

# ЯЗЫКОВАЯ МЕТОДОЛОГИЯ В ВУЗЕ, ПСИХОЛИНГВИСТИКА И КОГНИТИВНАЯ ПСИХОЛОГИЯ

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**Аннотация.** В данной статье психолингвистику, науку о восприятии, формировании и порождении речи, методике обучения языку интересуют в первую очередь взгляды на речевую деятельность как процесс передачи и получения информации, на взаимодействие языка и сознания, на объясняются взаимозависимости речи и мышления.

**Ключевые слова:** психология, взаимозависимость, методология, категория, речь, акт, познание, мышление, усвоение, лексическая сторона, грамматическая сторона.

## LANGUAGE METHODOLOGY IN UNIVERSITY, PSYCHOLINGUISTICS AND COGNITIVE PSYCHOLOGY

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**Annotation.** In this article psycholinguistics, the science of the perception, formation and generation of speech, the methodology of teaching a language is primarily interested in views on speech activity as a process of transmitting and receiving information, on the interaction of language and consciousness, on the interdependence of speech and thinking are explained.

Key words: psychology, interdependence, methodology, category, speech, act, cognitive, thinking, assimilate, lexical side, grammatical side.

Cognitive psychology explores the individual characteristics of the student, the sequence of concept formation, the ratio of direct, associative and figurative components when working with educational information and equips the language

teaching methodology with the means of teaching students the ways (strategies) of mastering and memorizing educational material.

“A mastering strategy is a combination of techniques ... that a student uses to understand, memorize and assimilate educational material” (A. N. Schukin, 2003, p. 26). For language learning, strategies for mastering knowledge and developing skills, storing what has been learned in memory and, if necessary, retrieving it (using key words; schemes, models of linguistic phenomena, including spelling and punctuation rules; systematic repetition of what has been learned) are especially important. In the methodology of teaching foreign languages, the following groups of strategies are distinguished (proposed by Mangus, 2000, reproduced by Shchukin, 2003):

1. Strategies for acquiring and storing information; strategies for mastering: a) the lexical side of the language; b) the grammatical side of the language; c) the phonetic side of the language.

2. Strategies for reproducing information in productive types of speech activity: a) strategies for overcoming difficulties in the process of speaking; b) coping strategies in the writing process.

3. Strategies for reproducing information in receptive types of speech activity: a) strategies for identifying language units during listening; b) strategies for identifying language units when reading a text.

According to the learned information, we pay attention to the educational development under the major changes. Particular attention is paid to the creation of an individual educational trajectory, in connection with which I would like to focus on students who already know two languages, by the beginning of learning a third one - English. In this case, the structure of the educational process is modified, actually moving into a state of multilingualism: the use of the native, Russian and English languages at the same time forms a unique environment of trilingualism (trilingualism or multilingualism). At the same time, all three languages are in a state of functional dependence and complementarity. On the way to mastering a new language, one has to face certain difficulties, the occurrence of which is due to the clash of the systemic characteristics of the language being studied, the native language and other languages

that the student speaks. In the course of learning a foreign language, a student goes through several stages from a linguistic “shock”, when all speech structures seem alien, incomprehensible and unlike known languages, to the stage of complete adaptation and merging of foreign speech with their native cultural and linguistic environment.

Overcoming these difficulties in the context of the psycholinguistic approach is carried out in three stages: 1. The first stage is characterized by the inability to switch communication into the structure of the language being studied. The student is able to understand foreign speech to some extent, but cannot reproduce it, which is explained by the dominance of the native language and other languages that have been studied earlier. Of decisive importance at this stage is the difference between the languages to which the teacher should pay the attention of the student. 2. The transition to the second stage indicates a real ability to switch to the structure of speech in a foreign language. But it is often built in accordance with the structural features of the native language. At this stage, attention is focused not only on the differences, but also on the similarities between the native and other languages studied or being studied. The determining factor here is the search for correspondence between the structures of different languages. 3. The third stage is marked by the formation of adequate forms of expression of thought in a foreign language. In this case, the differential features of language systems are of decisive importance. It should be noted the different ability of the language systems of different students to adapt to the system of a foreign language.

Sum up, we believe that trilingualism is more dynamic than bilingualism. With regard to students who are bilingual, when teaching a foreign language, we can talk about taking into account psycholinguistic, bilingual experience and its use for methodological purposes.

#### **The list of used literatures.**

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