

**PSYCHOLINGUISTICS: A SCIENTIFIC BRIDGE BETWEEN LANGUAGE
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Annotation: This article provides a comprehensive overview of the history of the formation of psycholinguistics, its main scientific areas, the complex interrelationship between language and thought, cognitive processes, speech activity, and neuropsychological foundations. Psychological factors in language learning, speech development, comprehension, and retention are analyzed. The relevance of psycholinguistics in the context of modern experimental methods and artificial intelligence is also considered.

Keywords: Psycholinguistics, thought, language, cognitive process, speech, neuropsychology, artificial intelligence, experimental linguistics.

Psycholinguistics is a field of science that was formed at the junction of linguistics and psychology, studying the relationship between human thinking and language. In recent years, this science has been serving to deeply study how language is related to mental processes. A person has the ability to express his thoughts, understand the thoughts of other people, store words in memory and retrieve them when necessary. All these complex processes are the object of research of psycholinguistics.

Psycholinguistics was formed as an independent science in the second half of the 20th century. Scientists such as Noam Chomsky, Jerome Bruner, George Miller contributed to this field. In particular, the theory of "universal grammar" put forward by Chomsky opened a new way to understand the genetic basis of language. According to him, the human brain is innately adapted to learning language. American scientists such as George Miller and Jerome Bruner integrated cognitive psychology into the study and understanding of language.

Psycholinguistics studies the complex relationship between language and thinking. Language is the external form of thinking, and thinking is the internal basis that forms language. These processes are closely interconnected. L.S. Vygotsky calls language a "means of intellectual activity." Since then, the question arises. Is language a product or a means of thinking?

1. Sapir-Whorf hypothesis: Language shapes thinking.
2. Universalistic approach (Chomsky): Thinking is more universal than language, and language uses it as a tool.

Psycholinguistics is closely related to cognitive linguistics. Both fields analyze how the human mind perceives, understands, and uses language. How language structure (syntax, semantics) and thinking models fit together is studied, especially through conceptual metaphors.

Psycholinguistics analyzes the following in the process of learning foreign languages:

1. Memorization (short-term/long-term memory);
2. Language learning strategies;
3. Error analysis;
4. Vocabulary formation;
5. The formation of semantic networks based on context.

The role of psycholinguistics in artificial intelligence and language technologies is of great importance. Because psycholinguistic models and theories serve as the basis for the development of artificial intelligence systems. For example, in natural language processing (NLP) technologies, psycholinguistic data are used to automatically understand and process human language. In conclusion, we can say that psycholinguistics is a complex but necessary scientific bridge between language and thinking. It allows us to analyze on a scientific basis how human thinking works, how language is developed and mastered. In the 21st century, this science has not only theoretical, but also practical significance, and is actively used in many areas, such as education, speech therapy, and artificial intelligence.

In addition, modern psycholinguistics is closely related to cognitive sciences. This approach emphasizes that:

1. The human brain processes language as information;
2. Language is a process controlled by cognitive modules. For example:
hearing language - in the auditory cortex;
3. Word selection and grammatical structure - in Broca's area;
4. Understanding meaning - in Wernicke's area and semantic networks.

Psycholinguistics also studies language-related disorders such as aphasia, dyslexia, autism:

APHASIA - speech disorders occur due to brain injury (in most cases, Broca's or Wernicke's area is damaged).

DYSLEXIA - difficulties in reading and writing.

IN AUTISM - semantic and pragmatic processing is impaired.

This direction is now taking shape in Uzbek linguistics. Because it was not developed as a science, but is at the stage of applying psycholinguistic approaches to the Uzbek language. Also, more research is currently being conducted based on the psychology of language learning. In the near future, research on word selection speed, morphological processing, and aphasia in the Uzbek language is increasing.

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