

# The Content And Mechanisms Of Development Of Linguistic Intelligence In The Context Of Language And Thinking Relations

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**Abstract:** This article covers the types of intellect, linguistic intellect, and the relationship of language and thinking. In the context of the relationship of language and thinking, a thought was made about the process of formation of linguistic intellect. Therefore, in the formation of linguistic intellect, the main operations of the language, the content and essence of the stages of the formation of the language are revealed.

**Keywords:** Linguistic tetrad, intellect, language operation, interpretation, Language, linguistic competence, process.

**Introduction:** One of the peculiarities of humanity is the ability to communicate through thought and speech. The words that we reflect in our speech are built on our thoughts. First of all, we hear the thoughts of our interlocutor, reflect in our thinking the words that we need to return to them in response, and state them through speech. Therefore, the basis of the concept of linguistic intellect is the relationship of language and thinking. Language is of great importance in the formation of human thinking.

The word "intellect" is derived from the Latin word "intellectus", meaning knowing, understanding, perceiving. Therefore, the intellect is a person's ability to think, the degree of mental development, the mind. The progress of intellect depends on the capabilities of the human brain as well as on their experiences from the activities of creative life. A person has different types of intellect, through which each person reflects the world in his worldview.

As we all know, the famous American psychologist Howard Gardner distinguishes 9 types of intellectual in his book "The Theory of Multiple Intelligences", which continues to be popular to this day.

They are as follows: 1. Logical mathematical intellect. 2. Linguistic intellect, 3. Emotional intellect, 4. Personal intellect, 5. Musical intellect, 6. Visual-spatial intellect, 7. Body kinesthetic intellect, 8. Natural Science intellect,

9. Existential intellect [1].

In the early 1940s, the young English poet Kate Douglas was already the best of the poets in England. She began correspondence with Eliot. In Eliot's responses, the level and editing of the words included in the pen were included among the poems without change, and could freely reveal the meditations. In writing the poem, Eliot says that he opposes the use of "inefficient qualities" as well as criticizes the phrase "non-permanent construction". Always-says "this permanence must be clearly defined in the poem." Later, a young poet compares Eliot to a glass column in his house. Eliot asks her, "do you mean you're bottle too?" Expresses his opinion as a reference to the young poet's likeness to the next mouse. Eliot again found a conspicuous discrepancy: "I do not think you will be like a pillar and I imagine you like a mouse in this byte". As a poem, Eliot suggests using criticism that is more general to him. As a poet writes poetry, he prefers to rely on reason in the use of words and advises everyone [1.77-b].

From the above points, we can understand that only in a state where the language is harmonized with the mind can our words become meaningful and logical. In the case where we rely on our minds when speaking, we must state our thoughts to the listener. This forms the basis of linguistic intellect. In addition, we must also pay attention to the basic operations of language in the formation of linguistic intellect. Language is of great

importance in the formation of human thinking. Language is of great importance in the formation of human thinking. Many scholars have advanced several theories in proving to what extent language and thought are related to each other until. One of the most popular theories in reflecting the interdependence of speech and thought is the SAPIR-WARF hypothesis, also known in linguistics as Relativity.

According to this hypothesis, the structure and vocabulary of a language depends on how people speaking that language perceive and classify the world around them. For example, people who speak multiple languages can explain colors or spatial patterns more broadly than people who speak a single language. In addition N.Khomsky's book "On The Theory of Universal grammar" says that the language that controls human cognitive development is also formed on the basis of innate ability [4].

According to this theory, we can safely say that language is not only a means of communication, but also a system that forms thinking. The thought process always affects my speech state. The formation of psychological processes such as memory, perception, thinking, as well as the good nature of cognitivism are related to how each person is able to state their own thoughts. J.Piaje advances another theory. He says that a person's abilities will have developed before they can master language communication. This suggests the existence of non-speech thinking. [5]. In addition L.Vigotsky argued that there is a concept of inner speech in a person. It has been mentioned that this inner discourse defines the dynamic relationship between language and thought. [6].

Indeed, inner speech in a person helps to define and regulate the process before communication through our thoughts. Through inner speech, a person analyzes the statement of his speech in his thinking. Vigotsky said that "at first speech and thought are formed as a separate system, and then they are formed together." Because human language becomes more complex as time passes and relies on its thoughts to solve the problems that arise. Therefore, language and thinking move to the linguistic intellect of a person, assuming each other. On the basis of the connection of language and thinking, there are stages of the formation of linguistic intellect. These stages form a whole mechanism and serve for the formation of linguistic intellect. let's list these mechanisms one by one.

Basic operations of the language. The basic operation of a language is understood as the skill of being able to apply words in the process of speaking with special accuracy. This process is even likened to thinking like poets. By quickly understanding the meaning of words,

the individual identifies the very subtle differences between words. It also teaches the conscious use of various functions of language.

Thanks to this, individuals can engage in conversation on a wide variety of topics: persuasion, encouragement, communication of information, or obtaining permission.

