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SPEECH ISSUES IN PSYCHOLINGUISTICS

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Abstract: This article presents the recommendations of scientific studies on the interpretation of psycholinguistics as a new scientific field and speech science issues in psycholinguistics. The article also contains the scientific proposal and practical recommendations formulated by the author on this issue.

Keywords: Stimulus, reaction, integration, metaplan, emotional, semiotic, hierarchy, semantic**.**

Annotatsiya: Mazkur maqola psixolingvistika yangi ilmiy soha va psixolingvistyikada nutqshunoslik masalalari sifatida talqin etilishi bo‘yicha ilmiy tadqiqotlarning tavsiyalari ifodalangan. Shuningdek, maqolada mazkur masala yuzasidan muallif tomonidan shakllantirilgan ilmiy taklif va amaliy tavsiyalar ham o‘z ifodasini topgan.

Kalit so‘zlar: Stimul, reaktsiya, integratsiya, metaplan, emotsional, semiotik, ierarxiya, semantik.

Абстрактный: В данной статье представлены рекомендации научных исследований по интерпретации психолингвистики как нового научного направления и проблем речи в психолингвистике. Статья также содержит научное предложение и практические рекомендации, сформулированные автором по данному вопросу.

Ключевые слова:Стимул, реакция, интеграция, метаплан, эмоциональный, семиотический, иерархический, семантический.

Psycholinguistics emerged as a new scientific field in the middle of the 20th century. This was a new and important step in the study of speech, because it takes into account the methodological schemes of analyzing human communication and social communication acts. In the early stages of development, psycholinguistics was created by behavioral psychologists. Basically, non-behavioral psychology, the mathematical theory of communication created by K. Shannon, and descriptive linguistics were the theoretical foundations of psycholinguistic schools. At the beginning of psycholinguistic research, the objects of analysis were isolated words, and the objects of research were causal relations between words. Analysis schemes correspond to the stimulus-response scheme, the main research method was an associative experiment.

The beginning of speech research in psycholinguistics is associated with the name of C. Osgood. C. Osgood's psychological concept is based on considering speech as a system of direct or indirect speech reactions of a person to any speech and non-speech stimuli. And because there are associative links between verbal and nonverbal stimuli, verbal stimuli elicit the same human behavior that corresponds to nonverbal ones. Ch. Osgood's theory emphasizes the very specific psychophysiological meaning of the person's speech ability or his speech mechanism. The mechanism of human speech is a system of filters that transmits or changes a speech stimulus at the input and/or a speech response at the output.

Ch. Osgood developed a multilevel model of speech behavior. Each level has its own unit of analysis: sentences correspond to the motivational level, words correspond to the semantic level, phonetically formed words correspond to the sequence level, and syllables correspond to the integration level. This model describes the main stages of the speech process from speech perception to its internal processing.

The further development of psycholinguistics is associated with the names of psychologist J. Miller and linguist N. Chomsky. They not only studied the processes of

formation and use of formal language structures, but also formed ideas about the content of intentions of communicators embodied in language forms and various stages of speech creation. For these scholars, speech was, above all, the implementation of language, the individual use of language, the expression of thought.

Psycholinguist H. Jackson studied two stages of the verbalization process: the birth of an idea and the selection of words expressing this idea (subject-offer and object-offer).

H. Jackson's model was further developed in the works of J. Miller, Y. Galanter and K. Pribram, who in their research took into account the rules of self-developing systems of generative grammar, psycholinguistic concepts, using understanding. speech as a skill (J. Watson). Speaking skills are governed by a system of plans, including a metaplan, a grammatical plan, and an action plan. In other words, the intention-grammatical-motor skills scheme clearly defined the role of intention as a representation of a desired outcome.

An in-depth analysis of foreign psycholinguistics, taking into account the development of world and local speech psychology, A.A. Leontiev. His work "Linguistics and Psychology" published in 1966 marked the beginning of local psycholinguistics as a complex integrative science based on the concepts of psychology, linguistics, linguistics, etc. The research object of local psycholinguistics was "a set of speech phenomena". or speech situations" in the process of communication and its subject, on the one hand, the relationship with the structure and functions of speech activity of a person, and on the other hand, language as the main means of building the image of the human world.

A.A. Leontiev noted that local psycholinguistics developed as part of general psychology and was based on the theoretical principles of the cultural-historical approach of L.S. Vygotsky and A.R. Luria, as well as A.N. Leontiev, in which speech is interpreted as a purposeful speech activity.

The communicative aspect of communication plays a major role in psycholinguistic research. So, for example, S. Moskovichi and C. Foche described two systems of communication: person-oriented and socially oriented. Their work also presented four communication channels: face-to-face, back-to-back, side-to-side, departmental communication. Differences in communication systems are described using the concepts of "pressure" and "distance". The level of pressure was determined by the relationship between the interlocutors, and the level of distance was determined by the attitude of each of them to the content of the communication. The difference in communication systems with the same communication channel was mainly lexical (the total size of the message and its lexical diversity); The difference in channels with the same communication system is the grammatical variability of messages (speech gave the percentage of words representing different parts).

Similar psycholinguistic studies of communication in B.C. Ageev. He used two situations "side by side" and "face to face". The situation gave a significantly higher number of words directly related to the topic of "face-to-face" conversation. The use of proper names has doubled; the number of motivational statements has doubled; almost tripled the number of paraphrased repetitions of someone else's statement; the number of affirmative statements has doubled; the number of statements containing contradictions has decreased dramatically; using the pronouns "I" and "we" and so on.

In foreign psychology, there is a method of analyzing the content of speech to identify conscious and unconscious influences in spoken and written speech. In local psychology, this method was developed in the works of N.B. Mikhailova, N.A. Almaeva and others N.B. Mikhailova analyzes the content of speech using several scales that diagnose affective states of aggression and fear according to the Gottschak-Gleser method.

The third generation of psycholinguistics was formed in the late 70s. It is associated with the names of 20th century and foreign psycholinguists J. Bruner, J. Werch, J. Mehler, J. Noizet and others.

Third-generation indigenous psycholinguists study psycholinguistic processes in the broader context of thinking, memory, and communication. The study of speech as a text is primarily carried out within the framework of linguistic, semiotic, psycholinguistic and psychological approaches.

In the future, students N.I. Jinkin continued to develop his ideas in the study of texts. V.D. Tunkel reduces various types of texts to assumptions of content, imagery, and style. LP Doblaev considers the semantic structure of the text based on the generality of textual problem situations with hidden questions. V.B. Apukhtin developed a method of topic-thematic text analysis based on the position on the hierarchy of predicates in the text. T.M. Dridze developed an informational-purpose (motivational-purpose) approach to text analysis. This approach is based on the idea of N.I. Jinkin is about the hierarchy of predicates and allows us to reconstruct the "basis of activity" from the texts. It is distinguished by formalization and operationalization and allows modeling the structure of the internal plan of the text in the mind of its author. The following are revealed: the purpose of the message (predication of the 1st order), the main elements of the general content (the predication of the 2nd order) and the elements of the general content (the predication of the 3rd, 4th order). A.I. Novikov analyzed the semantic structure of the text and considered the problem of formalization of the text at the level of its logical, linguistic components and at the level of semantics. However, these approaches reflect the formal structure of the text, its logical and compositional level.

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