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PSYCHOLOGICAL AND METHODOLOGICAL CHARACTERISTICS OF SPEECH SKILLS COMBINATION OF LANGUAGE AND SPEECH UNITS

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ABSTRACT

The word functions in speech and, consequently, in the speech-cognitive activity of a person through its connections with other words. For word usage, at least one of these connections must be actualized (usually much more is actualized), and each word in turn leads to the actualization of other words, primarily in inner speech. Word links can be preformed, previously formed, and can be created again.

KEYWORDS

English speech formation, psychological character, methodological character, speech skills, language, speech unit.

INTRODUCTION

In psychophysiological terms, the preformation of some connection of a word means that stable traces have formed in the cerebral cortex - the so-called "engrams" from previous acts of word usage. These "engrams" are certain electro-impulsive connections of neural groups ("populations"), which, according to N.P. Bekhtereva, are "responsible" for the generation of a certain verbal formation.

When a new connection of a word with others is formed, this is due to the formation of a new "population" of neurons, upon excitation of which a certain speech unit subsequently arises. This applies equally to external and internal speech.

THE MAIN RESULTS AND FINDINGS

The presence of previously formed and newly formed connections-words was also noticed by many authors of psychological and methodological studies. At the same time, the role of already formed and newly formed ties is emphasized in different ways. E.P. Shubin, following L. Blumfield - pays special attention to the already hardened, stereotypical word connections that determine the so-called recurrent combinations of words (recurrent = returning). This author sees the essence of language acquisition in the assimilation and fixation in memory of recurrent combinations. In contrast to this, L.K. Levay, Yu.A. Kudryashov, S.M. Krivoruchko, P.B. they see the essence of mastering a foreign language in the formation of new word connections, in teaching students the ability to combine words, phrases and sentences in a new way, i.e. combination skill.

In order to decide what attention should be focused on when teaching speech - on mastering recurrent combinations or on the ability to form new ones, it is necessary to dwell in more detail on the types of word connections.

When the trainee has firmly grasped, i.e. I remembered such specific combinations of words as in the afternoon, I get up at 8 o'clock - you can talk about specific verbal stereotypes. These are lexically fixed combinations formed by connections of specific words. The significance of such combinations for speech is undoubtedly great, but the creative nature of any speech action presupposes, along with specific verbal connections, others, among them the so-called categorical connections of a word are of the greatest importance. Psychophysicists have established that the word functions in speech-cognitive activity through its belonging to certain semantic categories. The broadest semantic category to which a word can belong is its belonging to a certain part of speech

("class of words" - , which is at the junction of semantics and grammar, since it determines the place of the word in the sentence. When we start a sentence with a pronoun or a noun in English, we already undertake the "obligation" (Obligation) to continue the sentence using the unit of another class of words – the verb. These categories are mutually tuned to each other, i.e. cause the appearance before or after themselves of the words of certain categories. Thus, the grammar, and especially the grammar of such morphologically poor languages as English, is the sum (set) of the "categorical behavior of words". But it's not only that. As studies by neurophysiologists E. Konorsky, M. M. Koltsova, N. P. Bekhtereva have shown, for the speech process it is no less important that a word belongs to semantic categories, and semantic-categorical designations have their own neural representations. For example, in order to generate any name of vegetables in speech, the name of the entire semantic category, in this case vegetables, is excited in the brain system, although it does not go into external speech. This is in good agreement with the theory of I.P. Pavlov about the generalization and specialization of nervous excitations: the general name of the semantic category and the names of all units included in it (generalized excitation) are excited, from which the required unit is distinguished (specialization of excitation). As M.M. Koltsova points out, this connection between the categorical and the special underlies any speech-thinking action.

Semantic categories can be very diverse and of the most varied range. In the unfinished phrase I can, the continuation is formed by excitation of the grammatical-semantic category of the action expressed in the infinitive. When the phrase is used within the framework of the topic "sport", then the category of infinitives is semantically much narrower:

these are such words and combinations of words as play chess, play hockey, jump, swim, etc. Let us now consider how a new speech connection is formed in the psychophysiological plan, a new combination of words, which has not been encountered before in the speaker's speech experience. Suppose that the speaker in his speech experience has repeatedly used phrases like "after the Independence Day holiday, Constitution Day", etc., but has never said "after the "New Year" holiday". He used the word "New Year" in another connection, for example, "The New Year is close", "The New Year will be interesting", etc. In the course of the previous speech experience, the speaker formed the semantic category "designation of holidays". All units of this category, except for the combination "New Year", have previously been combined with the word "holiday"; It is precisely because of the categorical proximity to the rest of the designations of the holidays that the combination "New Year" is easily combined with the tin "holiday", i.e. easily forms a new speech connection. If it were not for this categorical affiliation, the formation of a new speech connection would be difficult not only in a foreign language, but also in native speech.

