



**PSYCHOLOGICAL AND PSYCHOLINGUISTIC FEATURES OF THE
PROCESS OF WRITTEN LANGUAGE IN A FOREIGN LANGUAGE**

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ABSTRACT

Learning to write in a second language is a multifaceted and demanding endeavor that encompasses a range of psychological and psycholinguistic elements. This article aims to delve into the psychological and psycholinguistic dimensions of writing in a foreign language and examine their influence on the acquisition and utilization of a novel writing system.

KEYWORDS

Foreign language, self-efficacy, psychological, psychophysiological, external expression, reviewing, clarifying, correcting, examine, subject-circuit code.

Introduction

Motivation is a key psychological factor in the development of writing skills in a foreign language. It determines the level of effort and persistence that learners dedicate to the writing process. When learners are motivated to write in a foreign language, they are more inclined to actively engage in writing activities, seek feedback on their work, and actively work on improving their writing abilities. Conversely, learners who lack motivation may struggle to make progress in their writing skills and may not feel invested in the process of learning to write in a foreign language. Motivation can be influenced by various factors, including the perceived importance of writing in a foreign language, the learner's confidence in their writing abilities, and their interest in the writing task. For instance, learners who view writing in a foreign language as a crucial skill for future academic or professional opportunities are more likely to be motivated to engage in writing tasks. On the other hand, learners who fail to recognize the value of writing in a foreign language may find it challenging to muster the motivation to write. Another significant psychological aspect of writing in a foreign language is the role of anxiety and self-efficacy. Anxiety related to writing in a foreign language can act as a substantial barrier to learning and utilizing a new writing system. It can lead to negative emotions and a lack of confidence in one's writing abilities. Learners who experience writing anxiety may avoid writing tasks, procrastinate on assignments, or struggle to effectively express themselves in writing. In contrast, self-efficacy, which refers to an individual's belief in their ability to accomplish writing tasks in a foreign language, plays a crucial role in the learning process. Learners with high self-efficacy

are more likely to approach writing tasks with confidence and perseverance. They actively seek out opportunities to improve their writing skills and are more likely to succeed in their endeavors.

The examination of written speech as a manifestation of the mind in human speech endeavors holds significant importance in the field of linguodidactics and the methodologies employed in teaching foreign languages. This segment delves into the primary psychological, psychophysiological, and psycholinguistic characteristics of the procedure involved in producing a written text in a foreign language. These characteristics must be duly acknowledged when instructing the art of writing in a foreign language. They encompass 1) the intricate mental activity of written speech and its distinctive attributes (such as its essence, the development of skills and capabilities, the process itself, and the various stages involved - pre-writing, writing, and post-writing), and 2) the phenomena of transference and interference that occur during the act of written speech in a foreign language.

Literature Review

L.S.Vygotsky, in his work, emphasized the significance of written speech as a crucial milestone in a child's cultural development. He argued that written speech is a unique system of symbols and signs that holds immense importance. Vygotsky's contribution to the psychological analysis of speech formation shed light on the role of internal speech and its mechanism in generating any form of speech[1]. According to him, written speech differs from oral speech just as internal speech differs from external speech in terms of structure and functioning. Inner speech is characterized by its predictive content, condensed form, and lack of grammatical structure, and serves as an intermediary between externally formed grammatically structured speech and thought. It emerges through the process of external speech being folded and internalized. In essence, internal speech acts as a mechanism for transforming internal subjective meanings into a system of externally expanded meanings. Vygotsky further posited that while external speech precedes internal speech in development, written speech follows internal speech, assuming its existence.

Written speech is more detailed and comprehensive compared to oral speech. According to Vygotsky, the primary objective of written speech is to ensure maximum intelligibility for the reader or listener. It is essential to convey all the necessary information clearly and concisely. Written speech requires complex mental operations, especially for children, as it involves the transition from internal thoughts to external expression. This transition allows individuals to reach the highest stage of speech development.

