



---

**THE NECESSITY OF PSYCHOLINGUISTICS IN THE DEVELOPMENT OF  
LANGUAGE SKILLS OF THE PUPILS IN GERMAN LANGUAGE CLASSES**

<https://doi.org/10.5281/zenodo.10156844>

**Kambarov Nodirbek Mamatkodirovich**

*Teacher of Andijan State Institute of Foreign Languages*

*Phone: +998887003050*

**ABSTRACT**

this article discusses the importance of psycholinguistics in the development of language skills for pupils in German language classes. Psycholinguistics is an interdisciplinary field that explores the cognitive processes involved in language comprehension, production, and acquisition. It is essential for teachers to understand these processes to design effective language lessons that cater to their students' level of language development. The article highlights the significance of studying language acquisition, language processing, and social and cultural factors in language learning. Teachers can use this knowledge to develop their students' intercultural competence and communication skills in various contexts. Incorporating psycholinguistic principles into teaching practices is necessary for enhancing language learning outcomes.

**Key words**

language acquisition, language processing, communication skills, psycholinguistics, intercultural competence, language outcome, interaction, authentic materials.

Introduction. Language learning is a complex process that involves many varied factors, including cognitive, social, and cultural factors. Psycholinguistics is a field of study that explores the psychological and cognitive processes involved in language acquisition and use. It is an important field for teachers of German language classes to understand, as it can help them to better understand how their students learn and develop language skills. In this article, we will explore the necessity of psycholinguistics in the development of language skills of pupils in German language classes. Language is a fundamental aspect of human communication, and its acquisition is crucial for individuals to interact with others effectively. In today's globalized world, learning a second language has become increasingly important for individuals to communicate and succeed in various contexts. German is one of the most widely spoken languages in the world and learning it can open up numerous opportunities for personal and professional



growth. However, learning a language is not a straightforward process, and there are many factors that influence its acquisition. One of these factors is psycholinguistics, which is an interdisciplinary field that explores the cognitive processes involved in language comprehension, production, and acquisition.

The importance of psycholinguistics in language learning. Psycholinguistics is an interdisciplinary field that draws on theories and methods from linguistics, psychology, neuroscience, and cognitive science. It focuses on the cognitive processes involved in language comprehension, production, and acquisition. ("Which of the following is used to describe objective reflection - Studocu") By understanding these processes, teachers can better understand how their students learn and develop language skills. One major area of psycholinguistics is the study of language acquisition. This involves understanding how children learn their first language, as well as how adults learn second or foreign languages. Teachers can use this knowledge to design language lessons that are appropriate for their students' level of language development. Another major area of psycholinguistics is the study of language processing. This involves understanding how people comprehend and produce language in real-time. Teachers can use this knowledge to design activities that help students to improve their listening, speaking, reading, and writing skills. Psycholinguistics also explores the role of social and cultural factors in language learning. This includes understanding how social interactions and cultural norms influence language use and learning. Teachers can use this knowledge to design activities that help students to develop intercultural competence and communicate effectively in different contexts. Psycholinguistics is essential for teachers to understand because it provides insights into how language is learned and processed by individuals. By understanding these processes, teachers can design effective language lessons that cater to their students' level of language development. This article highlights the significance of studying language acquisition, language processing, and social and cultural factors in language learning. It also emphasizes the importance of incorporating psycholinguistic principles into teaching practices to enhance language learning outcomes.

The study of language acquisition is crucial in understanding how individuals learn a second language. It involves examining the stages of language development, including phonology, syntax, semantics, and pragmatics. Phonology refers to the sounds of a language, while syntax refers to the rules governing sentence structure. Semantics refers to the meaning of words and sentences, while pragmatics refers to the use of language in social contexts. By understanding these stages, teachers can develop lesson plans that cater to their students' level of language development. Language processing is another critical aspect of psycholinguistics that teachers must understand. It involves examining how

---



individuals comprehend and produce language. This process involves various cognitive processes such as attention, perception, memory, and inference. By understanding these processes, teachers can design lessons that help their students improve their language comprehension and production skills. Social and cultural factors also play a crucial role in language learning. Language is not just a means of communication but also a reflection of culture and identity. Therefore, teachers must incorporate social and cultural factors into their language lessons to help their students develop intercultural competence. Intercultural competence involves understanding and appreciating distinct cultures and being able to communicate effectively in various cultural contexts.

