

Practical Method Of Psychollingvistic Approach In Students In Improvement And Development Of Science

Suyunova Nasiba - independent researcher of Termez branch of TSPU named after Nizami

Annotation. This article presents and analyzes methodological recommendations and recommendations on the formation and development of scientific and creative thinking among students. Also, some guidelines on the pedagogical and psychological foundations of the development of scientific and creative thinking of students based on the methods of the psycholinguistic approach are given in the experimental group "Young Creators" in the direction of pedagogy and psychology.

Key words: psycholinguistics, scientific and creative thinking, logical thinking, modern methods, scientific circle, creative abilities.

At the same time, as with all areas of education, unprecedented upgrades and opportunities are being expanded. In particular, the process of research and implementation of the results in the higher education system is increasing. It is well known that a school-age student develops cognitive, sensory, observational, learning, and memory abilities. At the same time, the opportunities for learning become broader in the learning process, the development of creative research skills, and, finally, the ability to engage in mental activities through perception [1, p. 41].

In the system of higher education, students' scientific-creative thinking, logical thinking, constructive and creative abilities play an important role. There are many ways and methods for developing and developing these abilities in students, many of which do not take into account psycholinguistic, ie speech, thinking skills. It is well known that the psycholinguistic nature of language is that language, on the one hand, is treated as a category of activity, and, on the other, as a category of speech activity. Consequently, the understanding of the relationship between language and speech is important. It should be noted that psycholinguistic orientation has a great influence on the development of other disciplines and serves as a basis for the discovery of a new object of scientific research, as well as the improvement of human interactions and the subject of research [2, pp. 2-5]. This article therefore provides some ideas and suggestions on how to shape and develop students' scientific and creative thinking in higher education.

Let's look at the pedagogical experiments and their statistical analysis of university students, especially freshmen. Pedagogical research was conducted at the Termez branch of Tashkent State Pedagogical University named after Nizami in the 2018-2019 academic year. The students of the 1 st course of Pedagogical and Psychological Education Department of Pedagogical Faculty of the Termez branch of TSPU named after Nizami and the circle "Young creators".

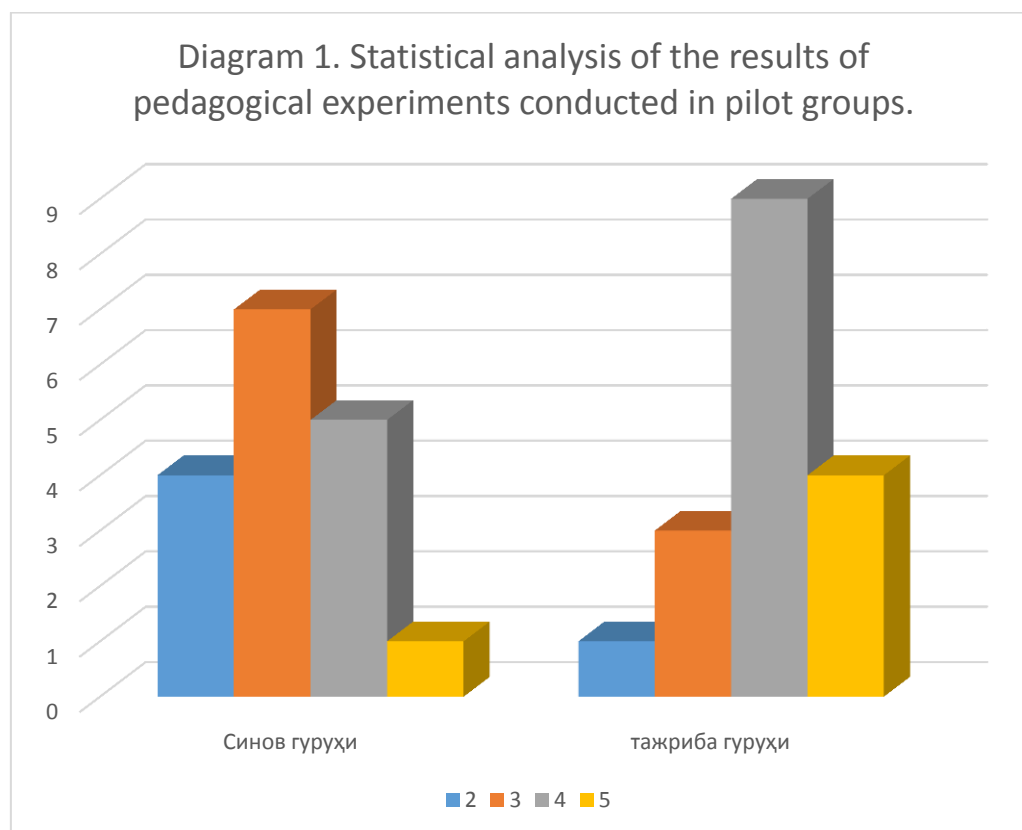
In pedagogical research, experimental groups consisted of the same number of groups. A group of 17 students was selected as a Experience group of first year students in Pedagogy and Psychology, and a group of 17 students was also selected as members of the Young Creativity Club. The pedagogical experiment explored the possibilities of developing students' scientific and creative thinking abilities. To conduct this research, the circle developed a 36-hour work plan. The work schedule topics are presented in Table 1.

