



THEORETICAL CONCEPTS OF SPEECH ACTIVITY

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Annotation:

The article discusses various theories proposed by psychologists and linguists about speech activity. It is shown that the new direction of psycholinguistics is based on transformational linguistics rather than descriptivism.

Keywords:

Speech, text, psychology, sociology, motive, process, genetic factor, transformation, modeling.

The beginning of a turning point in the development of psychology also had an impact on linguistics. Western psychologists have advanced the concept of biogenetics and sociogenetics as the driving force of mental development of the individual. Proponents of the concept of biogenetics believe that the development of the human personality is determined by biological, that is, hereditary factors, and interpret man as a passive organism that can do nothing but "put on his forehead." Sociogeneticists view man as a "copy of the social environment" and overestimate the impact of society and express one-sided views. Such views have also led to divisions in the field of psycholinguistics, based on various theories. George Miller's Language and Communication and Noem Chomsky's Syntactic Structures were the basis for such views. Psychologists and linguists have reconsidered the concept of Osgud and taken a critical approach to the model he proposed. As a result, two directions of psycholinguistics emerged. The new direction was based on transformational linguistics rather than classical descriptivism. Unlike the behaviorism explained by Osgud (i.e., man is not a passive collector of external information), man was interpreted as an organism active in relation to the environment. [1.11] In short, while the Osgood model studies language as a whole, the transformational model proposed by Miller consists of direct constituents. But we have no right to say that Transformationism is the only and complete theory that opposes Osgood psycholinguistics, as scientific research on the limitations of the Transformation Model soon began to emerge. One such direction emerged in France. This direction emerged on the basis of the sociological school of French psychology. These views are reflected in the scholarly works of prominent representatives of French psycholinguistics such as Paul Fress and Jean Piaget. J. Piaget suggested the following 3 stages, saying that the study of the development of the intellect in stages would give good results. Sensomotor intelligence stage (0-2 years). The stage of preparation and organization of specific operations (3-11 years). Stage of formal operations (12-15 years). [2.210] In the third stage, French psycholinguists believe that a child can think and communicate not only through what he sees, but also through abstract concepts and words.

For Russian linguists, the materialist approach to mental processes in psychology and physiology has become a characteristic feature. They explained each stage of the speech activity process with activity motives. The change in motives occurs in response to a change in

the level of needs and requirements of the individual. In Russian linguistics, the school of psycholinguistics founded by L. Vygotsky, A. Leontev, A. Luria was radically different from American psycholinguistics. Russian psycholinguists were formed on the basis of the theoretical concept that "Speech is not a system of speech reactions, but an active and goal-oriented speech activity" [3.3] and conducted extensive research. Therefore, they use the term "speech activity theory" in parallel with the term "psycholinguistics". In particular, A.R. Luria argues that human understanding of the universe is based not only on the senses but also on rational cognition. Man relies on reason to know the world rationally. Thinking consists of three stages: understanding, discussion, judgment. First the abstract image of things and events is restored in the mind, then their similarities and differences are compared and concluded by confirmation or denial. Man has the ability to reflect in the mind, distinguishing between general and specific features of things and events in the material world. [4.12] It has been proven that the role of social factors along with genetic factors in human mental development is great. L. Vygotsky, S. Rubinstein, A. Leontev, without denying the role of both factors, promote the idea of the leading influence of the social environment, and in our opinion, this is the most acceptable position. Russian psychologists have studied the role of language in the programming of human behavior in terms of the appropriate use of language in various problematic situations, in terms of how important it is compared to other means. Human behavior takes place on the basis of problematic situations and thinks, reasoning, comparing in order to solve the problem. This process is called an intellectual act. It consists of three phases: planning the activity, implementing it, and comparing the achieved result with the intended goal. Russian scholars have sought to uncover the socio-economic nature of speech activity. Regarding the important feature of language, AA Reformatsky said, "Without language, there is no relationship between people. There is no society without attitude, neither is humanity. Without language, there can be no thinking, that is, man's understanding of existence and self in it." [5.7] By the twentieth century, these scientific views began to be applied to language as a dialectic of form and content, possibility and reality, generality and specificity.

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