Incorporating psycholinguistic principles into teaching practices is necessary for enhancing language learning outcomes. Teachers can use various strategies to achieve this, such as using authentic materials, providing opportunities for interaction, and incorporating technology. Authentic materials such as newspapers, magazines, and videos can help students develop their language skills in real-life contexts. Providing opportunities for interaction through group work, pair work, and role-playing activities can help students practice their language skills in a supportive environment. Incorporating technology such as online resources, language learning apps, and social media can also enhance language learning outcomes by providing students with additional opportunities to practice their language skills.

Significance of studying language acquisition, language processing and social and cultural factors. Language is a fundamental aspect of human communication and plays a crucial role in our daily lives. It is the primary means of communication, and without it, we would not be able to express our thoughts, feelings, and ideas effectively. Language acquisition, language processing, and social and cultural factors are all essential aspects of language learning that teachers must understand to help their students develop their language skills effectively. Here are some reasons why studying these aspects is crucial:

1. Enhances language learning outcomes

Studying language acquisition, language processing, and social and cultural factors can help teachers design effective language lessons that cater to their students' level of language development. By understanding the cognitive processes involved in language comprehension, production, and acquisition, teachers can design lessons that help their students improve their language skills effectively.

2. Helps students develop intercultural competence

Incorporating social and cultural factors into language lessons can help students develop intercultural competence. Intercultural competence involves understanding and appreciating distinct cultures and being able to communicate

---



effectively in various cultural contexts. By incorporating social and cultural factors into their lessons, teachers can help their students develop these skills.

3. Provides a supportive learning environment

Understanding language acquisition, language processing, and social and cultural factors can help teachers create a supportive learning environment for their students. By providing appropriate materials and activities that cater to their students' level of language development, teachers can help their students develop their language skills in a supportive environment.

4. Enhances communication skills

Studying language acquisition, language processing, and social and cultural factors can help students develop their communication skills. By understanding the cognitive processes involved in language comprehension and production, students can improve their communication skills effectively.

5. Prepares students for a globalized world

In today's globalized world, learning a second language has become increasingly important. Understanding the significance of studying language acquisition, language processing, and social and cultural factors can help teachers prepare their students for a globalized world by providing them with the necessary language skills to communicate effectively in various cultural contexts.

Incorporating psycholinguistics principles into teaching foreign language. Psycholinguistics is the study of how people process, produce, and acquire language. ("Introducing Psycholinguistics - ResearchGate") It is a multidisciplinary field that combines linguistics, psychology, and neuroscience to understand how language works in the human mind. Incorporating psycholinguistics principles into teaching foreign language can help teachers design more effective language lessons that cater to their students' needs. One of the primary principles of psycholinguistics is that language processing is a cognitive process that involves various mental processes such as attention, perception, memory, and inference. Therefore, teachers must design lessons that cater to their students' level of language development and cognitive abilities. For example, teachers can use visual aids such as pictures, diagrams, and videos to enhance students' comprehension of vocabulary and grammar. Another principle of psycholinguistics is that language acquisition is a gradual process that involves various stages of development. These stages include phonology, syntax, semantics, and pragmatics. Teachers must understand these stages to design lessons that cater to their students' level of language development. For example, teachers can use songs, rhymes, and games to help students develop their phonological awareness and pronunciation skills. Moreover, psycholinguistics emphasizes the importance of context in language learning. Language is not just a set of rules and structures but also a reflection of

---



culture and identity. Therefore, teachers must incorporate social and cultural factors into their language lessons to help their students develop intercultural competence. Intercultural competence involves understanding and appreciating diverse cultures and being able to communicate effectively in various cultural contexts. Incorporating psycholinguistics principles into teaching foreign language can also help teachers provide a supportive learning environment for their students. By providing appropriate materials and activities that cater to their students' level of language development and cognitive abilities, teachers can help their students develop their language skills in a supportive environment. Furthermore, psycholinguistics emphasizes the importance of feedback in language learning. Feedback is essential for students to check their language production and comprehension skills. Teachers can provide feedback through various means such as correction, modelling, and scaffolding. For example, teachers can correct students' errors and provide them with alternative ways of expressing their ideas.

