modeling of linguo-psychological processes, and the effectiveness of applying innovative technologies in education. The study also highlights the interconnectedness of perception, memory, speech, and cognition in the formation of linguistic consciousness.

Keywords: psycholinguistics, linguistic thinking, language and thought, psycholinguistic technologies, communicative competence, innovative education.

In the 21st century, the educational process is directly linked to the rapidly developing socio-cultural environment, the dramatic increase in information flows, and the widespread implementation of digital technologies. Particularly, psycholinguistics—an area that reveals the intrinsic connection between language and thought—has gained special significance in contemporary pedagogical research. Today, psycholinguistic technologies, which emerge at the intersection of linguistics, psychology, pedagogy, and information technology, are regarded as one of the most crucial factors in enhancing the effectiveness of education, as well as in shaping and developing students 'linguistic thinking.

Linguistic thinking refers to an individual's ability to perceive, analyze, generalize, and express reality through speech activity. Thinking, shaped by language, determines not only the process of acquiring knowledge but also an individual's role within the socio-cultural environment. Therefore, investigating the mechanisms of

linguistic thinking, establishing its scientific-theoretical and methodological foundations, and introducing psycholinguistic technologies into the educational process constitute pressing issues of modern pedagogy.

The relevance of the topic lies in the fact that fostering independent and creative thinking in youth—particularly students—developing their communicative competence, and equipping them with the ability to communicate freely in different languages, are directly tied to the comprehensive development of linguistic thinking. The psycholinguistic approach provides opportunities not only for teaching languages but also for managing speech, cognitive, and metacognitive processes.

Thinking represents the highest form of human consciousness, enabling generalized reflection, analysis, and logical conclusion of reality. It is inextricably connected with speech, since language constitutes the material form of thought, while thought provides the semantic foundation of language. From this perspective, the concept of linguistic thinking emerges: it is a type of thought shaped by language and manifested in speech activity.

Linguistic thinking is closely tied to perception, memory, attention, and communicative activity, placing it at the core of cognitive processes. In psychology, thinking is studied through mental operations such as analysis, synthesis, comparison, and generalization. In linguistics, however, it is examined through semantic systems, meaning, concepts, and symbolic representations. By its nature, linguistic thinking demonstrates the following characteristics:

- **Generality** – the ability to unify reality based on shared features;
- **Symbolic expression** – representing abstract concepts through linguistic units;
- **Creativity** – generating new ideas based on existing knowledge;
- **Communicativeness** – being manifested through the exchange of ideas.

Thus, linguistic thinking is a complex mental activity shaped through language in the process of learning, comprehension, and communication.

Psycholinguistics, as a field, studies the relationship between language and thought as well as the psychological mechanisms underlying speech activity. Unlike purely linguistic or psychological perspectives, this approach integrates grammar, semantics, cognition, perception, and emotions into one unified model. According

to psycholinguistic theory, the process of forming linguistic thinking unfolds in the following stages:

1. Motivational stage – the need for thought and communicative purpose arises;
2. Conceptual stage – the perceived phenomenon is analyzed in consciousness;
3. Internal speech stage – thoughts are encoded into linguistic units;
4. External speech stage – the encoded thought is expressed in oral or written form;
5. Reception and processing stage – the interlocutor perceives, understands, and reconstructs the speech within their own cognitive framework.

This multi-stage mechanism demonstrates that psycholinguistics serves as the fundamental theoretical and methodological platform for shaping linguistic thinking. The development of linguistic thinking relies on a number of cognitive processes:

• **Perception** – receiving and processing information from the external environment through language;
• **Memory** – storing and retrieving linguistic units, concepts, and semantic structures;
• **Attention** – focusing on linguistic material and managing speech production;
• **Imagination** – creating new mental representations based on existing knowledge.

Consequently, linguistic thinking develops not only linguistic competence but also cognitive competence. The term *technology* originates from Greek (*techne* – skill, art, method; *logos* – study). In education, technology refers to a system of scientifically grounded, systematic, and practical methods of organizing teaching activities. Psycholinguistic technologies, therefore, represent pedagogical approaches that integrate psychological and linguistic mechanisms in order to develop speech activity and thinking. They aim at integrative development of students 'perception, memory, attention, speech, and cognition.

Unlike traditional teaching methods, psycholinguistic technologies:

- Activate learners 'mental activity;
- Ensure conscious assimilation of linguistic units;
- Shape thinking within communicative contexts;
- Strengthen creative collaboration and interactive learning.

These technologies rest upon interdisciplinary foundations:

- **Psychology** – theories of perception, memory, thought, emotion, and motivation;
- **Linguistics** – phonetics, lexicology, grammar, and semantics;
- **Cognitive science** – mechanisms of encoding, storing, and processing knowledge;
- **Pedagogy** – learner-centered education, interactive methods, competency-based approaches;
- **Communication theories** – information exchange, dialogic interaction, and communicative competence.

Hence, the development and application of psycholinguistic technologies rely on interdisciplinary integration. Linguistic thinking is a complex cognitive process inseparably connected with language. Psycholinguistic approaches are highly effective in its development, as they shape students 'speech activity, comprehension, processing, and expressive skills. Mechanisms such as associative connections, coding and decoding, memory activation, communicative situations, and reflective practices play a pivotal role in the formation of linguistic thinking.

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