Vygotsky emphasizes that written speech necessitates a high degree of abstraction for even minimal development. This implies that writers use representations of words rather than the actual words themselves. Written speech is a product of thought rather than spoken aloud, and it occurs without the presence of an interlocutor. In this context, the motivation for speech plays a crucial role in initiating the writing activity. The formation of motivation differs from oral speech, as it is more independent and arbitrary, driven by abstract motives. This arbitrary approach is evident in the work on the semantic structure, word semantics, and syntax of written speech. The mechanism of internal speech underlies written speech and influences its nature, construction stages, and learning process. According to Luria, the writing process is one of the most complex and conscious forms of speech activity. Unlike oral speech, written speech is a deliberate and consciously constructed act that requires specialized learning. Throughout the learning process, the psychological nature of writing

changes. As individuals acquire writing skills, their approach to writing becomes more deliberate and conscious [1].

The process of writing involves a shift from the mechanical act of forming individual letters and words to the creation of meaningful written speech. In this process, auditory analysis plays a crucial role as it involves analyzing the sound composition of words during the initial stage of writing. According to L.S. Vygotsky and A.R. Luria, there are four main phases involved in constructing a written speech message: motive, thought, internal speech, and external speech [2]. Understanding a written text involves a reverse process where the analysis of external speech (vocabulary, grammar) transitions to internal speech and comprehension of the speaker's intention and motivation. Internal speech, as described by N.I. Zhinkin, serves as a universal subject code that bridges the gap between written and oral speech, as well as different languages. The comprehension of a text relies on the correspondence between the denotation in the reader's mind and the denotation in the writer's speech plan. The unity of a text is established through the identification of denotations, and the meaning of a text is always objective and clear. Understanding the denotation is achieved through the translation into inner speech. The universal subject code defines communication by determining the subject, content, motive, audience, and the logical conclusions derived from the speech. It represents the relationship between the mechanism of word forms and the arbitrary yet meaningful semantic connections.

According to N.I. Zhinkin, the processes of understanding and writing a written text, although both occur in internal speech, are fundamentally different due to the distinct encoding and decoding operations involved [3]. The act of composing a message in internal speech is subjective and more complex than the decoding process, as the writer's focus lies on the reader's comprehension of the text rather than creating it solely for themselves. When crafting a written text, the writer determines the motive, purpose, subject, and intended recipient of their message, which is reflected in the semantics, syntax, vocabulary, and grammar of the text being produced. Written communication is influenced by factors such as time and distance, making it closely intertwined with reading as an operational component. In his work on code transitions in internal speech, N.I. Zhinkin proposes the existence of non-verbal thinking and a specialized code known as the "subject-circuit code." Written speech serves as a private means of expressing and transmitting thoughts to others, taking the form of a written product or text [3]. However, it is crucial to comprehend the underlying mechanisms of this activity, as highlighted by Leontiev and Shcherba. The activity of written speech is supported by various speech mechanisms, including comprehension, proactive synthesis, and memory mechanisms, which operate based on specific linguistic and psychological patterns.

In Winter 1985, I.A. Zimnaya contributed to the advancement of the theory of personal activity learning by providing a comprehensive understanding of speech activity. Zimnaya specifically focused on the subject content of speech activity and categorized writing as a distinct type of speech activity with its specific content, product, result, and form. Moreover, Zimnaya emphasized the significance of internal speech as a mechanism in the learning process [4].

According to Zimnaya, internal speech should be regarded as an independent means of shaping and formulating thoughts, rather than merely a preliminary version of external written speech. It serves as a unique method of thought formation and formulation. Additionally, the intensity of internal speech varies depending on the individual's level of language proficiency and the complexity of the text being created. In the methodology of teaching foreign languages, it is crucial to identify the objects of learning and control in speech. This includes the development of thinking and thought as objects of

learning and the control of internal speech. Zimnaya stated that the subject of written speech activity encompasses thought and inference, which serve as reflections of the relationships between objects and phenomena in reality. Zimnaya further identified five essential skills that underlie the functioning of the mechanism of understanding the subject of written speech. These skills include 1) awareness, which involves defining the original idea of the utterance; 2) determining the structural and semantic unity of the speech utterance; 3) retaining and anticipating the main idea within the framework of the overall structural and semantic unity of the text; 4) establishing the logical progression of the utterance; and 5) planning and verbalizing the predicative structure of the text presentation. These skills enable the identification of effective methods for developing these abilities and facilitate the management and self-management of the comprehension process through the organization of a subject plan for speech activity.