Psycholinguistics emphasizes the importance of motivation in language learning. Motivation is a key factor that determines students' success in language learning. Teachers can enhance students' motivation by providing them with meaningful and engaging language activities that cater to their interests and needs.

Conclusion. Psycholinguistics is an important field for teachers of German language classes to understand. By understanding the psychological and cognitive processes involved in language acquisition and use, teachers can design effective language lessons that help their students to develop language skills. They can also help their students to develop intercultural competence and communicate effectively in different contexts. Therefore, it is necessary for teachers to incorporate psycholinguistic principles into their teaching practices. In conclusion, psycholinguistics plays a crucial role in the development of language skills for pupils in German language classes. By understanding the cognitive processes involved in language comprehension, production, and acquisition, teachers can design effective language lessons that cater to their students' level of language development. Additionally, by incorporating social and cultural factors into their lessons, teachers can help their students develop intercultural competence and communication skills in various contexts. Incorporating psycholinguistic principles into teaching practices is necessary for enhancing language learning outcomes and ensuring that students develop the necessary language skills to succeed in today's globalized world.



---

**REFERENCES:**

1. Gass, S. M., & Mackey, A. (Eds.). (2015). The Routledge handbook of second language acquisition. Routledge.
  2. Ellis, R. (2008). The study of second language acquisition (2nd ed.). Oxford University Press.
  3. Bygate, M., Skehan, P., & Swain, M. (Eds.). (2001). Researching pedagogic tasks: Second language learning, teaching and assessment. Pearson Education.
  4. VanPatten, B., & Williams, J. (Eds.). (2015). Theories in second language acquisition: An introduction. Routledge.
  5. Schmitt, N., & Celce-Murcia, M. (Eds.). (2002). An overview of applied linguistics. Longman.
  6. Spolsky, B., & Hult, F. M. (Eds.). (2010). The handbook of educational linguistics. Blackwell Publishing.
  7. Doughty, C., & Long, M. H. (Eds.). (2003). The handbook of second language acquisition. Blackwell Publishing.
  8. Larsen-Freeman, D., & Cameron, L. (Eds.). (2008). Complex systems and applied linguistics. Oxford University Press.
  9. Kramsch, C. (2002). Language and culture. Oxford University Press.
  10. Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.
- Zuxriddinova, M. (2023). APPROACHING THE TRANSLATION OF DYSPEMISMS IN UZBEK LANGUAGE. *Talqin va tadqiqotlar*, 1(17).
- qizi Zuxriddinova, M. S. (2023). PERSONAJLAR NUTQI MAZMUNI VA UNDA UCHRAB TURADIGAN MADANIYATGA OID SO 'ZLARNING MUQOBIL TARJIMA USULLARI. *Educational Research in Universal Sciences*, 2(2), 334-337.
- Tuhtamatova, U., & Rakhimova, I. (2019). COMPARATIVE STUDY OF EXOPHORA IN MODERN ENGLISH AND UZBEK. *Интернаука*, (45-2), 74-75.
- Ruzibayevich, M. M. (2023). STUDY OF SOMATIC EXPRESSIONS IN THE PHRAZEOLOGICAL SYSTEM OF ROMANI-GERMANIC LANGUAGES. *Ethiopian International Journal of Multidisciplinary Research*, 10(11), 130-131.
- Azamov, O. B., Yusupov, O. R., Mamatov, R. R., & Mamatova, N. K. PEDAGOGICAL TECHNOLOGIES IN THE PROCESS OF EDUCATION.
- Омаджон, А. Б. (2022). ЗООФРАЗЕМАЛАРНИ ЎРГАНИШ ТАМОЙИЛЛАРИ ВА ТАҲЛИЛ УСУЛЛАРИ. *IJODKOR O'QITUVCHI*, 2(24), 659-664.



Азамов, О. Б. (2022). THE PLACE OF PHRASEOLOGICAL SYSTEM IN EUROPEAN LINGUISTICS AND EARLY PHRASEOLOGICAL STUDIES. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ЯЗЫКА, ОБРАЗОВАНИЯ, ПЕРЕВОДА, 3(1).

Азамов, Б. О. (2022). ТИЛШУНОСЛИҚДА ЗООНИМ КОМПОНЕНТЛИ ФРАЗЕОЛОГИК БИРЛИКЛАРНИ ИЛК ЎРГАНИШ ТАМОЙИЛЛАРИ ВА ТАҲЛИЛ УСУЛЛАРИ. Results of National Scientific Research International Journal, 1(6), 145-154.

