

## PSYCHOLINGUISTIC FACTORS IN TEACHING TERMINOLOGICAL VOCABULARY IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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### ARTICLE INFO

### ABSTRACT:

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#### ARTICLE HISTORY:

Received: 06.06.2025

Revised: 07.06.2025

Accepted: 08.06.2025

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#### KEYWORDS:

psycholinguistics,  
terminology, lexical  
competence, language  
acquisition, passive  
vocabulary, active  
vocabulary, foreign  
language teaching,  
speech perception,  
cognitive principle, non-  
philological students

*This article explores the psycholinguistic factors that influence the teaching of terminological vocabulary in non-philological higher education institutions. It highlights the importance of integrating psychological principles—particularly those related to speech perception, word acquisition, and lexical competence—into the methodology of foreign language instruction. The study discusses the cognitive, communicative, and personal principles of psycholinguistics and examines how these contribute to the development of both passive and active terminological vocabulary among students. Emphasis is placed on the complex psychological structure of lexical units and the necessity of fostering both receptive and productive speech skills in specialized vocabulary learning.*

**INTRODUCTION.** Nowadays, in the field of linguodidactics, finding new technological methods of mastering the English language has become a key issue. When selecting a particular method, we must consider that while it may be effective in one situation, it may not prove productive in another. This implies that in foreign language teaching, it is important to pay attention not only to the didactic aspects of the lesson but also to other influencing factors. Among these factors, psychological and especially psycholinguistic elements are of paramount importance. This paragraph will address these factors and explore their relationship to methodological aspects.

Psycholinguistics is a field of science that investigates the psychological factors that enable learners to acquire, master, and use language. According to A.N. Leontiev, psycholinguistics is the science that studies the emergence of speech within a given

language system and the process of speech production. The object of psycholinguistics is language and speech as they arise in various goals and contexts [6, p.19]. E.P. Trubina and researchers from Shadrinsk highlight the main psychological aspects of learning English as follows: motivation and interest in language learning; language learning abilities; language and speech; and language barriers [9, p.6].

Psycholinguistics identifies three general principles in foreign language acquisition: communicative, personal, and cognitive. The communicative principle refers to the process of communication between individuals. The cognitive principle pertains to acquiring language during the creation and perception of speech. The personal principle involves forming skills and competences based on individual learning styles, strategies, and interests [6, p.23].

Focusing on the cognitive principle, we see that the interrelation of language and speech is highly significant in language learning. As is known, the phenomenon of “language” is studied in linguistics, psychology, and didactics. In the modern era of development, organizing foreign language lessons with attention to psychological and psycholinguistic factors can help students improve their skills and competences within specific thematic frameworks. The methodology of teaching foreign languages is connected to two types of psychology: speech psychology and pedagogical psychology. Human speech is studied in speech physiology (linguophysiology) and in its emergence and perception in psycholinguistics.

Speech is a mental process governed by the human brain. The external (material) aspect of speech includes the perception of sounds and letters. The internal aspect involves the manifestation of speech through actions, hearing, vision, and hand movements. Both form the dynamic stereotype of speech. The operation of stereotypes constitutes the speech mechanism [9, p.335]. In one's native language, stereotypical signs and speech mechanisms are formed unconsciously and function without conscious effort. However, in learning a foreign language, familiar elements (sounds, words, sentence structures) create neural links, while unfamiliar features give rise to new connections, forming a secondary system of signs [4, p.22].

Psychologists affirm that humans acquire experience in society through words; in other words, thinking is realized through language [9, p.165]. A word, as a linguistic unit, conveys concepts and meanings. The set of words in a language forms its lexical system. Words have both emotional (external) and semantic (internal) properties. The emotional side includes visual (reading) and auditory (hearing) perception. Their use in speech is linked to motor sensations, and writing involves hand motor skills. The internal aspect refers to content and meaning. Meaning denotes the representation of objects and phenomena. Concept is the cognitive form reflecting the essential features of objects and phenomena. Concepts are formed through logical processes such as comparison, analysis, abstraction, synthesis, and generalization [4, p.23]. The meaning of a word involves its

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connection to a referent object or phenomenon. It represents the general reality conveyed by the word. The phenomenon, object, or entity referred to by the word reflects the concept formed in our consciousness. Therefore, the structure of a word is complex.

When researching terminology teaching, we see the influence of psychological factors in the language and speech dimensions. To discuss terminology teaching, we must first define the term "lexical skill." Methodologists have provided scientific definitions of this term. S.F. Shatilov defined "lexical skill" as a methodological concept composed of two components: using words in speech and creating words during speech processes [10, p.97]. He referred to this as linguistic lexical skill, where words are consciously analyzed, created, and used in combinations. J. Jalolov agreed with this and added that lexical skills are divided into speech-related and linguistic skills [4, p.138].

When studying English vocabulary, its psychological characteristics significantly influence the process. Every teacher should be aware of, rely on, and use these aspects:

From a psychological perspective, a word or lexical item is complex and is observed in understanding spoken language. A word, as a stimulus, has two perceptual parts: auditory and visual. We hear and listen to words or see them in written form. Based on this, individuals reproduce speech. As a response, a third component appears: motor action, involving pronunciation and writing. Thus, acquiring a word involves the formation of temporary neural connections in the visual, auditory, and motor areas of the cerebral cortex. Since words are complex, they are not only received but also imagined. In both cases, the word is represented in the mind: in the first case, as pronunciation, and in the second, as remembered auditory imagery. Thus, the psychological structure of a word consists of listening, seeing, pronouncing, and writing actions.

The same four types of psychological actions are observed in terminology acquisition: terms are perceived by the brain through listening and seeing, then pronounced and internalized in writing skills.

In his textbook "Methods of Teaching Foreign Languages," J. Jalolov describes speech as a psychological process: "Teaching a foreign language involves organizing the process of producing or perceiving speech in that language. The meaning of the term 'speech' refers to the formation and expression of thought. Language is the means of forming and expressing thought. In psycholinguistics, expressing thought is called (re)productive speech activity, which includes speaking and writing. Perceiving expressed thought is receptive speech" [4, p.22]. In reproductive speech, the language material and vocabulary are active; for example, when using a word in speech, one must know which words it can combine with, its grammatical norms, and be able to use it freely. In receptive speech, the material is acquired through reading and listening, and full mastery of grammar or morphology is not required. Usually, an individual's active vocabulary is smaller than their passive vocabulary. Therefore, A.A. Bulakhovsky noted: "The passive vocabulary is larger than the active vocabulary. The words in the passive vocabulary are more polysemous, and their meaning is

usually inferred from context. These words are perceived consciously during reading and listening" [1, p.35].

From this, we can conclude that the terminological vocabulary of students is also divided into active and passive types. During reading and listening to texts in their field in a foreign language, students acquire terms as passive vocabulary in receptive speech. Repeated use, combined with correct grammatical norms and semantic meanings in oral and written communication, transforms these terms into active vocabulary, realized in reproductive speech.

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