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## PSYCHOLINGUISTICS AND EDUCATIONAL DISCOURSE

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**Bobojonova Shakhnoza**

Tashkent University of Applied Sciences, Gavhar Str. 1, Tashkent 100149, Uzbekistan

### ABSTRACT

This article defines the influence of psycholinguistics on educational discourse and intercultural communication and cognitive understanding. It investigates how language and socio-psychological states of discourse participants shape educational interactions. It underscores the importance of cultural awareness and competence in overcoming educational barriers, advocating for adaptive teaching strategies that respect student diversity. Effective communication skills, both oral and written, are identified as crucial for academic success and professional development, with practical suggestions for enhancing classroom interaction and student engagement.

### KEYWORDS

Psycholinguistics, Educational Discourse, Intercultural Communication, Cognitive Understanding, Cultural Awareness, Non-verbal Communication, Teaching Strategies, Oral Communication, Professional Development.

### INTRODUCTION

Today, the impact of psycholinguistics on discourse is being studied scientifically and a number of ideas are being put forward. The intercultural differences of the participants of the education emerge and are understood not only through the language and verbal cultural lexicon, but also through the socio-psychological and mental state of the discourse

owners. For example, the process of cognitive understanding of a context related to religious beliefs requires that knowledge of that content must pass through a linguistic-psychological filter under the listener's or communicator's mind.

Discourse studies comprise many directions of communication analysis. The main trends of them may be represented as structural, topical and situational. The most patterns of them may be spoken to as basic, topical and situational. Structurally talk could be a grouping of communicative moves which shift in monologue and discourse, on the one hand, and in verbal and composed shapes, on the other. Such talk thoughts about are widely spread and include within the examination of the writings taken as complex systems, and their accentuation lies within the depiction of the parts of the writings beneath thinking about and the relations between these parts. The key focuses of an auxiliary approach to talk are categories of talk as opposed to content. Here we discover such notions as coherence and cohesion, graphic and account modes of speech improvement, express and understood expression of truths and concepts. Topical talk is communication almost something, and hence to ponder it from this point of view implies to analyze the referential substance individuals conversation approximately. In its down to earth execution topical talk investigation is pointed at the portrayal of words and set expressions individuals utilize when talking and the concepts they apply to.

We can explain the nature of identifying language features of society and researching symbols as cultural symbols on the example of non-verbal language. That is, a non-verbal element that expresses a certain

content in the process of communication can serve to express a completely different meaning in the context of another language. This can also cause learners to face specific cultural barriers in the process of teaching or learning. The interrelationship between sign and symbol plays an important role in the uniqueness of intercultural speech, which consists of different persons and conditions of communication. The linguistic identity of the addressee and the addressee, who is a representative of different cultures, as an object of linguistic research, causes cultural-linguistic and communicative-activity values, knowledge, attitudes and behavioral norms to be revealed in the process of educational discourse.

At this point, it needs to discuss about how much cultural knowledge is needed to overcome cultural barriers in educational discourse. Cultural awareness is the first step in developing a cultural approach to teaching. Cultural awareness or cultural competence is "understanding your own culture, the culture of others, and the role of culture in education." Considering student culture as "a framework for learning, reshaping the curriculum to communicate higher expectations and reflect student diversity" leads to better educational outcomes. This does not eliminate the identity of race, gender, or socio-economic groups; rather, it helps teachers recognize the uniqueness of each student and the differences

between communities and groups that make their classrooms come alive.

The ability to take cultural elements into account in oral educational discourse is used to better communicate with students and their families. Some cultures may not make direct eye contact, speak a different language than the teacher, or have unique attitudes toward authority and family dynamics. Educators who take these cultural norms into account can better communicate with and deeply understand students and families from all walks of life.

