PSYCHOLINGUISTIC ANALYSIS OF GERMAN LANGUAGE TEACHING IN SECONDARY SCHOOLS

Kambarov Nodirbek Mamatkodirovich
Teacher of Andijan State Institute of Foreign Languages
Phone: +998887003050

ABSTRACT

The basic status of the psycholinguistic approach has always been disregarded in the field of foreign language teaching and learning, /is a mat tar of fact, this field of study is the first initiator of the area of foreign language teaching and learning. In this article, as a field of interdisciplinary study, various relations of the psycholinguistic approach to mother tongue teaching and foreign language teaching are investigated by giving solid sources. The purpose of the article is to analyse psycholinguistic peculiarities of the development of communicative competence in the structure of social intelligence of students of secondary schools in Uzbek society. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modelling, generalization. Also we used empirical methods – the methods of observation, conversation, testing with the aim to study the structure of communicative competence and social intelligence of teachers; psychological and pedagogical experiment in a form of the research of the development of the structure of communicative competence and social intelligence of students.

Keywords: psycholinguistics, psycholinguistic approach, communicative competence, the process of communication, a communicative potential, the interpretative competence, German languages, secondary school, communication, communicative failures, social intelligence.

INTRODUCTION

In the XXI century in the sphere of psycholinguistics there are significant changes that allow scientists to speak about changing the scientific paradigm according to the process of studying communicative competence, clarifying its structure and functional characteristics. The main features of contemporary psycholinguistics are anthropocentrism, functionalism and communicativeness. System-structural description (and its study) of communicative competence gives a way to anthropo-oriented, functional-communicative and cognitive study of this phenomenon of persons with different individual characteristics, cognitive styles of performing the activities, different intellectual development (Donnikova, 2018; Rubskyi, 2019). All this allows us to state that contemporary psycholinguistics is increasingly becoming a part of a general paradigm of semantic, pragmatic and functional theory, the most important features of which help to study the communicative orientation of all units and categories of psycholinguistic system, and facilitate the actualization of the person in the process of communication (Kalmykova & Kalmykov, 2015). We understand communicative competence as

an inseparable and organic component of a human mind, interconnected with other cognitive, psychic, volitional and other structures and processes (Ivashkevych, 2018). So, in this article we will analyse the peculiarities of explication of communicative competence of teachers with different levels of the development of social intelligence.

In order to teach German language teacher should aware of psycholinguistic analysis of students. This leads to have effective lesson competence, effectiveness in secondary school foreign language learning area.

The Birth and the Development of the Psycholinguistic Approach. Speech is one of the distinctive features of human beings that differs them from the other species. So, its properties and functions in the life of man is an indispensable part of psychological enquiry. Scientific psychology empierced with the development of the first psychological laboratory at the University of Leipzig in Germany inf 1879. Psychological point of view about language flourished with Wilhelm Wundt (1832-1920) who was trained in experimental psychology and believed that the study of language could provide important insights into the nature of mind. Since he wrote extensively about many different aspects o foreign language, he is regarded as the master psycholinguistics. Between 1870 and 1900 most of the investigations in child psychology 1 focused on the development of speech in early childhood, especially studies on I memory and mental| j associations involved the use of language! In 1912, J. p . Watson I coined the term Behaviorist. By the 1920s, Behaviourism advanced in America and took over the mainstream one of Experimental psychology. Behaviorists like J.B.Watson, L. Bloomfield, and B. F. Skinner were able to apply to human speech the same principles that they applied to the I description of other hopping and nonhuman kinds of behaviour. The manner in which parents shape their children's utterances was described! by Skinner in Verbal Behaviour: In teaching the young child to one talk, the formal specifications upon which reinforcement is contingent are I at first greatly relaxed, (response which vaguely resembles the standard behaviour o f the community is reinforced when these begin to appear more frequently, a closer approximation is insistent upon. In this manner, very complex verbal forms may be reached (Skinner, 1957:29-30) I ; So, the acquisition pf language in infancy was explained by means of the same mechanism of learning the I acquisition of other habits. In the studies carried out between 1920s and 1950s language development mainly 1 regarded as "a matter of imitation, practice and habituation" and psychologists supporting the behavioural tradition regarded "conditioning as the main mechanism to account for I language development ; (Stem, 1983:302). The Empiricist theory of learning as well as the behaviourism pointed out that the totality of human language comes from the experience. This period is generally regarded as the "formative period" in the1 historical development of psycholinguistics approach. In this period, the following issues are made the job of psycholinguistics: 1. How people comprehend language? 2. How do they produce it? 3. How and under what circumstances do they lose it? 4. How does a particular language affect cognition, if at all? 5. Are there relations between the first and foreign language learning? 6. Is there such a concept like mother tongue interference? By the early 1950s psychologists and linguists started to give and take ideas between these two disciplines: in 1960s with the rise of Transformational Generative Grammar, which was put forward by Chomsky, became very popular and the psycholinguistic approach, which tried to handle the unknown in the first language acquisition. These two cases gained a different theoretical ground for research.

