

FORMATION OF PSYCHOLINGUISTIC VIEWS AND LANGUAGE ACQUISITION

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ABSTRACT: in this article, several theories explaining how language acquisition occurs in psycholinguistics and the emergence of psycholinguistics. These theories range from postulation of innate mechanisms to theories that emphasize the role of the environment to brief reviews and information on the research carried out. However, Psycholinguistics is not developed on the example of a people. Psycholinguistics is closely related to research work in the field of communicative linguistics and Text Linguistics, an anthropocentric approach to text learning, cognitive linguistics, pragma linguistics, linguacultural, sociolinguistics, linguistic local lore, analysis of issues related to the fields of ethnolinguistics.

KEYWORDS: Linguistics, Psycholinguistics, speech, information, communicative linguistics, textual linguistics, anthropocentric approach, cognitive linguistics, pragma linguistics, ethnolinguistics, descriptivist, phonetics, morphology, syntax, semantics, pragmatics, behaviorist.

INTRODUCTION

the theoretical foundations of Psycholinguistics began to take shape as “language psychology” until the end of the 19th century. The work of Edward Thorndike and Frederick Bartlett laid the foundation for what would become known as the discipline of psycholinguistics. In 1936, Jacob Cantor, then a prominent psychologist, used the term "Psycholinguistics" as a description in his book "The objective psychology of grammar". However, the term "Psycholinguistics" began to be widely used only after Kantor's pupil Nikolai Pronto published his paper "Psycholinguistics: a review" in 1946. Prank's goal was to combine many theoretical approaches that were interrelated under one name. Psycholinguistics was first used to talk about interdisciplinary science that could be "organized", as well as at Indiana University in Bloomington, USA in 1953, an Interuniversity seminar was organized at the initiative of American scientists such as Charles Osgood, John Carroll, Thomas Sibeock, and in this seminar the term Psycholinguistics was officially put into circulation as a science. During this period, on the one hand, descriptivist linguistics was rejected, and on the other hand, descriptivist traditions were pressuring. One of the most intense conflicts between descriptivist's and descriptivist's was the question of “word”, that is, what is the word itself, does the word exist as a unit of language? Analytic practices developed by descriptivist have been content with descriptivist's' concept of “morpheme”, leading to negation of the concept of “word”. While linguists feel that the word is an objective reality. Ultimately, psychology preferred the concept of “word”, while descriptivist preferred the concept of “morpheme”. In descriptive linguistics, the smallest unit is the phoneme. Whereas, in a real situation, the “natural” unit of

segmented speech flow is a link. For example, the word dada decomposes into syllables (da-da) rather than phonemes (d-A-d-a). As it moved to the level of syntax, descriptive linguistics brought the concept of construction. Psychologists, on the other hand, worked with a more “noticeable and visible” sentence. Thus, arose a series of two: linguistic (phoneme, morpheme, construction) and psychological (syllable, word, sentence) units. In psycholinguistics - 54, the collision of these two lines became inevitable. On the other hand, in the traditions of European Psychology in the 19th and 20th centuries, a state of decline had arisen. As a result of the intense development of Natural Sciences, in particular physics, physiology, neurophysiological visions of the structure of the brain, its activity of mechanisms were seriously developed. In addition to this, the sphere of psychic activity was open, incomprehensible. What does the psyche mean? How does a person think? What is the basis of human thinking, imagination, emotions? Is its pure physiology? What then? These gave rise to a new interpretation “psychophysical problem «in science. In particular, there are physiological and psychological phenomena, and physiology can be studied with specific experimental methods. This is” nature», «matter”. And next to him are some kind of unprofitable psychological processes. Although people's brains and biochemical processes look the same, each person has their own psyche. American behaviorism (behavioral “behavior, behavior”) arose as a specific reaction against European classical psychology

Psycholinguistics or language psychology studies the interrelationships between linguistic factors and psychological aspects. Discipline is mainly concerned with the mechanisms by which language is processed and expressed in the mind and brain; that is, psychological and neurobiological factors that allow people to acquire, use, understand and produce language.

Psycholinguistics deals with the cognitive abilities and processes necessary to create grammatical constructions of language. It is also associated with the perception of constructions by the listener.

The first steps in psycholinguistics were in the philosophical and educational fields, which are mainly integrated data on how the human brain works due to its location in departments other than Applied Sciences, and modern research uses biology, neurology, cognitive science, linguistics and information science to study how Mind-Brain language works, as well as studying certain processes of Social Sciences, Human Development, there are several sub-disciplines with non-invasive techniques for studying brain neurological activity. For example, neurolinguistics has become a specific field, and developmental Psycholinguistics as a branch of psycholinguistics deals with the child's ability to learn language.

Psycholinguistics is an interdisciplinary field that includes researchers from various fields, including psychology, cognitive science, linguistics, speech and language pathology, and speech analysis. Psycholinguists study how people acquire and use the language in the following main areas:

Language acquisition: how do children master language?

Language comprehension: how do people understand language?

Language production: how do people produce language?

Mastering a second language: how do people who already know one language acquire another?

A researcher interested in understanding language can learn to identify words in the reading

process to learn the processes of extracting orthographic, morphological, phonological and semantic information from patterns in printed text. A researcher interested in language production can learn how words are prepared to speak, starting from a conceptual or semantic level, which applies to connotation and can possibly be examined through a conceptual framework related to semantic difference. Developmental psycholinguists study the ability of infants and children to learn and process language.

