THE RELEVANCE OF PSYCHOLINGUISTIC ACTIVITY IN MODERN TIMES

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Abstract. The present study theoretically analyses the relevance of psycholinguistic activity within contemporary society. Psycholinguistic activity encompasses cognitive processes including speech perception, comprehension, speech production and language acquisition in the human brain. The paper reveals the functional significance of such activity for education, foreign-language learning, artificial intelligence, speech therapy, mass-media and social communication. Within the modern digital environment, the tasks of forming a culture of communication, early diagnosis of speech disorders and improving educational efficiency reinforce the practical demand for psycholinguistic research. The findings of this study may serve as a theoretical foundation for further investigations in linguistics, pedagogy and applied psychology.

Keywords. Psycholinguistic activity, speech activity, cognitive processes, speech perception, language acquisition, artificial intelligence, speech therapy, communication culture

Introduction. Nowadays, human communication plays a central role in all spheres of social life. The rapid development of digital technologies, social media platforms, online education systems and artificial-intelligence-based tools has significantly changed the ways people exchange verbal and written information. Under such conditions, it becomes extremely important to understand how the human brain perceives, interprets, produces and acquires speech. This complex mechanism is studied within psycholinguistics, where psycholinguistic activity is considered one of the core concepts.

Psycholinguistic activity combines cognitive-mental processes connected with speech perception, comprehension, speech production and language acquisition. In contemporary research, this phenomenon is widely applied in pedagogy, foreign-language teaching, speech therapy, media analysis and artificial-intelligence development. Despite the growing practical demand, many educational-related studies still underestimate the role of psycholinguistic factors in successful communication and language learning.

The purpose of the present paper is to analyse the relevance of psycholinguistic activity in the modern-day world and reveal its main functions within different spheres of human life. To achieve this goal, the study uses the methods of theoretical analysis, literature review and generalisation of scientific sources.

The essence of psycholinguistic activity lies in the combination of interconnected cognitive-speech processes including the perception of incoming speech, semantic comprehension, internal planning of an utterance and the production of speech. Unlike purely grammatical analysis, psycholinguistics focuses on the way the human mind processes language in real-time communication. Whenever an individual listens, reads, prepares a reply or masters a new linguistic expression, psycholinguistic mechanisms become fully activated. Individual differences in memory capacity, attention span, prior language experience and emotional condition lead to different interpretations of the identical utterance, which proves the complex psychological nature of this activity.

Psycholinguistic activity occupies a vital position within education and foreign-language acquisition. Traditional language lessons frequently prioritise grammar rules and vocabulary memorisation, yet effective language learning relies heavily on psycholinguistic factors such as motivation, foreign-language anxiety, working-memory limits and the speed of speech processing. Educators who consider psycholinguistic mechanisms can reduce learners' fear of oral communication, strengthen listening comprehension and build favourable conditions for natural

language acquisition. Contemporary pedagogical research confirms that activating these internal psycholinguistic processes significantly improves the development of oral-speech competences.

The rapid growth of artificial intelligence and digital communication also increases the practical value of psycholinguistic-activity research. The creation of chatbots, voice assistants, speech-recognition systems and automatic translation tools requires thorough understanding of human speech patterns. Artificial-intelligence-based technologies should identify not only the literal meaning of words, but also the speaker's hidden intention, emotional state and situational context. Psycholinguistic principles are equally important for social-media content analysis, the recognition of manipulative utterances and emotional text processing.

Furthermore, psycholinguistic-activity analysis has essential applications in speech therapy and healthcare. Specialists use psycholinguistic models to diagnose difficulties in speech perception, utterance-construction disorders and delays in language acquisition among children and adult patients. Correction and rehabilitation programmes are designed according to these psycholinguistic features, supporting individuals in restoring full-value communicative functions.

Psycholinguistic-activity analysis also plays a substantial role in media, public speaking and persuasive communication. Speakers, journalists and content creators rely on psycholinguistic patterns to structure their utterances so that the audience can easily grasp the intended message. A carefully organised sequence of ideas, emotional-coloured vocabulary and logical sentence-building directly influence the listener's perception and attitude toward the whole statement. That is why many specialists study psycholinguistic activity to distinguish neutral, persuasive and manipulative speech in public discourse. Such analysis helps society develop critical thinking and avoid blind acceptance of misleading information spread through mass-media platforms.

Another important aspect is the influence of age-related features on psycholinguistic activity. Children, teenagers and adults demonstrate different speeds of speech perception, utterance planning and language production. Young learners often rely more on visual support and simple semantic structures, while adult speakers can operate with abstract concepts, complex sentence patterns and indirect meanings. Age-specific psycholinguistic peculiarities must be taken into account by teachers, logopedists and psychologists when designing individual programmes for language development or speech correction. Ignoring these differences may lower the efficiency of training and rehabilitation work.

Cultural and social background also shapes psycholinguistic activity. Each culture has its own norms of turn-taking, politeness, indirect speech and emotional expression. When a person communicates cross-culturally, misunderstandings frequently arise not only from vocabulary or grammar mistakes, but also from different psycholinguistic-pragmatic habits. Therefore, studying psycholinguistic activity facilitates successful intercultural communication and reduces the risk of misinterpretation in multicultural environments. This factor becomes especially relevant for translators, interpreters, teachers of foreign languages and international-communication specialists.

Conclusion. To sum up, psycholinguistic activity remains one of the most essential phenomena for understanding human speech and communication in the modern world. As analysed throughout the paper, it unites perception, comprehension, internal planning and speech production, forming the cognitive foundation of every verbal interaction. Its practical significance is clearly visible across multiple spheres: foreign-language teaching, digital-technology development, artificial-intelligence design, media-communication analysis and speech-therapy rehabilitation.

In the era of social media and rapid digitalisation, ignoring psycholinguistic factors may reduce the effectiveness of education, misinterpret the speaker's true intention and slow down the correction of speech disorders. Therefore, constant

theoretical and practical research into psycholinguistic activity should be continued to improve pedagogical methods, create more natural-sounding digital-communication tools and support people with speech-related difficulties. The study of psycholinguistic activity will definitely retain its relevance for future linguistics, pedagogy and clinical-psychological research.

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