



---

## **PSYCHOLINGUISTIC RESEARCH: THE COMPARISON OF APPROACHES IN EUROPEAN, RUSSIAN AND UZBEKISTAN SCHOOLS OF LINGUISTICS**

Komilova G. T.

Chirchik State Pedagogical University

Faculty of Humanities Lecturer, Department of Uzbek Linguistics

---

### **Abstract**

The article analyzes the formation of psycholinguistics within European, Russian, and Uzbek linguistic schools, focusing on its main developmental directions and research objects. Methodological approaches, theoretical foundations, and the scientific views of leading representatives are comparatively examined, highlighting both their commonalities and distinctive features.

**Keywords:** Psycholinguistics, speech activity, language and thinking, language learning, cognitive model, bilingualism, psychosemantics.

### **PSIXOLINGVISTIK TADQIQOTLAR: YEVROPA, RUS VA O‘ZBEK TILSHUNOSLIK MAKTABLARIDA YONDASHUVLAR QIYOSI**

Komilova G.T.

Chirchiq davlat pedagogika universiteti Gumanitar fanlar fakulteti

O‘zbek tilshunosligi kafedrasida o‘qituvchisi

### **Annotatsiya:**

Ushbu maqolada psixolingvistikaning Yevropa, rus va o‘zbek tilshunoslik maktablaridagi shakllanishi, rivojlanish yo‘nalishlari va o‘rganish obyektlari tahlil qilinadi. Maktablararo yondashuvlar farqlari, metodologik asoslari va muhim vakillari qiyosiy tahlil asosida ko‘rib chiqilgan.



---

**Kalit so‘zlar:** psixolingvistika, nutq faoliyati, til va tafakkur, til o‘rganish, kognitiv model, bilingvizm, psixosemantika.

**Аннотация:**

В статье анализируется процесс становления психолингвистики в европейской, русской и узбекской лингвистических школах, её основные направления развития и объекты исследования. Сравнительно рассматриваются методологические подходы, теоретические основы и научные взгляды ведущих представителей данных школ, выявляются общие и отличительные черты.

Psycholinguistics is one of the branches of modern linguistics, which studies how language is formed, processed and used in the human mind. Each linguistic school approaches this issue based on its own philosophical and methodological foundations. European, Russian and Uzbek linguistic schools have formed their own scientific schools in this regard.

The European school is mainly associated with experimental psychology and cognitive sciences. Language is interpreted as an information processing system in the human mind. Language learning, speech production, perception and memory processes are the main objects of research. In particular, Noam Chomsky, one of the leading scientists of the European linguistic schools, is a major figure in modern linguistics and is recognized as the founder of the theory of transformational-generative grammar. This theory interprets language as a product of innate abilities in the human mind and explains the structure of a sentence by analyzing the deep and surface structures of the language. According to him, there are deep structure (the content basis), transformation (rules, changes), and surface structure (grammatical form). That is, deep structure is the main content of a sentence. Transformation is grammatical changes (question, negation, passive form, etc.). He put forward the idea that surface structure is the external grammatical form of a sentence and proved this view.

Steven Pinker is an American psychologist, psycholinguist, and cognitive scientist. He continued Chomsky's ideas of generative grammar, connecting them with evolutionary psychology. In his work "The Language Instinct" (1994),



Pinker tries to prove that language is a biological instinct for humans. According to him, language is a genetically based innate ability in the human mind, as well as a "module" given by nature. Children do not learn language, but acquire it naturally, because the brain has a special system for language. This view is closely related to Chomsky's idea of "universal grammar". For example, children even construct incorrect sentences themselves: "I came", "you came" → "I came". This shows that they apply grammatical rules innately.

Pinker sees the human mind as a product of evolutionary development. Many of the abilities of the mind (logic, memory, language use, decision-making) were formed as a result of natural selection. He describes the mind as a "modular system" - that is, different abilities are located in different functional sections of the brain. Language is one of these modules, which helped humans survive in social life. The basis of Pinker's main views are the following:

- 1) Language is an innate ability, arising not from social influence, but from a biological basis.
- 2) Consciousness and language are inseparable - language reveals the mechanisms of consciousness.
- 3) Mental development has an evolutionary basis - language and thinking were formed as a means of adaptation of humanity.
- 4) The instinctive nature of language - language is considered a natural process for a person, like a heartbeat or breathing.