Because teachers do not always have the same background as their students, it is important that they always allow themselves to learn from those students and their cultures. Teachers seeking opportunities to better understand different cultures through professional development courses or discussions with students and their families can help overcome some of the barriers to learning. A lesson or teaching method that is easily understood by one group of students may not be suitable for another group. Limited access to technology, language differences, family dynamics, and other factors may hinder some students' ability to fully participate in certain classes. Teachers will have to choose a form of communication that is culturally appropriate for all students, using different opportunities and skills during the lesson.

Communication skills are critical to a student's academic success and future career prospects. In today's difficult environment, students need to acquire not only scientific experience, but also the necessary skills to improve future study and employment prospects. Communication is a dynamic process because it involves interaction between two or more people, that is, a sender and a receiver. Oral communication is the process of expressing thoughts through speech, which plays a decisive role in the life of students.

Usually, the student learns the basics of oral communication at home. The school environment enhances this education by teaching the student how to interact with peers and teachers. The quality of communication in student life determines professional communication in later life. Good communication allows students to get more out of the learning process by giving them the opportunity to ask relevant questions and discuss what they don't understand. Effective oral communication and this in turn helps the learning process. Effective communication is an impetus for the rise of the individual's position in society. Communication skills develop professionalism in speaking styles, ways of expressing oneself, and in relation to others, and these traits will stand students in good stead in their professional lives.

A distinctive feature of sincere communication with students is that he has mastered the skills of

successfully preparing, organizing and conducting oral presentations. Oral communication includes visual aids such as real-time presentations, video presentations and interviews, and handouts. Message is the key to verbal communication. The content of the presentation should match the audience and the purpose of the presentation. Self-awareness is the starting point of good oral communication.

The process of didactic communication is carried out in the classroom. The communication environment in the classroom has many dimensions: ergonomic, psychological, social, normative, operational and innovative. Recent research has shown that classroom environments must be safe, appropriate, and appropriate for student development. In a safe environment, each student develops self-defense strategies and the incidence of school failure is reduced.

Simplicity in messaging is essential to good communication, as the comprehension of a message is directly proportional to the clarity of its presentation. The awareness of the interlocutors is an important tool in the hands of an effective oral communicator. A good communicator can detect the influence of listeners by observing their individual language characteristics and feedback and adjust their approach accordingly. Interaction is the key to efficiency. A speaker can engage the audience by asking questions and asking for opinions on the topic. It also helps fine-tune your

message and presentation style based on audience feedback.

Individual language features are an important component of effective oral communication. During the presentation, the student should take a stable and confident position, make the right gestures, not move and make eye contact. Oral communication is not only the ability to speak, but also the ability to listen. A good communicator is someone who is attuned to the audience and can tailor their message accordingly. An aspiring communicator must master the ability to listen within a certain period of time and be ready to improve the conversational process.

Oral communication is an art that can be learned and honed through study, presentation skills, and practice. Intellectual interest should be at the forefront of oral communication. It is a means of developing good communication skills. A well-informed person can communicate better because content is the soul of the communication process. It should also have an attitude of discussion and reflection, as this improves intellectual skills and at the same time contributes to effective communication. Effective writing skills and good oral communication skills go hand in hand. A student with good writing skills will be able to organize and present his thoughts in a systematic way. Many teachers effectively use teaching methods that are understandable to all students in the process of educational discourse. Many teachers create a positive

classroom culture where differences become strengths. Many teachers understand how their own cultural beliefs and attitudes affect their interactions with students, and they continually develop the ability to see each student's perspective in their classroom.

## CONCLUSION

Linguistic and cultural features of oral educational discourse in the process of mutual reference between the teacher and the student: asking for permission, giving permission, requesting, in the discussion process, as well as in the communication of students with each other, student and education appears more vividly in discursive situations between responsible others. Although educational discourse is considered to be closer to literary language and scientific method than to street-style colloquialism because it works with a specific content, it is in discourse that the learner or the giver is a representative of another culture or speech etiquette. it creates cultural spaces specific to intercultural communication.

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