

# THE CONCEPT OF PSYCHOLINGUISTIC CONDITIONING AND ITS PLACE IN LINGUISTICS

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## Annotation

In this article, the scientific views and opinions of the world linguists about the concept of psycholinguistic conditioning are presented and the reaction to them is expressed through analysis. In addition, special importance was given to the place of the concept of psycholinguistic conditioning in linguistics. At the same time, it was shown in the analytical part of the article that psycholinguistic conditioning is one of the important directions of modern linguistics and its interrelationship with cognitive linguistics, applied linguistics, sociolinguistics, psycholinguistics, neuropsycholinguistics.

**Key words:** psycholinguistic conditioning, linguistics, psycholinguistics, neuropsycholinguistics, phonostylistics, graphostylistics, human thinking, psychological states, phono-graphostylistic tools, human psyche, psychology and linguistics, cognitive linguistics, applied linguistics, sociolinguistics.

Nowadays, as a result of scientific research, we can see the emergence and development of many disciplines and trends, and at the same time, they gain their place in a short period of time. We can cite such disciplines as psycholinguistics, neuropsycholinguistics, phonostylistics, and graphostylistics as an example. Of course, the emergence, development and current status of such new sciences and fields can be said to be a product of human thinking. Science, development, especially today, the understanding and understanding of the inner world of a person, psycholinguistics, which studies and analyzes the changes in the psyche, which changes to positive and negative sides under the influence of the external environment, is the result of the intersection of the sciences of psychology and linguistics. The science of psycholinguistics is a science that studies the human psyche, inner experiences, various psychological states, the manifestation of the human psyche in the language through phono-graphostylistic means in oral and written discourses.

The German linguist G. Steinthal (1823-1899) who mentioned the term psycholinguistics for the first time. This scientist gave valuable opinions on psychology, linguistics and psycholinguistics in his works entitled "Classification of languages and the purpose of their development laws", "Origin of languages", "Grammar, logic and psychology", "Characteristics of the structure of important types of languages". It can be seen that this science and term became popular especially in the 60s of the 20th century and became the focus of attention of scientists.

In the development of this science, the role of French linguists F. Saussure, J. Francois, F. Cordier, N. Katach, German scientists V. Humboldt, G. Paul, Russian scientists A. A. Potebnya, Baudouin de Courtenay, A. A. Leontev, L. S. Vygotsky, and L. V. Sherba is of special importance.

It can be seen in the sources that the great scientist Ferdinand de Saussure, the founder of twentieth-century linguistics, clearly distinguished language itself as an abstract individual

system, language ability as a function of a person, and speech as an individual act that implements language ability through language.

Russian linguist, scientist, psycholinguistics, lexicography, and phonology, one of the founders of phoneme theory, general linguistics, Russian, Slavic, French language specialist L.V. Shcherba introduced the concept of "psychophysiological organization of a person's speech", which is a social product along with speech activity. These speech activities are the processes of speaking and understanding. We certainly agree with the theory that the language system is a certain social value, a single and common obligation for all members of a certain social group, which is objectively given in the living conditions of this group. Because these concepts reveal the basic principles of the theories of linguistics and psycholinguistics.

Through these concepts, Shcherba laid the foundation for learning the language not only from the point of view of linguistics, but also in connection with the mental and physiological processes of a person and the social environment. Therefore, it is important to take into account the lifestyle, mind, level of thinking, mental state, and culture of the nation that communicates in this language when learning each language.

The extremely important role of psycholinguistics in linguistics can be clearly seen in the above theories and analyses. Psycholinguistic conditioning is particularly important in the cooperation between psychology and linguistics. Psycholinguistic conditioning is the interdependence of psychological (thinking, memory, emotion) and linguistic (language rules, vocabulary) factors that shape human speech, and studies the psychological foundations of the process of learning, understanding and using language; and in linguistics, it plays an important role in solving practical issues such as revealing the biological, psychological and social mechanisms of speech, improving the methodology of teaching the mother tongue and foreign languages, correcting speech defects, and understanding speech influence (propaganda, mass media).

In addition to psycholinguistic conditioning, the concept of psycholinguistic conditioning also has its place in linguistics. If we define this concept, it is called the concept of psycholinguistic conditioning, which refers to the set of factors affecting how the human mind, memory, perception, and other mental processes perceive, process, and express language.