The views of these two scholars can be compared as follows:

	Noam Chomsky	Steven Pinker
Basic theory	Transformational-Generative Grammar	Language instinct and theories of mental development
The origin of language	Language is formed on the basis of a universal grammar existing in the human mind	Language is a biological instinct of man, the result of evolutionary development
Children's language learning	A child uses innate rules when learning language (universal grammar)	A child acquires language as a natural instinct, there is a special "module" for language in the brain
The relationship between consciousness and language	Language is a basic component of consciousness, forms thinking	Language is one of the evolutionary modules of consciousness, a biological mechanism of thinking



---

The essence of language Identifying deep and surface structures through grammatical structures Language is an instinctive ability, like breathing or heartbeat

Another American psycholinguist and cognitive scientist is Brian McWhinney. He has worked more on language learning processes and cognitive models related to language. His most famous theory is the Competition Model. This model was developed by Brian McWhinney and Elizabeth Bates in the 1980s.

According to the model, a person chooses the correct form in language learning through competition between different language units and grammatical devices. The weight of grammatical, semantic, pragmatic and contextual signs plays an important role in understanding and producing language. When children learn a language, they observe different signs and learn which of them is more important through “competition”. That is, in his opinion, language learning is a competition of signals: a child or learner distinguishes which grammatical or semantic sign is the main one in speech. The weight of signs: different signs are stronger in different languages. For example, in English, word order is important, and in Russian, verb endings. Interactivity: many signs work simultaneously in understanding the language. The process of acquisition: as a result of competition, the learner selects the most effective signs and masters the language system.

If we look at the views of L.S. Vygotsky in Russian linguistics, he introduced the concept of inner speech in language into science. According to this theory, inner speech is a person’s “silent” dialogue with himself, the internal functioning of language in the process of thinking. Outer speech (audible) gradually turns into inner speech. In children, outer speech initially dominates, then it takes the form of egocentric speech (talking to oneself) and eventually turns into inner speech. The grammar of inner speech differs from outer speech: it is shorter, more concise, and more content-oriented.

According to Vygotsky, thinking and speech initially develop independently. When a child reaches a certain age, they intersect and merge. After that, thinking cannot exist without speech, and speech cannot exist without thinking. Speech expresses thinking in an external form, and thinking is organized in the mind through speech.



Inner speech is a means of thinking: a person forms and organizes his thoughts through inner speech. Outer speech → inner speech: in the process of development, external communication turns into an internal thinking process. Speech changes thinking: language organizes a person's cognitive activity. Cultural tools (language, writing, notation systems) develop consciousness and thinking. For example, when a child solves a complex problem, he first thinks out loud: "first I will add this, then I will subtract this..." Over time, this turns into inner speech, and the child thinks silently and finds the result.

A.A. Leontiev is considered one of the scientists who played an important role in the formation of psycholinguistics. He developed a theory of speech activity and distinguished the psychological stages of speech activity. A.A. Leontyev divides the stages as follows:

Motive → Goal → Inner speech (plan) → Outer speech → Execution → Control

1. Motive stage - Speech activity is always based on a goal and motive. A person feels an internal need to speak (for example, to inform, express his opinion, influence).

2. Goal-setting stage The speaker sets a communication goal. For example: "To inform?", "To teach?", "To ask?"

3. Internal planning (inner speech) stage. The speaker first formulates his thought in inner speech. At this stage, the main content is determined, what words and phrases will be used are determined.

4. Stage of conversion into outer speech. The inner plan passes into outer speech: phonetic, lexical and grammatical means are selected. The sentence is constructed, brought into pronunciation or written form.

5. Execution stage (articulation). Speech is carried out through sound (oral) or through writing (written).

6. Control stage. A person listens to his speech, corrects mistakes, and makes changes if necessary.

According to A.A. Leontiev, speech is not simply the use of language tools, but a conscious human activity. Each speech process is based on a motive and goal, is planned through internal speech, is implemented in external speech, and is constantly monitored. Thus, speech activity is a psychologically complex, step-by-step process that is an integral part of thinking and communication.





