

## **THE ROLE OF PSYCHOLINGUISTICS IN UNDERSTANDING LANGUAGE**

Linguistics traditionally focuses on the scientific description of the structure, forms and meanings of sounds, words, phrases and sentences. Psychology, on the other hand, investigates how these systems are acquired and how they function in real-life communication, when people speak and understand sentences.

Psycholinguistics studies the deep knowledge and abilities necessary for a person to acquire language in childhood and to use it throughout their life. Language and intelligence, the connection between language and thought, the influence on consciousness through language, general patterns of speech development in ontogenesis, the formation of linguistic consciousness, the functioning of the linguistic personality, and so on [2, pp. 15–20].

One of the fundamental tenets of psycholinguistics as a cognitive discipline is the cognitive processing of information received from the senses, which occurs on the basis of mental representations formed within the individual [3]. A psycholinguist studies not only the subject's speech in a normal state, but also in states of emotional tension, altered states of consciousness, and pathological mental states.

So, the aim of psycholinguistics is to describe and explain the characteristics of the functioning of language and speech as mental phenomena, taking into account the interaction of external and internal factors in an individual's socio-cultural activity [1, pp. 8–10].

The study of psycholinguistics remains a relevant topic today. It helps us not only to understand how people communicate, but also how the human brain absorbs, stores and processes information in everyday life. The results of psycholinguistic research are frequently applied in education, artificial intelligence and multilingual communication, demonstrating the practical significance of this science in our modern world [3].

Psycholinguistics (Greek psyche - soul and French linguistique -the science of language) is a discipline that studies the processes of speech production, perception and development in their interaction with the language system, as well as developing models of speech activity and the psychophysiological organisation of human speech, and testing them through psychological experiments.

One of the key topics studied by psycholinguistics is language comprehension. In psycholinguistics, language comprehension refers to an individual's ability to interpret linguistic messages received orally or in writing correctly and comprehensively. In practice, language comprehension is the result of the interaction of a multitude of cognitive mechanisms, including attention, thinking, memory, and so on.

The importance of language comprehension for communication and social interaction cannot be overstated, as in psycholinguistics it is studied as an integrated outcome of the multi-level processing of linguistic messages, where a disruption at any of these stages can lead to both temporary impairment of speech function and the development of speech disorders [3].

The next important topic is speech production. Psycholinguists refer to the process by which words are formed and pronounced and through which communication itself takes place as speech production. It is important to note that the

reproduction of speech structures as such does not always occur consciously, but more often subconsciously (or even unconsciously). This kind of automatic speech is interpreted in psycholinguistics as an earlier or later, but inevitable consequence of the development of internal linguistic models during the process of language acquisition.

It is precisely these internal linguistic models, according to psycholinguistic theorists, that enable not only the rapid and effective acquisition of a language, but also the prompt and accurate construction of linguistic messages even in complex communicative situations [3].

The final topic I wish to consider is the acquisition of a second language. The process through which children and adults learn to speak not only their native language but also a foreign language distinct from it is interpreted by psycholinguists as a kind of challenge; yet, at the same time, many also regard it as one that contains a powerful incentive or reward.

For example, learning English, as the dominant language of the international information space, is in itself encouraged by the opportunity to connect the individual to a vast socio-informational heritage, which has been shaped over thousands of years on humanistic principles and continues to set the trends for the development of humanity as a whole. Or, for instance, simpler benefits such as the opportunity to find employment, establish cooperation, present a product, or, ultimately, simply communicate with those around you whilst abroad [3].

In conclusion psycholinguistics allows for a deeper understanding of how a person perceives, produces and acquires language. Studying these processes opens up new possibilities in the development of education, artificial intelligence, multilingual communication and speech therapy practices. Understanding how the brain processes sounds and meanings, how internal linguistic models are formed, and how people acquire additional languages helps to improve the effectiveness of communication and learning.

#### REFERENCES

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