Therefore, first of all, we need to find out the linguistic tetrad, which is considered the main operation of language in the formation of linguistic intellect in children of transition age to school. In the linguistic Tetra, these are considered the main sections of linguistics – phonology, syntax, semantics and pragmatics. Without having information about these sections, without knowing to what extent you can use it. We cannot achieve any efficiency. In addition, we also focus on linguistic competence in the formation of linguistic intelligence.

Linguistic competence is the type that actually has the widest meaning within the competencies that exist in a person. Because, this competence connects with intellect and manifests itself in a democratic way in a person.

In order to form linguistic intellect in children of transition age to school, we need to pay special attention to four aspects that are important in society. First, to the rhetorical aspect of language - that is, the presence of the ability to rationally use language in persuading others. It implies that the child is able to attract their attention in communicating his thoughts and views to peers, family, friends and other personalities around him. This is an ability inherent in political leaders and representatives of the legal sphere. But in the current society, this ability presupposes that everyone should have it. That is why it is precisely in children 6-7 years old that the formation of bundaqaq ability is considered important.

Secondly, the presence of a mnemonic potential of the language. This potentiality helps to remember information and makes it possible to use it when the moment comes. For example, a person is well remembered for the list of properties he has, the rules of the game, the road signs to be able to find a path, and the sequence of procedures when using his new machine. Therefore, the concepts that are most important in life are strengthened in the human mind and can be copied into an oral dictionary and use it purposefully.

Thirdly, the presence of the role of language in explanation. Often teaching and learning occur simultaneously, mainly through language. For example, in ancient times, knowledge was given to children

orally - through instructions, verses, parables or simple explanations. As time passed, these concepts moved into written form through the word. In written form, information was collected and children were educated. As a vivid example of this aspect, we can cite the disciplines studied. At present, modern advanced techniques are used in the teaching of subjects, but still serve as the main optimal tool for communicating language, concepts to the learner. In addition, language provides us with metaphors that are very important to start and explain new scientific developments.

And finally, fourth, the presence of an opportunity to explain the functioning of the language itself. To use this aspect, it is necessary to have the ability to analyze "meta-linguistic". We can also see the manifestation of this ability in young children. For example, a child is asked "Did you mean X or Y?", we allow the child to analyze the information he has learned before. This process is called meta-linguistic analysis.

As we shape linguistic intellect in children of transition age to school, we focus our attention primarily on the language, because the language is a vivid example of human intellect (intelligence). Therefore, the study, analysis and practical application of the basic operations of the language serves as the basis for the formation of linguistic intellect in children.

**Develop language skills.** We can see the first appearance of the verbal speech in the manner of howling in the first months of a child's life. At this time, even children who do not hear their ears begin to make their own sounds. In children in the first months, sounds begin to form without any language being formed yet. But by the beginning of the second year of a child's life, linguistic activity begins to turn out differently. Now the child can say a variety of words in his native language: "bear", "dad", "food", "towel", etc. Later, he licks the words into meaningful phrases: "Sweet Food", "Big Dog", "little kitten". A three-year-old child begins to say Whole-headed sentences instead of phrases, and begins to address with questions. For example, in the interrogation style - "when do I stand?", in a way of denial - "I don't want to sleep", in the form of a request - "Give me milk before lunch, please!" through speech. And finally by the age of 4 or 5, the child, like an adult, can speak fluently, correcting small syntactic errors in sentences. In the middle, a 4-year-old boy can tell his adventures; can tell small stories in his speech; can appeal to adults, peers or children younger than himself; and even engage in simple metalinguistics. In short, the speech skills of a 4 or 5-year-old child have the opportunity to leave behind any computer program. Skillful linguistic scientists of the world also consider the speech activity

of childhood to be the most dominant period.

**Brain and language.** As we all know, all the work that a person does in life activities is related to the brain. The Cerebral Hemispheres give orders to perform a certain activity, while the muscles in our body perform these actions. Similarly, human speech activity, located in the left part of the cranial hemispheres, controls human speech activity. The ability to quickly process linguistic messages is one of these vital prerequisites. The Center for understanding, analyzing and synthesizing other people's speech and responding is the function of the left hemisphere of the cranium. Disorders or injuries in this center lead to lagging behind in speech development. It also causes many children's speech to not progress well phonologically.

## **CONCLUSION**

As a conclusion, we can say that language is a tool that regulates human information exchange. Messages can be matured by gesture and writing however, in its Zamir lies the product of the vocal tract and the eardrum of the hearing aid. Also, the connection between speech and thinking is a multifaceted process. Because, through language, we express our thoughts to other individuals. Not only can we explain, but together with being able to explain, we can know the world around us. The harmony of language and thinking, together with the formation of linguistic intellect, also affects the psychological processes of a person. This contributes to the good formation of psychological processes such as Attention, Perception and memory, which will be needed in the formation of linguistic intelligence in children of transition age to school. In the formation of linguistic intelligence, there are basic mechanisms of language, and movement on the basis of these mechanisms serves to obtain an effective result in achieving the intended goal.

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