Chomsky and others, in particular the neuropsychologist, Lenneberg, decided that language development could not be defined with the terms of behavioristics psychology. In addition, the psychologist George Miller collaborated with Chomsky, some articles and studies soon appeared in press. Thus, language development became a popular topic for investigation and many scholars such as Braine, W.Miller, S.M. Ervin, D. McNeil contributed to the research on language acquisition. During this period "theoretical analyses of language development emphasized the role of innate factor" (Carroll, 1994:17), An innate mechanism to process the linguistic data such as language acquisition device (LAD, hereafter) was postulated. So, Mentalist and Rationalist (Cognitive) theories emerged with the psycholinguistic approach to explain the learning of first language (Demirezen, 1988:176-177). Soon after this, Chomsky developed the Nativist approach to unearth the riddles in learning the mother tongue by claiming that mother tongue language learning is an inborn process. The findings of biology and neurology, via the establishment of two new field namely, biolinguistics and neurolinguistics, supported the ideas put forward by Chomsky. Especially with such contemporary techniques of neurology as PET (Positron Emission Tomography), regional Cerebral Blood Flow Scanning and CAT (Computer Assisted Tomography) still we continue to learn the riddles on how languages are learned, neurologically processed, and remembered in both injured and healthy subjects. According to Reber's examination on the number of references in psycholinguistic studies in 1987, he found that "they rose sharply in the late 1960s, peaked in the middle 1970s, and then fell off by the early 1980s" (Carroll, 1994:17). Since syntax-based models of Chomsky, McNeill and others ignored the semantic relationships, Blomm, Sobin, Bowerman, Lahey, Reber, Schlesinger, Fodor and others put forward the idea that the "generative rules of nativists were failing to account for the functions of language"(Brown,1994:28).

Areas of psycholinguistic analysis in teaching German language. A psycholinguistic analysis of German language teaching in secondary schools would involve examining the cognitive processes involved in language learning and the factors that influence language acquisition. This analysis would focus on the following areas: a)Language input: The quality and quantity of language input that students receive is crucial for language acquisition. Teachers need to provide students with a rich and varied input that exposes them to different aspects of the German language, including vocabulary, grammar, and syntax. b) Language output: Students need opportunities to practice their German language skills through speaking, writing, and listening activities. Teachers should provide feedback on students' language output to help them improve their accuracy and fluency. c) Cognitive processes: Psycholinguistics can help teachers understand the cognitive processes involved in language learning, such as attention, memory, and processing speed. Teachers can use this knowledge to design activities that engage students' cognitive processes and enhance their language learning. d)Individual differences: Students have different learning styles, abilities, and backgrounds that can affect their language learning. Teachers need to be aware of these individual differences and design activities that cater to the diverse needs of their students. e)Motivation: Motivation is a key factor in language learning. Teachers need to create a positive learning environment that promotes student motivation and engagement with the German language.