Psycholinguistic conditioning refers to:

- language units are formed as a result of human cognitive (knowing) activity;
- the speech process is controlled by mental mechanisms (perception, memory, attention, association);
- language choice and speech construction are related to experience, emotion, cultural environment.

For example:

- different perception of one word by people;
  - the emergence of fast and automatic speech in the native language, and slow and conscious speech in a foreign language;
  - speech disorder in stress or excitement
- all this can be said to be an example of psycholinguistic conditioning.

Psycholinguistic conditioning is one of the important directions of modern linguistics, which is closely related to several fields. An example of this is psycholinguistics (it studies the relationship between language and thinking and explains the mechanisms of speech), cognitive linguistics (interprets language as a product of knowledge and consciousness and explains the concepts of metaphor, concept, frame), sociolinguistics (shows the connection of psychological

factors with the social environment), applied linguistics (used in language teaching methodology, correction of speech defects (logopedia), translation and speech technologies), neuropsycholinguistics, psychology (manifests psychological factors) can be said.

**At the same time, it is no exaggeration to say that the manifestations of psycholinguistic conditioning in the Uzbek and French languages are explained by concrete examples. Because the analysis of examples in two unrelated languages is given in connection with speech perception, production, emotion, cultural experience and cognitive processes.**

**A few examples of psycholinguistic conditioning in word choice in two unrelated languages can be seen in the process of analysis.**

- **In Uzbek language**
- **“Uy” – “xonadon” – “maskan”**
  - “Uy” – kundalik, neytral
  - “Xonadon” – iliq, ijtimoiy hurmat ifodalaydi
  - “Maskan” – badiiy, ko‘tarinki
- **“chaqmoqtosh” – “tosh” – “qoya”, “qoyatosh”**
  - “chaqmoqtosh” – kundalik, neytral
  - “tosh” – iliq, ijtimoiy hurmat ifodalaydi
  - “qoya, qoyatosh” – badiiy, ko‘tarinki
- **“chiroyli” – “go‘zal” – “maftunkor”**
  - “chiroyli” – kundalik, neytral
  - “go‘zal” – iliq, ijtimoiy hurmat ifodalaydi
  - “maftunkor” – badiiy, ko‘tarinki
- **“chiroyli” – “tiniq” – “yorqin”**
  - “chiroyli” – kundalik, neytral
  - “tiniq” – iliq, ijtimoiy hurmat ifodalaydi
  - “yorqin” – badiiy, ko‘tarinki

In the above examples typical of the Uzbek language, we can see that the choice of words is determined by the mental state of the speaker and the purpose of the speech.

And in French

**“maison” – “foyer” – “demeure”**

*maison* – oddiy, kundalik

*foyer* – oilaviy iliqlik, hissiy rang

*demeure* – tantanavor, rasmiy

**“caillou” – “pierre”- “roc” – “rocher”**

caillou – oddiy, kundalik

pierre – oilaviy iliqlik, hissiy rang

roc, rocher – tantanavor, rasmiy

**“joli” – “belle”- “charmant”**

joli – oddiy, kundalik

belle – oilaviy iliqlik, hissiy rang

charmant – tantanavor, rasmiy

**“content” – “heureux”- “satisfait”**

content – oddiy, kundalik

heureux – oilaviy iliqlik, hissiy rang

satisfait – tantanavor, rasmiy

**“aimer” – “chérir”- “vénérer”**

aimer – oddiy, kundalik

chérir – oilaviy iliqlik, hissiy rang

vénérer – tantanavor, rasmiy

In the examples given in the French language, it can be clearly seen that the emotional-psychological color affects the choice of words.



Psycholinguistics is a branch of science that studies the interaction between language and thought, as well as the mental mechanisms of speech activity. One of the important concepts in this direction is psycholinguistic conditioning, which means that the selection and use of language units in the speech process occurs in connection with a person's psychological state, social experience, emotional experiences, and cultural values. A comparative analysis of the French and Uzbek languages shows that this phenomenon, along with its universality, also has national-cultural characteristics.

In conclusion, it can be noted that psycholinguistic conditioning means the selection and use of language units under the influence of mental factors - perception, memory, emotion, social experience and cultural stereotypes. In French and Uzbek languages, psycholinguistic conditioning is one of the decisive factors in the formation of speech, and it is determined by socio-psychological relations, emotional state, cognitive processes, and cultural stereotypes. The comparative analysis shows that although these processes are subject to general psycholinguistic laws, each language is manifested in its own way based on national and cultural characteristics.

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