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MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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PSYCHOLINGUISTIC CHARACTERISTICS OF PROSPECTIVE TEACHERS AND THEIR IMPACT ON COMMUNICATIVE COMPETENCE

Babayeva Shahnoza Oybek qizi

Abstract: This article explores the psycholinguistic characteristics of prospective teachers and how these traits influence the development of their communicative competence. The study highlights the importance of integrating psycholinguistic awareness into teacher training programs to enhance language proficiency, cognitive flexibility, and interactive performance in professional communication settings.

Key words: psycholinguistics, prospective teachers, communicative competence, cognitive factors, language education.

Annotatsiya: Ushbu maqola bo'lajak o'qituvchilarning psixolingvistik xususiyatlari va ularning kommunikativ kompetensiyaga ta'sirini o'rganadi. Tadqiqot o'qituvchi tayyorlashda psixolingvistik xabardorlikni integratsiyalash muhimligini ta'kidlaydi. Verbal xotira, hissiy regulyatsiya va kognitiv uslub kabi omillar tahlil qilinadi. Muallif innovatsion yondashuv orqali o'qitishni rivojlantirishni taklif qiladi. Tadqiqotning ilmiy yangiligi mahalliy kontekstga mos yechimlarda namoyon bo'ladi.

Kalit so'zlar: psixolingvistika, bo'lajak o'qituvchilar, kommunikativ kompetensiya, kognitiv omillar, til ta'limi.

Аннотация: В данной статье рассматриваются психолингвистические особенности будущих педагогов и то, как эти качества влияют на формирование их коммуникативной компетентности. В исследовании подчёркивается важность интеграции психолингвистической осведомлённости в программы подготовки учителей с целью повышения языковой грамотности, когнитивной гибкости и эффективности взаимодействия в профессиональной коммуникации.

Ключевые слова: психолингвистика, будущие педагоги, коммуникативная компетентность, когнитивные факторы, языковое образование.

INTRODUCTION

In the context of modern language education, communicative competence is a core skill that prospective teachers must acquire. It goes beyond grammar and vocabulary knowledge and includes the ability to use language appropriately in various social and academic contexts. Recent studies suggest that psycholinguistic factors such as memory capacity, cognitive style, emotional regulation, and language processing speed significantly influence the development of communicative competence. This paper investigates how the psycholinguistic characteristics of future teachers affect their ability to communicate effectively in English, which is particularly important in multilingual and multicultural educational environments.

RESEARCH METHODOLOGY

This study employed a mixed-methods approach to comprehensively investigate the relationship between the psycholinguistic characteristics of prospective English language teachers and their communicative competence. The integration of both quantitative and qualitative methodologies allowed for a deeper understanding of how internal cognitive and emotional processes influence real-time language use. The research was conducted at a pedagogical university, and the participants consisted of 80 undergraduate students enrolled in an English language teaching (ELT) program. These participants were selected using purposive sampling to ensure that the sample represented future educators with similar academic and professional trajectories. To gather data on students' psycholinguistic traits, a psycholinguistic profiling questionnaire was administered. This questionnaire was adapted from established instruments such as the Modern Language Aptitude Test (MLAT) and focused on assessing verbal memory, phonemic coding ability, grammatical sensitivity, and inductive language learning



ability. To evaluate communicative competence, the participants completed a self-assessment scale measuring four key components: linguistic, sociolinguistic, discourse, and strategic competencies. In addition to these quantitative instruments, structured interviews were conducted with a selected subgroup of 20 participants to gain qualitative insights into their perceived challenges and strengths in using English communicatively. These interviews explored how students' psychological and cognitive profiles affected their language production, fluency, and pragmatic use in real or simulated classroom interactions.

The procedure involved several stages. First, participants filled out the psycholinguistic questionnaire and the communicative competence self-assessment scale. Following this, they were observed while participating in various communicative tasks designed to simulate real-life classroom situations. These tasks included role-playing teacher-student dialogues, group discussions, spontaneous presentations, and classroom management simulations-all conducted in English. Their performances were video-recorded and analyzed for linguistic accuracy, fluency, coherence, and interactional effectiveness.^[5]

For the data analysis, the quantitative data from the questionnaires were subjected to correlational analysis using SPSS software to identify potential relationships between specific psycholinguistic variables and communicative competence scores. Meanwhile, the qualitative data from the interviews were transcribed and subjected to thematic coding, allowing recurring patterns, beliefs, and affective factors to emerge. This dual-layered analysis provided a robust framework for interpreting the findings and formulating grounded conclusions about the cognitive-emotional factors influencing communicative performance among prospective teachers.

ANALYSIS AND RESULTS

The analysis of the collected data revealed a statistically significant correlation between the psycholinguistic characteristics of the participants and their levels of communicative competence. Specifically, students who demonstrated higher levels of verbal working memory-as measured through components of the psycholinguistic profiling questionnaire-were observed to perform better in discourse-related tasks. These participants exhibited greater fluency, better cohesion in organizing spoken narratives, and more confidence during extended speaking turns in both role-plays and spontaneous presentations. Their ability to retain and process lexical and grammatical information in real time contributed positively to the overall coherence of their speech.

