



LINGUVODIDACTIC AND PSYCHOLINGUISTIC INTERPRETATION OF THE CONCEPT OF WRITTEN SPEECH

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Abstract

This article examines the linguodidactic, psycholinguistic, and neurolinguistic interpretations of written speech. The relationship between written speech, thinking, inner speech, working memory, and brain activity is scientifically analyzed. The educational and methodological significance of developing written speech is also highlighted.

Keywords: Written speech, linguodidactics, psycholinguistics, neurolinguistics, text, discourse, inner speech, thinking, working memory, communicative competence.

YOZMA NUTQ TUSHUNCHASINING LINGVODIDAKTIK VA PSIXOLINGVISTIK TALQINI

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Annotatsiya

Mazkur maqolada yozma nutq tushunchasining lingvodidaktik, psixolingvistik va neyrolingvistik talqinlari yoritilgan. Yozma nutqning tafakkur, ichki nutq, ishchi xotira hamda miya faoliyati bilan bog‘liqligi ilmiy asosda tahlil qilingan.



Shuningdek, yozma nutqni rivojlantirishning ta'limiy va metodik ahamiyati ochib berilgan.

Kalit soʻzlar: yozma nutq, lingvodidaktika, psixolingvistika, neyrolingvistika, matn, diskurs, ichki nutq, tafakkur, ishchi xotira, kommunikativ kompetensiya.

Аннотация

В данной статье рассматриваются лингводидактические, психолингвистические и нейролингвистические интерпретации письменной речи. Научно анализируется взаимосвязь письменной речи с мышлением, внутренней речью, рабочей памятью и деятельностью мозга. Также раскрывается образовательное и методическое значение развития письменной речи.

Ключевые слова: письменная речь, лингводидактика, психолингвистика, нейролингвистика, текст, дискурс, внутренняя речь, мышление, рабочая память, коммуникативная компетенция.

From the point of view of linguodidacty, written speech is the skill of expressing thoughts in writing in a coherent, logical and purposeful manner based on language units (phonetic, lexical, grammatical means). It includes not only knowledge of the language, but also the competence to use it in accordance with the communicative situation. In modern linguistics and linguodidacty, the concepts of "text" and "discourse" occupy a central place in explaining written speech. Text is a system of logically, grammatically and semantically connected sentences that serve a specific communicative purpose. Discourse is a broader concept than text, which includes the process of creating and receiving the text, as well as the socio-cultural context. From this point of view, when teaching written speech, it is necessary to take into account not only the structure of the text, but also its communicative and pragmatic aspects.

Lev Vygotsky interpreted written speech as a higher level of mental activity than oral speech, explaining it as a complex process between conscious planning, inner speech and external expression. In his opinion, written speech is an important tool



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for the development of thinking, through which a person moves to abstract thinking. Another scientist who studied the relationship between speech and thinking from a psycholinguistic perspective is N.I. Jinkin. Jinkin interprets speech as a complex psychophysiological process. In his opinion, speech is not a simple communicative tool, but a system consisting of mechanisms for encoding, transmitting and processing information. This approach is of great importance in teaching written speech, allowing the student to scientifically substantiate the stages of planning thoughts, selecting language units and expressing them in a logical sequence in the process of creating a text. The scientist interprets inner speech as a compressed, abbreviated and coded form. This is important in the process of forming written speech, because the reader first plans the thought internally, and then puts it into written form. Therefore, written assignments serve to improve the written literacy of students by developing their internal speech. Jinkin, interpreting speech as a means of transmitting information, shows that its effectiveness largely depends on the clear and systematic expression of the content.

This means that when organizing written work, it is necessary to teach students not only to write grammatically correct, but also to logically substantiate and consistently express their thoughts. The scientist also distinguishes between the mechanisms of encoding and decoding in the speech process. The writer (reader) encodes thoughts through language tools, while the reader decodes them. Therefore, the clarity, accuracy, and communicative orientation of the text should be considered as important criteria when developing written tasks. Jinkin's scientific views serve to substantiate the following aspects in the methodology of teaching written speech:

- the need for a gradual formation of written speech;
- development of planning and structuring skills;
- taking into account the mechanisms of transition from internal speech to external speech;
- ensuring logicity and consistency in written tasks.

Jean Piaget, on the other hand, connects written speech with the stages of cognitive development. According to him, the student's written expression is directly related to his level of logical thinking, ability to generalize and structure



concepts. Also, in the taxonomy developed by Benjamin Bloom, written speech is assessed as a process requiring a high level of cognitive activity (analysis, synthesis, evaluation). This indicates that written assignments are not only a control, but also a developmental tool in the educational process.