A.R. Luria is a famous Russian psychologist and one of the founders of neuropsychology. He studied the relationship between brain activity and mental processes. Luria analyzed the mental functions of patients after brain injuries, such as speech, memory, and thinking. His method is based on the “localization and dynamic system” approach: each mental process (for example, speech) does not depend on only one part of the brain. On the contrary, it is carried out through the joint activity of several brain areas. Luria, continuing the ideas of A.N. Leontiev and Vygotsky, explains mental activity as functional systems. For example, for the implementation of speech: auditory zones (speech perception), Broca's center (speech development), writing and motor areas (articulation) work together. Unlike European psycholinguistics, in Uzbek psycholinguistics, national thinking, mentality, and language learning processes are of primary importance. Today, research on psychosemantic analysis, bilingualism, and the psychological foundations of terminology creation is expanding. A number of studies are also being conducted in Uzbek linguistics. Among them, Sh. Usmonova, Her psycholinguistic work connects Uzbek linguistics and psychology, and sheds light on the relationship between language and thought on a scientific basis. She analyzes the processes of perception, understanding, development, and expression of speech activity step by step. The most important aspect is that this textbook is one of the first basic manuals on the science of psycholinguistics, which creates a basis for understanding the mechanisms of language learning, speech psychology, and the formation of thought. In addition, S. Mamarasulov - The connection between national thought and semantics scientifically substantiated the fact that national thought is closely related to the meaning system (semantics) of language units. According to him, the semantic layer of language is not only a means of communication, but also a system expressing the worldview, values, and national thinking of the people. These views allow us to see the national language not only as a means of communication, but also as a phenomenon that carries culture and mentality. M. Jo'rayev — Research on word memorization mechanisms is aimed at studying how the processes of memorizing and restoring words work in human memory. It shows the importance of phonetic form, semantic content, and associative connections in memorization mechanisms. It provides a psycholinguistic



theoretical basis that is useful in developing effective memorization methods in language learning, especially in learning foreign languages.

Although European, Russian, and Uzbek schools of linguistics use different methodologies in psycholinguistic research, their common goal is to reveal the relationship between language and thinking. While the European school relies on cognitive and experimental methods, the Russian school emphasizes psychological and philosophical foundations, and the Uzbek school emphasizes national thinking and linguistic uniqueness.

## **REFERENCES:**

1. Chomsky N. Aspects of the Theory of Syntax. MIT Press. (1965).
2. Vygotskiy L.S. Myshlenie i rech. (1934).
3. Usmonova Sh. Psixolingvistika: Darslik. Toshkent: TDPU. (2018).
4. Pinker S. The Language Instinct. William Morrow. (1994).
5. Leontyev A.A. Osnovy psixolingvistiki. (1997).
6. Mamarasulov S. "Psixosemantik tahlilda milliy tafakkur".(2019).
7. Levelt W. Speaking: From Intention to Articulation. MIT Press. (1989).
8. Раҳматуллаев Ш. Ҳозирги адабий ўзбек тили.Т. 2006.
9. Реформацкий А.А. Введение в языкознание. 4-е изд.-М.: 1967.
10. Сахарный Л.С. Введение в психоллингвистику. Л.,1989.
11. Слобин Д., Грин Дж. Психоллингвистика. М.,1976.
12. Тилшуносликка кириш. Маърузалар матни. –Т.: Университет, 2000.
13. Турсунов У., Мухторов Ж., Раҳматуллаев Ш. Ҳозирги ўзбек адабий тили. Т., “Ўқитувчи”, 1992.
14. Худайберганава Г. “Экспериментал психология” Нукус 2012.
15. Шахнарович А.М., Юрьева Н.М.Психоллингвистический анализ семантики и грамматики. М.,1991.
16. Шендельс Е.И. Связь языкознания с другими науками. М.:1962.
17. Якушин Б.В. Гепотизы о происхождении языка. М.: 1984.