Psycholinguistics further divides its research according to the various components that make up the human language.

Areas related to linguistics include:

- * Phonetics and Phonology is a science that studies speech sounds. Within Psycholinguistics, research focuses on how the brain processes and understands these sounds.

- Morphology studies word structures, especially the formation of words based on interdependent words such as dogs and dogs and rules.

- * Syntax studies word conjugation and sentence structure.

- * Semantics deals with the meaning of words and sentences. While syntax is concerned with the formal structure of sentences, semantics deals with the true meaning of sentences.

- Pragmatics deals with the role of context in interpreting meaning.

- Language relativity is a principle that states that the structure of a language affects the worldview or perception of its speakers, and therefore the languages of people define or shape their perceptions of the world.

To understand the features of language acquisition, Psycholinguistics is based on discussions on innate and acquired behaviors. For some time, the concept of innate property was something that was not recognized in the study of personality psychology. However, with the redefinition of fertility over time, behaviors that are considered innate can once again be analyzed as behaviors that interact with the psychological aspect of the individual. Following the decline in popularity of the behaviorist model, Ethology reemerged as a leading thought train in psychology, allowing the subject of language, innate human behavior, to be addressed once again within psychology.

While there is still much debate, there are two main theories on language acquisition in childhood: a behaviorist point of view, according to which all languages must be learned by a child; and an innatistically point of view, which holds that the abstract system of language cannot be studied, but that people have innate linguistic ability or access to what is called "universal grammar".

The innatism view began in 1959 with Noam Chomsky's highly critical comment on BF Skinner's verbal behavior. This review helped initiate what is known in psychology as the cognitive revolution. Chomsky noted that humans have a unique, innate ability for language, and that complex syntactic features such as recursion are "hard-wired" in the brain. These abilities are thought to be beyond understanding even the most intelligent and socially disadvantaged. When Chomsky argued that children who mastered the language had an extensive search space to learn all possible human grammars, there was no evidence that children received enough information to learn all the rules of their language. So, there must be another innate mechanism that gives a person the ability to learn a language. According to the "innate hypothesis", such language ability determines the human language and makes this ability different from even the most complex

forms of communication with animals. The field of linguistics and psycholinguistics has since been defined by reactions against Chomsky.

The view in favor of Chomsky is still that a person's ability to use language is qualitatively different from any ability of animals, especially the ability to use recursion. This ability may have resulted from a favorable mutation or an adaptation of skills originally developed for other purposes. The publication of Noam Chomsky's "syntactic structures" in 1957 was an important event in the history of psycholinguistics, which laid the foundation for many modern Psycholinguistics theories. Syntax, and generative grammar. Chomsky's work challenged the behaviorist views prevalent at the time, and emphasized the conservative abilities and mental levitative acquisition for another important event was the introduction of functional magnetic resonance imaging (fMRI), which allows scientists to monitor brain activity in the process of language processing in real time. These and other technological advances have greatly expanded the understanding of the neural basis of language and now allow for more subtle differentiation in language acquisition and application mechanisms. Theories of language acquisition in psycholinguistics

The view that language should be learned was especially popular until 1960, and was well expressed by The Mentalist theories of Jean Piaget and the empiricist Rudolf Carnap. Similarly, the behaviorist School of Psychology also advances the view that language is behavior formed by a conditional relationship; therefore, it is studied. The view that language can be learned, inspired by emergentist, has recently been revived. This view holds that the "innate" view is scientifically incorrect; that is, it cannot be tested. Since the 1980s, with the growth of Computer Technology, researchers have been able to mimic language acquisition using neural network models.

The collaboration of psychology and Linguistics has a long history. Founded the formation of general and theoretical linguistics the most important aspect of Humboldt's linguistic concept is that he brought the concept of dialectics of socialism and individuality in colloquial activity into the science of linguistics. The scholar states that each language reflects the worldview of language owners, that the diversity of languages is the result of the difference in seeing the world in each nation, and not just in the diversity of sounds. His paper " structural differentiation of languages and its influence on the spiritual world of men " is recognized as the first theoretical source of psycholinguistic views. V.As the philosophical basis of Humboldt's linguistic views, German philosophers I. Kant and Gather philosophy of Hegel can be shown. In Particular, I. Kant's " Anthropology from a pragmatic perspective " emphasizes the conflicting nature of information transmission and reception between communicants in the communication process. The philosopher relied on this conclusion Humboldt advances the idea of an Antinomy of understanding and non-understanding between communicants. Language is a tool that connects man and society in Humboldt's eyes. The language form is social in nature, and it serves as an organizing resource for language matter in colloquial activity. Language matter is the sum of sounds on the one hand, internal experiences, emotional impressions on the other. Both the unit and the other are individual phenomena.

CONCLUSION

In conclusion, psycholinguistics and language acquire a special essence that always retains its meaning only in the act of passing from thought, but bus-as a whole-from thought. As a result of human socialization, various languages were also formed and acquired their appearance today. And the demand for the present is to master languages and face a multi-polar world. We can see that we turn to Psycholinguistics when overcoming difficulties and problems in mastering languages.

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