Thus, a speaker in any language, foreign or native, on the one hand, operates with ready-made stereotypes - phrases and sentences that he remembers in finished form, and on the other hand, has semi-ready stereotypes, where part of the phrase is specifically remembered in a lexically fixed expression, and the other part is "combined" in a new way, and this process is facilitated by the fact that before this other words and verbal formations have already been combined, with which the newly combined unit enters the same semantic category. Such a stereotype can be designated as concrete-categorical, since only one part is lexically fixed (concretized) in it, and the other is fixed only in the form of a general category, from

which it is still necessary to isolate the unit required in this case. The experiments of M.M. Koltsova showed that the ease of combining a new unit is directly proportional to the number of units of the same category with which a similar relationship was formed. If, for example, a student used I like to with 15 verbs from the semantic category "Games, hobbies, pastime", he will very easily express a new connection I like to + ride on a sledge, but if there were fewer such verbs, a new connection is more difficult to form. This was confirmed by the experiments of V.N. Karaseva, carried out with students of the Faculty of Languages; when the combined lexical unit was categorically close to the units previously used in this combination, a new connection was established without a pause. When there was no such closeness, there was always an abnormal pause.

The data of the experiment conducted by Yu.A. Kudryashov show that speakers of their native language, reading the transcripts of their statements, can only very rarely indicate which combinations of words were recurrent and which were formed for the first time; a student of a foreign language, on the contrary, in the overwhelming majority of cases can indicate in the transcript of his speech all the combinations he formed for the first time. This happens because the mechanism of categorical excitations in the native language functions automatically, while in a foreign language the element of awareness is inevitable when a new connection is established. This, of course, refers to a foreign language learner at an unadvanced level. For such a trainee, the thought in inner speech is initially formed by means of the native language, and an internal translation into a foreign language takes place, which can proceed more or less consciously .

It all depends on whether the student has the necessary and correct foreign language equivalents of the phrase components in their native language, and what state of efficiency (mobility) these foreign language equivalents are in.

Let us assume that when asked what kinds of sports a student is proficient in, the answer “I can swim” is formed with lightning speed by means of the native language. In English, as a result of repeated use, students freely update the translation “I can - I can”, after which there is a pause. The student knows the verb to swim used it in the sentence I swim well and Many pupils of our School swim well. It turns out, however, that the “extraction” of a word from these used combinations takes time. Another thing is if the student has worked out an equivalent pair of isolated words “to swim - to swim”; in this case, these difficulties may not be, but the danger lies elsewhere: a new speech connection between I can and swim can be grammatically incorrect - I can to swim; if a sufficient number of infinitives without to were combined with I can, the verb can absorbed, in the words of I.A. Zimnyaya, the obligation to attach an indefinite form without the particle to. Nevertheless, there may be a pause here, due to insufficient automation of this particular category stereotype.

New speech connections are also established without relying on a lexically fixed combination of words, such as, for example, I can. In the sentence My friend's father likes to read newspapers in the evening. all connections can be new: they never talked about the friend's father, but only about their own father, it was not specified that the father loves or dislikes, therefore, likes to read a new connection, and it was not said about reading in the evening, in other words, this sentence nie arose from new combinations of words among themselves, and this, no doubt, is the

most difficult. But even these combinations can take place only because in the speech experience there were combinations My friend's mother; my father; ...likes to play; to go to; for a walk, etc.; I read books, stories, tales, etc.; in the morning, in the afternoon, i.e. in speech experience there were many combinations belonging to the same semantic-structural categories as the required new combinations in the above sentence. As you can see, the principle is the same, only its implementation is complicated by operating with a multitude of specific categorical stereotypes within the framework of one sentence. And such an operation is successful only if combinations that are close in semantics have been worked out before and the student has knowledge of the combined vocabulary in a sufficiently mobile state.

Researchers of the process of formation of new speech connections tried to identify their main types: they can be combined in a new way: two phrases without changes in each of them; a phrase and a word combined with it; a sentence and a word attached to it (at the beginning or end); sentence and another sentence with and without a connecting conjunction. The named combinations are distinguished by the fact that they do not imply any changes, no variation in the combined units. Combination within a phrase (syntagma) can occur by morphological variation (instead of I go ... you go), by lexical-semantic variation (in the + morning instead of in the evening), by extension - insertion (all the + little + boys), etc. There are a lot of these varieties, but the following is fundamentally important: the level of development of the skills of combining words determines the general level of proficiency in foreign speech, and on this basis, several levels are distinguished.

1. The level of operating mainly with ready-made phrases and sentences, combined with each other

without variation or other changes. It is known that at this level there is a speech of many graduates of secondary schools who, at the final exam, are able to make only memorized messages; at best, they combine whole sentences with each other. This level is usually called reproductive, and it should not be the goal of education in any class of high school.

