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METHOD OF PSYCHOLINGUISTIC ANALYSIS IN ENGLISH LESSONS

Nowadays, we need to find out how necessary it is to teach English in schools and other educational institutions, which is the demand of the times. Therefore, the first step in teaching English is first to consider sounds, words and sentences, and then to work on the creation of speech and movement symbols. Oral and written forms of language units are mastered separately in time and space to influence the environment, and later their combination is achieved. It should also be added that intuition and perception operate through analyzers in the form of objective reality. In pupils, the visual analyzer synthesizes graphic written symbols, symbols, and content connections, i.e., is a necessary mental tool for reading. One of the physical movements, the gesture analyzer is involved in connecting content and meaning with graphic symbols. Many years of psychological research shows that people are distinguished by the ability to speak and right-handedness. If we rely on concrete facts, only 30% of the population of the Earth write with their left hand. The benefit of training auditory analyzers is of great importance in learning English, because it plays a leading role in distinguishing phenomena and rhythm-melody (melody) phenomena in the speech flow. Auditory analyzers for listening comprehension are closely related to the speech movement analyzer. World linguists say that the ability to listen to an English speaker and articulation are interrelated, both analyzers control each other's work. The interaction of the analyzers in expressing the types of speech activity is observed in the following way: in speaking, the speech act takes the leading place, and when it is added – hearing, in reading – seeing, as well as an additional speech act analyzer serves [1].

2022 observations show that the total number of English speakers in the world is about 2 billion, of which about 400 million have acquired English as their native language, and the majority of the rest are learning it as a second language (ESL). In the study of the language, the student's mental processes – such qualities as attention, perception, memory, thinking – are also taken into consideration. Here, the ability to concentrate is a form of mental activity that means that the human mind is directed to a specific object. To date, the subject of psycholinguistics, on the one hand, is the interaction of the learner with the structure and task of speech, and on the other hand, the relationship with language as a

symbol of the human world. Interpersonal conversation and the interaction of speech and action have become the object of today's research center of modern psycholinguistics. Knowledge of the psycholinguistic aspect of the English language teaching methodology helps the teacher to allocate educational units for a specific lesson or stage, to organize the development of students' speech movements. Before planning a lesson, that is, a tool for the development of speech activity in language teaching, reasonable attention is paid to the comprehensive development of students' speech activity in the English language lesson. In speech activity, language and language as a means of its realization are formed by encoding and decoding. It should also be noted that the speech activity of adults is different from that of young people. As a proof of this, it is possible to see in the speech activity that the means of codes (signs) that language takes place in the mind and their sum are different, and because of this, communication and perception are differentiated. If we take as an example the students of junior school age, the language, which is considered as a tool of their speech activity, is more a system of assumptions, images and symbols, and the child constantly interprets them as symbols [2]. For children, the external (material) side is represented by the sound and literal aspects of the spoken speech, and its internal side is represented by speech movement, hearing, vision and hand movement symbols. When the student is active in his native language, during the formation of thinking and speech, stereotypes of symbols and speech mechanisms are formed involuntarily and operate without the participation of consciousness. However, when learning English or any other similar second language, similar elements (sound, word, sentence structure) based on previously learned languages are compared, and new connections are created through other elements using a secondary sign system.

In English lessons, students' speaking activities are carried out in the form of language and speech, and communicative and other materials are provided by the English medium. Language material includes phonetics, lexicon, grammar, graphic and orthographic units. For example, if we take a 45-minute lesson to improve pronunciation skills in schools, almost all teachers believe that pronunciation lessons are inappropriate and ineffective from the point of view of the traditional ap-

proach. However, when analyzed from psycholinguistic aspects, it is not only possible, but also necessary. It follows that if the purpose of the lesson is to develop students' pronunciation skills, speech or monologue speech, or other types of speech activity can be performed. After all, in order to achieve the goal given in the lesson plan, the teacher should not only strictly establish the old methods, but also use various acceptable methods, tools, forms of work, if necessary, be able to correctly assess the mood of the students and the class. However, in-class assessment, activities focus only on pronunciation skills and not on grammar or lexis, keeping in mind the objective of the lesson. In this way, pronunciation skills are evaluated based on specific parameters and criteria familiar to students. Such an approach given above is an objective assessment in the lesson, and it increases the interest and activity of students in learning, encourages them to achieve higher results. Pupils' pronunciation in English depends, first of all, on the quality of the teacher's pronunciation, which indicates the conditions of speech activity of the language. It can be concluded from this that teaching language as a means of developing speech activity is considered as teaching different aspects of language, which is considered a method of speech as a means of developing speech activity. If we explain the psycholinguistic aspects in a simpler way, the teacher teaches the English language material (words, grammatical devices, phrases, texts) as a language code to everyone. However, despite the same teaching, learning happens differently for each student. It depends on the individual characteristics of each student, his/her perception,

his/her own way of analyzing and receiving information, his/her way of forming and expressing his/her opinion [3].

Also, complex models of language acquisition are based on directly structured grammars and show that a sentence consists of syllables of word classes (for example, article-noun related, adjective is a noun marker, and adverb is a verb marker etc.). According to the given two models, the child learns the types of words, for example, nouns and verbs, and the positions (positions) they occupy in the sentence can be determined.

Using similar rules, the student learns that the words "ant", "boy" and "dog" belong to the noun group, and they follow the articles "a/an" or "the" as the case may be. But with such examples, understanding the deep structures of the sentence is a little difficult for beginners. For example, we can determine the place of the word "boy" in the sentence through these examples: *There is a boy here. The boy is here. The boy is clever. This boy is my friend. This car is broken by a boy. Don't show this to that boy. Put the hat on the boy's head. Who are these boys?*

If we accept these sentences as a simple collection of words, we will be mistaken, because they are made up of certain word groups and have different meanings. The rules that the child should develop belong to deep grammatical structures, which should be expressed in linguistic structures. Psychological theories related to the semantic classification of the thought expressed by the child encourage the explanation of the process of processing language information.

References

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THE IMPORTANCE OF READING COMPREHENSION SKILLS IN LANGUAGE LEARNING

Reading comprehension skills are crucial in language learning, as they play a significant role in developing vocabulary, grammar, and overall language proficiency. The ability to understand written texts is a fundamental skill that language learners need to acquire in

order to succeed in their language studies and in their future academic and professional endeavors.

The benefits of reading in language learning are numerous. For one, it helps to expand vocabulary and knowledge of grammar structures, as learners encour-