In the theory of G. Gardner (1983) there were proposed seven types of intelligence, which were formed by a combination of general personality abilities. To our mind the very concepts of «interpersonal intelligence» and «intrapersonal intelligence», isolated in the theory of G. Gardner, in a great degree correspond to the concept of «social intelligence». Thus, social intelligence is explicated in the structure of cognitive ability of the person to understand himself/herself and the other people; it is due to the development of the abilities of the person according to the level of his/her IQ. Thus, according to the concepts of these authors, social intelligence is directly related to the knowledge of human behavioural information and it was defined as a system of intellectual abilities and characteristics of the person. Particular attention deserves the concepts which define social intelligence through the system of cognitive properties, according to which the effectiveness of communication depends on communicative, cognitive and vital competencies of the person (Tillman & Louwerse, 2018), a great success of human processing of social information (Kim, Yoon, Kim, Lee & Kang, 2012).

Usage of Psycholinguistics in secondary schools. Psycholinguistics can be used in secondary schools for teaching German in the following ways:

1. Understanding how students learn language: Psycholinguistics can help teachers understand how students learn language and the factors that affect their learning. This knowledge can be used to design teaching strategies that are effective for different types of learners.

2. Identifying language difficulties: Psycholinguistics can help teachers identify the language difficulties that students face. This can be done by analyzing the errors that students make when speaking or writing German. Teachers can then design targeted interventions to address these difficulties.

3. Enhancing language acquisition: Psycholinguistics can help teachers enhance language acquisition by using techniques such as repetition, feedback, and explicit instruction. For example, teachers can use repetition to reinforce vocabulary and grammar rules, provide feedback to correct errors, and use explicit instruction to teach complex grammar structures.

4. Developing language proficiency: Psycholinguistics can help teachers develop language proficiency by using authentic materials such as videos, podcasts, and articles. These materials provide students with exposure to real-world language use and help them develop their listening, reading, speaking, and writing skills.

5. Promoting language motivation: Psycholinguistics can help teachers promote language motivation by creating a positive learning environment that encourages students to engage with the language. This can be done by using games, role plays, and other interactive activities that make learning fun and engaging.

CONCLUSION

Overall, psycholinguistics can be a valuable tool for teachers in secondary schools who are teaching German. By understanding how students learn language, identifying language difficulties, enhancing language acquisition, developing language proficiency, and promoting language motivation, teachers can create an effective learning environment that helps students achieve their language goals. Generally, a psycholinguistic analysis of German language teaching in secondary schools would help teachers understand the complex processes involved

in language learning and design effective teaching strategies that cater to the diverse needs of their students.

REFERENCES

1.Brown, D.H. (1994). Principles of Language Learning and Teaching. Pearson Education Limited.

2.Carroll, W. (1994). Psychology of Language. California: Brooks-Cole Publishing Company.

3.Demirezen, M. (1981). On the Psycholinguistic Concept of Foreign Language Vocabulary and Its Difficulty. H.Ü. Beşeri Bilimler Dergisi, pg.lO

4.Donnikova, I.A. (2018). Nravstvennyj poisk v multikulturnoj kommunikacii [Moral Search in Multicultural Communication]. Anthropological Measurements of Philosophical Research, 14, 30–41 https://doi.org/10.15802/ampr.v0i14.150545

[in Russian]‐

5.Gardner, G. (1983). Frames of Mind: The Theory of Multiple Intelligences. London:Heinemann.

6.Ivashkevych, E.Z. (2018). Psykholohiia sotsialnoho intelektu pedahoha [The Psychology of Social Intelligence of a Teacher]. Doctor's thesis. Kyiv [in Ukrainian].

7.Kalmykova, L.A., & Kalmykov, G.V. (2015). Konceptualnye podhody k sovershenstvovaniju psihologicheskoj podgotovki budushhih pedagogov [Conceptual approaches of improving the psychological training of future teachers]. In L.A. Baykova, N.A. Fomina & A.N. Sukhov (Eds.), Proceedings from PPRDCS PNIIE' 15

8.Tillman, R., & Louwerse, M. (2018). Estimating Emotions Through Language Statistics and Embodied Cognition. Journal of Psycholinguistic Research, 47 (1), 125–138. https://doi.org/10.1007/s10936-017-9522-y

9.Kim, S., Yoon, M., Kim, W., Lee, S., & Kang, E. (2012). Neural Correlates of Bridging Inferences and Coherence Processing.

Journal of Psycholinguistic Research, 41 (4), 311–321. https://doi.org/10.1007/s10936-011-9185-z

10.Skinner, B. (1957). Verbal Behaviour. Appleton.