

The Role of Psycholinguistics in Addressing Learning Disabilities

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Abstract: *Psycholinguistics is an intersection of linguistics and psychology that deals with the study of language processing methods, that is, how people understand, produce, acquire, or lose language. Also, psycholinguistics is important in the study of all branches of linguistics, such as phonology, morphology, syntax, semantics, and learning to read and write. In addition, this science covers cognitive processes involved in information processing. Some aspects of psycholinguistics are discussed below.*

Key words: *Psycholinguistics, written and oral speech, education, learning.*

Language allows people to express their feelings, thoughts and ideas, and plays the role of the main means of communication between them. Sometimes there is a breakdown of relationships through mutual language, a failure in expressing thoughts, and the emergence of cognitive and emotional problems in communication. It is in this context that the science of Psycholinguistics or Language Psychology was born. It is known that psychology is a science that studies mental processes. This word is derived from Greek: psycho - soul or mental activity and -logia - learning, teaching. Linguistics, that is, linguistics, is formed from words and suffixes such as Latin lingua - "language", -ista - "busy, activity" and -ico "related to something" and this science covers all the ancient and modern laws related to language. The direction of psycholinguistics was formed from the above two disciplines - psychology and linguistics. It is considered that this term was first introduced to science in 1946 by the American psychologist N. Pronko, and it began to spread widely in the world science from the 50s of the 20th century. In Uzbek language studies, it is called psycholinguistics and language psychology.[1,316-327]

The psychology of language is used to analyze language skills such as thinking, writing, listening, visual comprehension, and oral expression. Written speech is one of the important means of language learning, through which people develop mental and cognitive processes. Oral speech, in turn, allows for the transmission of messages in an unlimited way. In general, speech, whether spoken or written, provides people with great opportunities to achieve deductive, critical, and creative thinking. In general, psychology is devoted to the study of human thought, emotion, and behavior, while linguistics is the study of how language is manifested. Where both theories and approaches are combined, new researches are developed, people, their language skills and speaking skills are observed more widely.

According to G. Nasirova, language is an object of examination both in linguistics and in psychology due to the fact that it appears in speech activity. Based on this, as a synthesis of these two sciences, the direction of psycholinguistics (linguopsychology) was created at the intersection. He studies the process of internal speech verification, speech reception, and language acquisition.[2]

The goals and applications of psycholinguistics include:

Its main goal is to understand and explain the neurological and psychological processes that occur during the creation and use of language by a person, in which the following aspects are distinguished:

1. To find out how the human brain understands messages received orally or in writing, to answer questions about how the visual type of perception differs from the emotions in the mind and how they appear.
2. Knowing how word sequences are produced and ordered.
3. To analyze the structures and processes that provide human ability to speak and understand.
4. Determining the functional organization of language skills.
5. Studying the development of language with age, etc.

First of all, the family plays an important role in language learning. It is in the nucleus of the family that a person learns to develop it, express himself and communicate with the environment through it from childhood. In our opinion, one of the most powerful factors that encourage this in the family is that the family can freely and safely express thoughts and ideas with each other in mutual trust. The psycholinguistic model developed by American scientists P. Seymour and S. McGregor (1984) is today recognized as one of the most complete models for studying the development of reading and spelling. This model analyzes the various functions of psycholinguistic intervention in language learning and includes the action of four main processors: graphic, phonological, semantic and orthographic. From this model of the analysis of the reading and writing process, it is possible to identify existing deficiencies in various mechanisms or processors, on the basis of which different types of dyslexia are distinguished - morphemic, visual-analytical and phonological. What is dyslexia? Dyslexia (from the ancient Greek *δυσλεξία* - speech disorder) is a disorder of the ability to acquire the skills of reading and writing, while preserving the general learning ability.[3, 82]

Historically, in most European countries, the concept of "dyslexia" included all problems related to written speech:

- a) problems related to mastering reading skills;
- b) problems related to mastering writing skills;
- c) literacy problems;
- d) problems related to mastering arithmetic;
- e) problems related to violations of actions and their sequence;
- f) problems with concentration.[4]

Identification of different types of dyslexia is determined according to the identification criteria studied on the basis of a number of specific assessment tasks. Dyslexia, without a doubt, is the most interesting in the analysis of the student's problems in learning this or that subject, and at the same time, it is the difficulty that causes the most conflicting opinions and disorders in learning the written language. Educators found in dyslexia a comforting explanation for students' low or no learning ability, absolving themselves of any responsibility or technical-pedagogical effort. As dyslexia has been of great interest to linguists for many years, many and varied definitions of the term have emerged. B. Halgren, one of the first scientists to study this difficulty, described dyslexia based on the following criteria.[5, 287]

1. Difficulty in learning to write.
2. Achieving below-average success in reading and writing.
3. Inconsistency or disparity between reading and writing performance and other subjects in school.
4. Inconsistency between success in reading and writing and general intelligence.

It should be noted that there are many other definitions that correspond to the criteria of B.Halgren, psycholinguistics differs in influencing one or other factors to explain and interfere with the dyslexia syndrome, this developmental dyslexia is mainly due to maturity or maturation in psycholinguistic

processes states that it is related to backwardness. The psycholinguistic point of view comes from the approaches of the cognitive theory of information processing, that is, from the psycholinguistic point of view, several types of dyslexia are based on disorders related to the psycholinguistic abilities of syntactic, semantic and phonological processing, which are sensory more cognitive than ability.

In conclusion, we can show the following re-educational effects based on the psycholinguistic analysis of literacy:

- a) The approach from the psycholinguistic point of view creates the need to use different functions of phonological, semantic and morphological processing in learning to read and write, therefore, in the study of dyslexia, only psychomotor or perceptual, which has traditionally been given more attention rather than focusing on the factors, it is very important to bring together the different functions of phonological, semantic and morphological processing.
- b) The psycholinguistic perspective facilitates a number of tasks (semantic, visual processing, sound production, etc.), which allows us to more clearly determine in which competencies the subject's deficiencies lie and what type of dyslexia they show.
- c) It is convenient and appropriate to use phonetic reading methods to restore phonological dyslexia.

In any case, in re-education of dyslexia, it is important to approach it from a psycholinguistic point of view, to develop psycholinguistic skills in subjects, to take into account associative activities, spelling, etc., in reading and teaching students. The results of the research explain the possibility of overcoming dyslexia and moving to the next stages in language learning, serve as a theoretical basis for researching them from the point of view of psycholinguistics and, accordingly, sociolinguistics, and also serve to determine the specific characteristics of the language system, perfect acquisition of written and spoken speech.

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