Burxanovich, A. O. (2022). THE PLACE OF PHRASEOLOGICAL SYSTEM IN EUROPEAN LINGUISTICS AND EARLY PHRASEOLOGICAL STUDIES. Berlin Studies Transnational Journal of Science and Humanities, 2(1.6 Philological sciences).

Muxtarovna, Q. N. (2022). COMPLIMENT WORDS IN GERMAN AND UZBEK LANGUAGES: MEANS OF EXPRESSION AND FUNCTIONAL TYPES. Berlin Studies Transnational Journal of Science and Humanities, 2(1.6 Philological sciences).

Қодирова, Н. М. (2022, January). НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА “КОМПЛИМЕНТ” КОНЦЕРТИНИ ИФОДАЛАНИШИДА ЛИНГВОКУЛЬТУРОЛОГИК КЎРИНИШ. In International journal of conference series on education and social sciences (Online) (Vol. 2, No. 1).

Қодирова, Н. М. (2021). COMPARATIVE ANALYSIS OF ISOMORPHIC AND ALLOMORPHIC ASPECTS OF COMPLIMENT CONCEPT IN GERMAN AND UZBEK LANGUAGES. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ЯЗЫКА, ОБРАЗОВАНИЯ, ПЕРЕВОДА, 4(2).

Oripovna, A. I., Maxammadjonovna, S. L., Odiljonovich, Y. I., & Pazlidinovich, Q. O. T. (2022). Speech chain and repeated nomination in different system languages. Linguistics and Culture Review, 6(S2), 485-490.

Mamatkodiurovich, K. N. (2023). PSYCHOLINGUISTIC ANALYSIS OF GERMAN LANGUAGE TEACHING IN SECONDARY SCHOOLS. Galaxy International Interdisciplinary Research Journal, 11(5), 77-81.

Mamatqodiurovich, Q. N. (2023). NEMIS TILI DARSLARIDA O'QUVCHINING NUTQIY KOMPETENSIYALARINI RIVOJLANTIRISHDA PSIXOLINGVISTIKANING O'RNI. PEDAGOGS jurnali, 32(2), 124-127.

Mamatkodiurovich, K. N. (2023). PSYCHOPHYSIOLOGISCHE GRUNDLAGEN DES DEUTSCHUNTERRICHTS IN WEITERFÜHRENDE SCHULEN. Finland International Scientific Journal of Education, Social Science & Humanities, 11(4), 1848-1852.

Салиджанов, С. (1982). Силлабическая, и акцентная структуры слова и их соотношение в разносистемных языках.(Сопоставительно-типологическое и



экспериментально-фонетическое исследование на материале английского и узбекского языков.) Автореферат канд (Doctoral dissertation, диссертации. М).

Rustamov, D., Shakhabitdinova, S., Solijonov, S., Mattiyev, A., Begaliyev, S., & Fayziev, S. (2021). Research of peculiarities of speech of male and female on phonetic and lexical levels of language. *Journal of Language and Linguistic Studies*, 17(1), 421-430.

Solijonov, S. O. (2022). EFFECTS OF LINGUISTIC KNOWLEDGE ON SPEECH PERCEPTION. *INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES* ISSN: 2349-7793 Impact Factor: 6.876, 16(01), 36-39.

Solijanov, S. O. (2021). Techniques of Active Learning for Productive Skills. *Central Asian Journal of Medical and Natural Science*, 2(3), 356-358.

Sobirjon, S. (2021). Teaching and Learning Terminology in Secondary Education Through Language. *European Journal of Research Development and Sustainability*, 2(3), 51-52.

Pazilova, B. T. K., & Solijanov, S. O. (2021). IMPORTANCE OF USING THE MOTHER TONGUE IN ENGLISH CLASSES. *Academic research in educational sciences*, 2(6), 1175-1178.

Solijanov, S. O. The Peculiarities of Terminology and Semantic Criteria of Tourism Terms. *Academicia Globe*, 2(6), 86-89.

Mukhamadaminovich, A. M. (2023). STRUCTURAL-SEMANTIC ANALYSIS OF THE WORD " TIME" INCLUDED IN PHRASEOLOGICAL COMBINATIONS. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 33(1), 76-78.