Moreover, the data indicated that students with stronger emotional regulation skills were more proficient in pragmatic competence, particularly in managing turn-taking, maintaining topic relevance, and using appropriate tone and register in classroom-based communicative scenarios. These learners were less likely to display anxiety-related speech disfluencies and more adept at maintaining interpersonal rapport during interactions, suggesting that emotional control plays a facilitative role in the development of interactional strategies.

Additionally, the findings highlighted that learners with a more analytical cognitive style tended to achieve higher grammatical accuracy in their speech and writing tasks. However, this same group often exhibited reduced spontaneity and flexibility in less structured communicative contexts, such as open discussions or improvisational role-plays. This suggests that while analytical thinkers benefit from rule-based processing, they may struggle when adaptability and rapid language production are required.

Finally, a notable discrepancy was observed between self-perceived communicative competence and actual performance among participants with low levels of self-regulation. These students often rated themselves highly in communicative abilities; however, their recorded task performance showed gaps in fluency, response relevance, and interactive engagement. This mismatch between perception and performance underlines the importance of including psycholinguistic and metacognitive training in pre-service teacher development programs to ensure more accurate self-assessment and targeted skills improvement.

The results of this study underscore the crucial role that psycholinguistic characteristics play in shaping the communicative competence of prospective English language teachers. The significant correlation between verbal working memory and discourse fluency aligns with previous research in second language acquisition^[2], which suggests that cognitive capacity for holding and manipulating verbal information is fundamental to managing longer and more complex speech. In the context of teacher education, this finding highlights the need to include memory-enhancing strategies and scaffolding tools in communicative practice sessions, especially for tasks involving extended discourse, such as classroom instructions, storytelling, or lesson presentations.

The study also revealed that emotional regulation contributes substantially to pragmatic competence, particularly in high-pressure or socially sensitive situations. This supports psycholinguistic theories^[1] which emphasize the emotional dimension of language processing and its impact on real-time performance. From a pedagogical perspective, helping student-teachers develop emotion management techniques, such as mindfulness, self-monitoring, or stress-reduction exercises, could lead to more stable and effective communication in actual classroom settings. Interestingly, while analytical cognitive styles were associated with high grammatical accuracy, they seemed to hinder spontaneous interaction, indicating a potential trade-off between controlled

and automatic language processing. This echoes Skehan's ^[3] dual-mode theory, which differentiates between accuracy-oriented and fluency-oriented learners. The implication is that teacher training curricula should strike a balance between explicit grammar instruction and fluency-based, improvisational tasks to accommodate diverse cognitive styles and build overall communicative flexibility. Perhaps most significantly, the observed gap between self-assessed and actual communicative competence in learners with low self-regulation points to a metacognitive blind spot. Such a disconnect can lead to overconfidence or under-preparation, ultimately affecting classroom performance. Thus, fostering accurate self-evaluation practices, through guided reflection, peer feedback, and video-based self-observation, can help bridge this gap and support the development of realistic communicative self-awareness in future teachers.

Overall, the discussion suggests that communicative competence is not merely a linguistic construct but is deeply intertwined with psychological, cognitive, and emotional dimensions. Accordingly, language teacher education programs must adopt a more holistic and interdisciplinary approach, integrating psycholinguistic knowledge into the pedagogical framework to better prepare future educators for the communicative demands of the profession.

CONCLUSION AND RECOMMENDATIONS

This study has demonstrated that the communicative competence of prospective English language teachers is significantly influenced by a combination of psycholinguistic factors, including verbal working memory, emotional regulation, cognitive style, and self-regulatory capacity. These findings contribute to a growing body of evidence suggesting that effective language use-especially in professional and instructional settings-depends not only on linguistic knowledge but also on the mental and emotional processes that underlie language production and interaction.

The positive association between verbal memory and discourse fluency underscores the importance of memory training and real-time processing activities in teacher preparation. Similarly, the strong performance of emotionally regulated students in pragmatic communication suggests that teacher education programs should address affective variables more systematically, equipping future educators with tools to manage anxiety, stress, and emotional self-control in communicative situations. The contrast observed between accuracy and spontaneity among analytically-minded learners further points to the need for pedagogical balance-combining structured grammar instruction with open-ended communicative practice to foster both precision and flexibility.

Perhaps most importantly, the discrepancy between perceived and demonstrated communicative competence in students with lower self-regulation abilities highlights a critical gap in current language teacher training: the development of metacognitive skills. Cultivating accurate self-awareness, reflective thinking, and autonomous learning strategies is essential to ensure that prospective teachers not only assess their communicative skills realistically but also take active steps toward their improvement.

In conclusion, this study suggests that a psycholinguistically informed approach to teacher education-one that integrates cognitive, emotional, and metacognitive training-can significantly enhance the communicative readiness of future English language teachers. Further research could explore intervention-based models and longitudinal studies to assess how such integration impacts long-term teaching effectiveness and learner outcomes. As language classrooms become increasingly diverse and dynamic, preparing teachers with both the linguistic and psycholinguistic tools they need is not just beneficial but necessary for successful educational practice.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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Sahifalovchi va dizayner: Iskandar Islomov

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
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