№	Topic Name	Methods and Techniques	Visual weapons and tools
1	Hi, that's me!	Personal questionnaires	Questionnaire, handouts, presentation
2	My chances!	Wexler's Adult Intelligence Scale	Questionnaire, crosswords
3	I am unconcerned!	Minnesotaotek's Multidimensional Personality Survey	Test, presentation, A3 format posters
4	Early memories	Associative Experiment	Questionnaires, essays, crossword puzzles
5	My hobby	Topics appertion testing	Testing, presentations, handouts
6	Finish the sentence!	Incomplete word test	Slides with test, presentation, interesting exercises
7	I'm talented!	Special ability tests	IR tests, handouts

8	My IQ -...	Intellectual tests	Ravena test, handouts
9	I serve my country!	Associative Experiment	Questionnaires, essays, crossword puzzles
10	Choose a word!	Retter's Complete Words Test	Testing, presentations, handouts
11	My hero	Associative Experiment	Questionnaire, essay
12	Shopping pleasure	Associative Experiment	Questionnaire, essay
13	Sport	Associative Experiment	The essay
14	Fashion and beauty	Associative Experiment	Questionnaire, essay
15	Business and Art	Associative Experiment	Questionnaire, essay
16	My profession!	Associative Experiment	Questionnaire, essay
17	The secret of the pictures	Icon method	Photos, questionnaires
18	The future is in my imagination	Associative Experiment	Questionnaire, essay

The training sessions were held from January to July 2019. The training was held twice a month, once every two weeks. Separate technological maps, handouts, visual aids, tests, crossword puzzles and layouts were prepared for each study group. Based on the psycholinguistic approach, the texts of lectures on the

formation of students' scientific-creative thinking skills were prepared and presented to students in advance. The preliminary distribution of the texts of this lecture to the students was found to have a positive effect on the course and statistical results (Figure 1).



At the beginning of the pedagogical experiment, knowledge levels were recorded based on the same 15 control test questions for both experimental and test groups. Based on this test, it was found that the results of both (experimental) groups had almost the same level of knowledge. At the end of the research, the test groups were assessed based on the variants of 30 control test questions for each student to determine their knowledge. The results of the statistical analysis are shown in Diagram 1.

Statistical analysis of experimental experiments shows that based on modern methods and methods of psycholinguistic approach, students have the opportunity to develop scientific and creative thinking abilities, logical thinking, constructive and creative abilities.

References:

1. Atamirzaeva EB “Psycholinguistic Approach to Conduct Verbs in Different Systematic Languages”, NamSU, 2018, pp. 2-5.
2. Ruzmetova M.Sh. Psychological features of foreign language teaching for elementary school students. Modern education. Tashkent. 2015. No. 9. Pages 38-43.