Mukimjon, A., Otabek, A., & Mokhlaroyim, S. (2023). THE CONCEPTS OF HAPPINESS, VIRTUE, AND HONESTY IN LINGUISTICS AND THEIR EXPRESSION IN ENGLISH AND UZBEKISTAN. *Ta'lim innovatsiyasi va integratsiyasi*, 8(1), 113-115.

Muxammadjonovich, A. M. (2023). JINOYAT VA JINOYAT-PROTSESSUAL QONUNCHILIGINI TAKOMILLASHTIRISH. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(1), 892-894.

Ахунов, М. М., & Фуломова, Б. М. М. Қ. (2023). ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ҚЎШМА СЎЗЛАРНИНГ СЎЗ ЯСАШ ТИЗИМИДА ТУТГАН ЎРНИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(7), 485-491.

Gulomova, B., & Akhunov, M. (2023). SYNONYMS OF THE LEXEME "CRIME" AND THEIR PECULIARITIES. *Science and innovation*, 2(C7), 81-84.

Ахунов, М. М., & Фуломова, Б. М. М. Қ. (2023). ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ҚЎШМА СЎЗЛАРНИНГ СЎЗ ЯСАШ ТИЗИМИДА ТУТГАН



---

ЎРНИ. Oriental renaissance: Innovative, educational, natural and social sciences, 3(7), 485-491.

Khaidarova, N. T. (2022). GENDER-PRAGMATIC FEATURES OF PHONETIC NON-VERBAL MEANS. *International Journal of World Languages*, 2(1).

Хайдарова, Н. (2021). GENDER LINGVISTIKASINI O'RGANISHNING UMUMIY NAZARIY ASOSLARI. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(2).

Абдулазизова, С. Г., & Гофурова, С. М. (2018). Problems of teaching reading at schools and the ways of solving them. *Молодой ученый*, (20), 371-372.

Mamasoliyeva, S., & Abdulazizova, S. (2020). PROBLEMS OF TEACHING LISTENING ACTIVITIES AND THE WAYS OF SOLVING THEM. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 125-127).

Mamasoliyeva, S., & Abdulazizova, S. (2020). THE ROLE OF LISTENING AND A STUDY OF FACTORS AFFECTING EFL LEARNERS' ENGLISH LISTENING COMPREHENSION. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 140-143).

Dushayevna, U. G. (2023). General Notions of Pragmatics and the Spheres of Pragmatic Competence. *Texas Journal of Multidisciplinary Studies*, 19, 28-31.

O'rinboyeva, G. (2022). The Stylistic Essence and the Functions of Terminological Words. *Texas Journal of Philology, Culture and History*, 6, 45-48.

O'rinboyeva, G. D. (2021). Methods Of Improving Reading Habits And Skills In The Primary Stages Of Teaching English. *Academicia Globe*, 2(6), 165-166.

Haydarov, I. U., Solijonov, B. S., Baxromov, M., & Sirojiddinov, A. (2023). KATTA HAJMLI TASVIRNI QAYTA ISHLASH ALGORITMLARINI ISHLAB CHIQISH. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(1), 537-545.

Xaydarov, I. U., Raximov, Q. O., & Solijonov, B. S. (2023). TASVIRLARGA RAQAMLI ISHLOV BERISH JARAYONINI INTELLEKTUALLASHTIRISH ALGORITMLARINI YARATISHDA GINETIK ALGORITMNING AXAMIYATI. SO 'NGI ILMIIY TADQIQOTLAR NAZARIYASI, 6(5), 296-300.

Qoraqo'ziyeva, D. (2023). INGLIZ VA O'ZBEK FRAZELOGIK BIRIKMALARIDA GENDER STEREOTIPLARINING LINGVOMADANIY TADQIQI. *Results of National Scientific Research International Journal*, 2(8), 150-155.

qizi Qoraqo'ziyeva, D. I. (2023). THE IMPORTANCE OF IDIOMS IN TEACHING ENGLISH FOR LEARNERS. *Results of National Scientific Research International Journal*, 2(1), 151-155.

Diyora, Q. Z. (2022). BLENDING AS A TYPE OF WORD-FORMATION IN MODERN ENGLISH. *Talqin va tadqiqotlar ilmiy-uslubiy jurnali*, 2(5), 19-21.

---