2. The ability to morphologically and lexically vary and expand memorized phrases and sentences.

It has been experimentally proven that verbal communication can take place at this level, in which the verbal form of narration with elements of reasoning predominates. This level can be designated as reproductive-productive.

3. The level of lexico-semantic combination is limited only by learned syntactic patterns. This means that a student who has reached this level basically does not need to rely on specific categorical stereotypes, but can combine words with each other; the designation of this level is productive.

The experience of the school and the results of experimental teaching of the English language in grades IV-V of Ukrainian, Russian and Uzbek schools (Plokhokin V.M. and others; Mukhaeva T.V., Kruglyashova I.Yu. and others; Temirov Yu.E.) showed that in the current conditions of training, even with 3-4 hours a week and with the focus of training on the highest possible level of independence, only a reproductive-productive level can be achieved. Transcripts of experimental classes and sections in more than 70 groups of IV-V classes showed that students build their speech by morphological and lexical variation, expansion and combination of well-learned phrases and sentences, which turned out to be sufficient for a detailed speech communication of an

informative nature about all the main events from the reality directly surrounding students.

The problem of the formation of new speech connections in a foreign language is inextricably linked with the problem of developing the skills of unprepared speech (NR). Numerous studies have been written on this problem, on the basis of which the following can be considered established:

In the speech flow, prepared and unprepared not only coexist, but dialectically determine each other. As shown above, the second level of the ability to form new speech connections - and eventually even the third level - goes back to the use of previously formulated phrases and sentences. It should be noted, however, that the line between ready-made and newly combined is fuzzy and fragile. As shown above, the ability to combine is due, on the one hand, to the assimilation (memorization) of ready-made combinations, and on the other hand, the ability to make various changes in them. Let's go back to the real relationship between these two elements.

Practice shows that the memorization of initial phrases and sentences is subject to two “dangers”: firstly, as such speech units accumulate, they begin to be forgotten, and this cannot be otherwise under difficult learning conditions. Secondly - and this is more significant - the more changes the trainees make in these ready-made speech units, the more elastic they become. Gradually, the line between specific lexically fixed links and more generalized links, which express the mutual attunement of entire categories of lexical units to each other, is gradually blurred. Step by step, a specific stereotype with a firmly fixed vocabulary turns into a specific categorical, and then already into an intercategory stereotype. Let's show this with an example. The student memorized the finished sentence “I like to read books in English”, then he

learns to vary it first only the last component of the sentence I like to read books in Russian, in Uzbek; after that, the range of infinitives and the components of the sentence that depend on them expands, first within the category of designations of intellectual and educational actions (in the form of infinitives)- I like to study English (Russian, Uzbek), to write letters..., to do my homework in..., and then the verb-predicate also varies - I want to..., I am glad to..., etc. As the radius of these variations expands, the original sentence I like to read books in English gradually "fades". It becomes less and less necessary as the basis for new combinations of words: a new, qualitatively higher stereotype has formed (verbs denoting a positive attitude towards an action + denoting an action + an object of this action + a circumstance). Such a transition from a specific lexically fixed stereotype to a lexically less fixed one, and then to an intercategorical stereotype, is largely due to the specifics of the English language, in which there are no such obstacles as morphological differentiation in German or Russian.

It follows from this that, even when assimilating a foreign language, the combination of lexical units of certain categories at the same time consolidates and forms the indicated syntactic schemes. The more such combinations, the stronger the syntactic patterns, the easier it is to form new word combinations. The materials of students' self-reports indicated in the literature and used by us make it possible to identify the main actions that speakers perform when forming new combinations of foreign words in their speech experience. These actions are:

1. Lexical variation-substitution, for example, based on ...tell about our village, by substitution, ...tell about our farm, our garden, our village club, etc. is generated.

2. Morphological variation: it can be presented in two varieties - as a morphological substitution without changes in other members of the sentence, for example, we are good football players - They are good football players, and such a morphological variation that causes changes in other words: I am a good football player - My friend is a good football player.

3. Actions to expand the offer.

CONCLUSION

We are talking about the so-called sentence derivations, the system of which was developed by the American linguo-methodists D. Lloyd and G. Worfel. It is indicated that in each sentence one should single out nominal poles and a verbal pole, for example, in the sentence The agronomists live in that house there are two nominal poles - the agronomists and house and one verbal pole live. The first nominal pole can be extended, for example, many farm agronomists of our village, the verbal pole live together the second nominal pole In that nice house near the river. Such extensions (derivation) can take place at the beginning and at the end of a sentence, for example, yesterday evening I watched T.V. together with my family, and may be in the nature of an insertion or insertion (insertment) for example, Yesterday I watched an interesting football program on T.V. together with my family. In both cases we have a derivation of the sentence I watched T.V., in the first case as an extension at the beginning and end of the sentence, and in the second case as an insertion.

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