



The Role of Linguo-didactic and Psycholinguistic Processes in the Development of Oral Speech in English

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Abstract: This research article delves into the intricate relationship and significance of linguodidactic and psycholinguistic processes in fostering the development of oral proficiency in English. Recognizing the pivotal role of oral communication skills in foreign language acquisition, the study explores various methodologies aimed at enhancing students' English oral speech abilities. Drawing on insights from both linguodidactic and psycholinguistic perspectives, the article provides a comprehensive analysis of effective techniques for facilitating language learning and communication. By elucidating the dynamic interplay between instructional strategies and psychological factors influencing language acquisition, this research contributes to a deeper understanding of the mechanisms underlying English oral speech development. Moreover, the article offers practical implications for educators and language instructors seeking to optimize language learning outcomes through targeted pedagogical approaches.

Keywords: oral speech, linguodidactic, psycholinguistic, speech activity, linguistic component, teaching

1. Introduction

In today's globalization process, the teaching and learning of foreign languages, especially English, is becoming very important. English has emerged as the lingua franca of globalization, used widely in business, science, technology, diplomacy, entertainment, and academia. The teaching and learning of foreign languages, particularly English, play a crucial role in facilitating global communication, expanding career opportunities, accessing information and culture, pursuing educational aspirations, and fostering global citizenship.

As one of developing countries, Uzbekistan also recognizes the importance of teaching foreign languages to its citizens. The President, Shavkat Mirziyoyev, has stated that "it is time to establish a new system in our country that will become a solid foundation for the future of teaching foreign languages" [1]. He followed this by enacting Presidential Decree No. PF 5538 on Additional Measures to Improve the Management of Public Education on September 5, 2018, which provides up-to-date instruction in managing Uzbekistan's public education [2]. It emphasizes that the skills of knowledge of foreign languages are important in the upbringing of each student as a citizen able to compete in today's multicultural world [3]. Additionally, Cabinet Resolution No. 312, enacted on May 19, 2022 added the state's responsibility in teaching its citizens foreign language, one of which is English [1], [4].

There are many methods and educational technologies in the development of oral speech. In the study of a foreign language, we can develop oral speech on the basis of psycholinguistics and linguo-didactics.

Psycholinguistics and linguo-didactics are two disciplines that can help us develop

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oral speech skills. Psycholinguistics studies the mental processes involved in language production and comprehension, such as memory, attention, motivation, and emotion [5,6]. Linguo-didactics focuses on the methods and strategies for teaching and learning languages, such as feedback, scaffolding, and task design [7,8,9].

The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments [10]. Since the process is a complicated and diverse phenomenon involving numerous facets of linguistic, cognitive, communicative, and social ability, it has its own features. They are based on the particular aims, objectives, techniques, and approaches of teaching and learning foreign languages, in addition to the unique qualities of both instructors and students [11,12,13].

The teacher's mastery in their craft and the student's motivated activity both play a role in the quality of education, which is a bilateral process between the instructor and the student [14,15,16]. In the meanwhile, excellent outcomes can be attained quickly if the teacher's strong scientific capacity and methodological expertise are combined with the instructional activity [17,18,19].

2. Method

Literature study approach was chosen in order to gain a comprehensive understanding of the importance of working with text in developing students' creative thinking. The data presented in this study were obtained via review of relevant literature, such as literatures on language acquisition and language education.

This research is concerned with the topic of the role Psycholinguistics and linguo-didactics play in teaching English speaking skills. Systematized approach was taken in searching relevant literature, such as searching for literatures in English which deals with language acquisition and high school language education. Relevant data were then collected and analyzed.

Data analysis results were then interpreted in the following section.

3. Results and Discussion

Didactics has a special place in pedagogy, and there is a general object of research—the educational process. Didactics studies this process in general, and methodology—in relation to a specific academic discipline.

The methodology of didactics is only a practical science, it is an independent pedagogical science. In addition, the teaching methodology opens up opportunities to expand the didactic base of foreign languages, the theoretical rules of which are mainly developed on the basis of research on teaching the basics of science, i.e., the focus is on cognitive student activities. Methodology for teaching foreign languages the laws of communicative and cognitive activity of students are studied.

3.1. Components of didactics and methodology of foreign language teaching

In the didactics and methodology of teaching a foreign language, the content of teaching is defined as a complex multicomponent category that is constantly changing and developing. Traditionally, three main components are distinguished: linguistic, psychological and methodological.

The linguistic component involves the teaching of students from speech (communicative purposes as a process and the use of linguistic tools for the products of this process) language (rules of linguistics as rules for working on the basis of a socially significant code and its Basic Rules).

The psychological component involves the formation of speech skills of students, and the ability to use a foreign language for communicative purposes on the basis of theory speech activity developed in psychology.

The methodological component rational teaching involves the development of skills for learning a new language, working with educational materials; mastering the rules for performing tasks, mastering self-control on an advanced basis, teaching technologies and recommended methods of teaching a foreign language.

3.2. Effectiveness

The effectiveness of teaching a foreign language to higher education students has objective and subjective factors that depend on the majority. Among them, the most important are the following:

- (1) effectiveness of the chosen method or approach to education;
- (2) teacher's professional skill level;
- (3) didactic and methodological provision of the educational process;
- (4) willingness of students to master a foreign language;
- (5) Effectiveness of training tools;
- (6) level of promotion of educational activities;
- (7) age characteristics of students, their interests, life and learning experience.

The content of education is the main component of the educational system of a foreign language [8,14,15]. It reflects the level of society, socially achieved culture in a detailed form, which needs to be experienced and further developed, passing on to the next generation, in order to maintain it. Socio-economic relations, the level of development of science, production, and technology are the main factors that make certain adjustments to the content of Foreign Language Education, which should correspond to the social order [20,21,22,23].

All these factors in higher education to priority guidelines in the organization of the process of teaching a foreign language. it serves as the basic principles for determining students and strategic directions.

3.3. Suggestions

By combining the insights from these fields, we can create effective and engaging oral speech activities that suit the needs and goals of different learners. For example, we can use psycholinguistic principles to design tasks that stimulate oral fluency, accuracy, and complexity, while also providing learners with meaningful and authentic communication opportunities. We can also use linguo-didactic techniques to provide learners with appropriate support and guidance before, during, and after the oral speech tasks, such as modeling, prompting, and correcting. In this way, we can develop oral speech on the basis of psycholinguistics and linguo-didactics [24,25,26,27].

4. Conclusion

In conclusion, the process of teaching English in higher education, psycholinguistics, and linguo-didactics are formed as an inextricable connection and become important in the fields and methodological assistance in teaching a foreign language.

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