The concept of dialogicity plays an important role in the modern interpretation of written speech. Mikhail Bakhtin, the founder of this theory, interprets any text as a product of social communication. According to Bakhtin, the text is always in a “dialogue” with other texts. This allows us to see written speech not as a monological, but as a dialogical process. This approach is especially important in literary education, because through written work the student:

- “enters into dialogue” with the author;
- compares his own opinion with other opinions;
- argues;

Psycholinguistics and neurolinguistics study written speech in close connection with the activity of speech centers in the human brain. The writing process is not a simple mechanical activity, but a complex cognitive and neuropsychological process in which several brain systems work together simultaneously. In particular, this process involves the stages of forming a thought, transforming it into inner speech, expressing it through language units, and transferring it to writing through graphomotor movements. One of the scientists who scientifically substantiated this process was Alexander Romanovich Luria, who interpreted written speech as the interaction of several functional blocks. He noted that the frontal, temporal, and parietal parts of the brain are actively involved in the writing process. The frontal regions perform planning and control functions, the temporal regions provide processes related to language and hearing, and the parietal regions process visual and spatial representations.¹

Broca's center and Wernicke's center also play an important role in the formation of written speech. While Broca's center is responsible for grammatically correct speech construction and expression, Wernicke's center ensures the understanding of the meaning of words and the correct semantic selection. When these two centers work in harmony, written speech becomes meaningful, logical, and

¹ Лурия, А.Р. Речь и мышление / А.Р. Лурия. – М.: Изд-во МГУ, 1975. – С. 61.



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coherent. In addition, the visual analyzer (visual system), auditory analyzer, and motor systems actively participate in the writing process. For example, when a person writes, he or she controls the shape of letters with his or her eyes, checks sounds and words through internal speech, and writes with hand movements. This indicates that written speech has a multisensory and integrative nature. Modern neurolinguistic studies (for example, studies based on fMRI and EEG technologies) show that not only language centers, but also neural networks related to memory, attention, creative thinking, and decision-making are actively involved in the writing process. Therefore, written speech is considered one of the most complex manifestations of human intellectual activity.

From a neurolinguistic perspective, the uniqueness of written speech is manifested in its consciously controlled, multi-stage and controlled activity. This process occurs more slowly than oral speech, but it is precisely this slowness that creates the possibility of a high level of cognitive control and editing.

First, the fact that written speech is a slow and conscious process is associated with the activity of the brain, especially the prefrontal cortex (planning and control center). In the process of writing, a person does not express his thoughts quickly, but first forms them in inner speech, and then encodes them through language units. This process is also confirmed by the model developed by Linda Flower and John R. Hayes: writing is a conscious activity consisting of the stages of planning, text creation and editing.

Secondly, an important feature of written speech is the possibility of editing and revision. While oral speech is usually spontaneous, in written speech a person processes, corrects, and perfects his thoughts. This requires the activation of metacognitive processes in the brain, i.e., "controlling one's own thoughts"). Modern neurolinguistic research shows that it is during this process that active connections are formed between the prefrontal cortex and areas related to language.

Third, written speech is closely related to working memory and attention. According to the working memory model developed by Alan Baddeley, during the writing process, a person performs several tasks at the same time: holding a thought, forming a grammatical structure, selecting words, and controlling writing. This requires the active work of the central executive system of working



memory. If the working memory load increases, the quality of written speech decreases. In addition, it is very important to maintain stable attention during the writing process. Written speech requires continuous control: a person monitors not only what he is currently writing, but also the general logic of the text. Therefore, written speech is a complex activity not only linguistically, but also cognitively and neuropsychologically.

Written speech is a conscious, systematic, and purposeful expression of thought in written form, formed on the basis of the integration of human cognitive, linguistic, and neuropsychological processes. This integration provides the following important conclusions in the educational process:

The impact of the linguodidactical and neurolinguistic nature of the writing process on literary education.

Table 1.1.1

T/r	Integrative conclusion	Linguodidactic content	Neurolinguistic basis	Practical educational value
1.	Writing tasks should be taught as a process	Writing is taught step by step	Brain activity is sequential and controlled	Focuses on the process rather than the result
2.	Developing written speech is related to thinking	Creating a text is a process related to thinking	Working memory and cognitive systems are active	Develops creative and critical thinking
3.	It is important to consider psychological factors	Motivation and an individual approach are required	Attention and emotional state are affected	Creating a comfortable environment increases efficiency
4.	Neurophysiological processes should be taken into account	Writing skills are developed	Speech centers interact	Can be developed through special exercises
5.	Writing speech is conscious and goal-oriented	Work on the logic of the text	Prefrontal control is active	Develops the skill of writing based on a plan

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