The origin of written speech activity is the need for communication and cognition [3]. This need is manifested in thoughts, which then become the driving force behind this activity [3]. Following this, there is a stage of exploratory research activity, involving analysis and synthesis, where the conditions and subject of the activity are studied, its properties are revealed, and tools are utilized[5]. During this stage, the selection of means and methods for expressing one's thoughts is carried out in the process of creating a written speech message. This stage focuses on planning and organizing the internal structure of the speech activity. The third stage involves the execution of the speech activity and the creation of a written text. It is worth noting that some researchers also highlight the control phase as an important aspect of foreign language writing instruction[6]. In general, researchers identify three main phases of written speech generation (motivational, analytical, synthetic, executive) [3], and they distinguish the levels of speech generation (motivating, meaning-forming, formulating, and implementing) [3]. It is important to acknowledge that the process of generating written speech is not strictly linear, but rather dynamic, allowing the writer to move between phases and levels of generating the written text (reviewing, clarifying, correcting, and evaluating their speech activity)[7].

Research Methodology

Furthermore, the acquisition of writing skills in a foreign language involves various psycholinguistic factors in addition to the aforementioned psychological features. Psycholinguistics, which examines the cognitive and psychological aspects of language, plays a vital role in comprehending how individuals acquire and utilize written language in a foreign language setting. One significant psycholinguistic aspect of learning to write in a foreign language is the transfer of writing abilities from one's native language to the new writing system. Learners often rely on their existing knowledge of writing conventions, grammar, and vocabulary from their native language when attempting to write in a foreign language. This transfer of skills can be both advantageous and challenging, as learners may encounter difficulties in adapting to the distinct writing system and linguistic characteristics of the foreign language. For instance, individuals accustomed to writing from left to right in their native language may face difficulties in adjusting to writing from right to left in languages like Arabic or Hebrew. Similarly, learners familiar with a Latin-based alphabet may struggle when learning a new writing system based on characters or symbols, such as Chinese or Japanese. The process of transferring writing skills from one language to another necessitates learners to adapt to new linguistic features and writing conventions, which can be a complex and demanding task. Another psycholinguistic aspect of writing in a foreign language is the influence of language proficiency and

vocabulary knowledge. Proficiency in a foreign language and a rich vocabulary are crucial for successful writing in a foreign language, as they determine the learner's ability to express themselves clearly and effectively in writing. Learners who possess a strong command of the foreign language are better equipped to produce grammatically accurate and coherent written texts, and they possess a greater capacity to convey their ideas and arguments through writing. Vocabulary knowledge plays a crucial role in writing in a foreign language, as it determines the learner's capacity to select appropriate words and phrases to effectively express their thoughts and ideas. Learners with a limited vocabulary may encounter difficulties in finding the right words to convey their message, leading them to resort to using simplistic language or making errors in their writing.

Analysis and Results

Therefore, developing a diverse and extensive vocabulary in a foreign language is an essential aspect of enhancing writing skills, which necessitates engaging in extensive reading and activities focused on acquiring new vocabulary. In addition, the influence of cultural and rhetorical conventions on the writing process is another significant psycholinguistic feature of writing in a foreign language. Each language and culture possesses distinct rhetorical styles, writing conventions, and expectations for written communication. Consequently, learners must adapt to these conventions when writing in a foreign language. For instance, learners may need to comprehend the appropriate format and structure of various types of written texts, such as essays, reports, or formal letters, as well as the use of language for specific rhetorical purposes, such as persuasion, description, or argumentation. Adapting to the cultural and rhetorical conventions of writing in a foreign language requires learners to develop intercultural and pragmatic competence in writing. This involves not only possessing linguistic competence but also understanding the cultural and social factors that shape written communication in a foreign language. By acquiring this competence, learners can effectively navigate the intricacies of writing in a foreign language and produce written texts that are appropriate and effective within the target language and culture.

Conclusion

To summarize, the process of acquiring writing skills in a foreign language encompasses various psychological and psycholinguistic aspects that influence the mastery and utilization of a different writing system. The learning process is significantly influenced by psychological factors like motivation, anxiety, and self-efficacy, while psycholinguistic factors such as the transfer of writing abilities, language proficiency, vocabulary knowledge, and cultural and rhetorical conventions shape the progression of writing skills in a foreign language. Familiarity with these features can assist educators and learners in effectively addressing the challenges associated with learning to write in a foreign language and in devising successful strategies to enhance writing proficiency in a new linguistic environment.

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