

PSYCHOLINGUISTIC ASPECTS OF STUDENTS' PERCEPTION OF SPORTS TEXTS

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Abstract: This article examines the psycholinguistic aspects of students' perception of sports texts at physical education and sports universities. The cognitive and emotional mechanisms of perception, the role of linguistic competence, motivation, and professional orientation are analyzed. Particular attention is paid to the influence of the sports context on the understanding and interpretation of texts, as well as the potential for using a psycholinguistic approach in teaching Russian to students majoring in sports.

Keywords: psycholinguistics, text comprehension, sports terminology, students, cognitive processes, motivation, professional communication.

Introduction: Modern education at sports universities requires a comprehensive approach to language teaching, especially Russian as a means of professional communication. One of the main tasks of a teacher is to develop students' ability to adequately perceive specialized texts, which is directly related to the psycholinguistic processes of perceiving and comprehending information [Leontiev, 2003. 25].

The perception of sports texts is a complex process involving the interaction of cognitive, emotional, and linguistic factors. Students at sports universities often encounter difficulties reading and interpreting such texts due to the abundance of terminology and specific syntactic constructions [Zimnyaya, 1991. 43].

The purpose of this article is to determine the psycholinguistic aspects of students' perception of sports texts and identify ways to improve their comprehension during the educational process.

Main Part 1. Theoretical Foundations of Psycholinguistic Perception

Psycholinguistics studies the processes of perception, comprehension, and speech production. According to the research of A.A. Leontiev, text perception is associated with the active processing of information at the cognitive level [Leontiev, 2003. 37]. When reading a sports text, not only linguistic knowledge but also professional experience, emotional associations, and visual representations are activated.

I.A. Zimnyaya notes that text comprehension is impossible without internal motivation and the actualization of the learner's personal experience [Zimnyaya, 1991. 56]. This is especially important for students majoring in sports, as their professional motivation directly influences the success of their language comprehension.

2. Characteristics of Sports Texts

Sports texts have a number of specific features:

high frequency of terms (sprint, triathlon, pass, goal);

dynamism and emotional intensity;

the presence of metaphors and idioms (fight to the last breath, took gold, beat the competition).

According to V.I. Chernyshov, the language of sports is characterized by imagery and metaphor, which lends emotional expressiveness to the text [Chernyshev, 2015. 22]. These features require the reader to have developed skills in semantic prediction and contextual analysis.

Furthermore, sports texts often contain polysemantic terms, which creates additional difficulties in perception [Karaulov, 1987. 41]. For example, the word "attack" can be used both literally and figuratively, requiring semantic analysis in context.

3. Psycholinguistic Mechanisms of Perception

The following mechanisms are activated during the perception of a sports text:

perceptual—recognition of linguistic structures and words;

cognitive—correlating new information with existing knowledge;

emotional-evaluative—forming an attitude toward the events described;

motivational—interest and involvement in the content [Galskova, 2006. 68].

Galskova and Gez emphasize that successful perception is only possible with the active interaction of the cognitive and emotional components [Galskova, 2006. 72].

The student's psychological readiness to perceive information also plays an important role, especially if it is presented in a terminologically rich form [Lyakhovitsky, 2003. 59].

4. Practical Aspects of Teaching

A psycholinguistic approach to teaching Russian to students of sports universities allows for the consideration of individual characteristics of information perception. Effective methods include: use of authentic sports texts (news, interviews, reports); analysis of the lexical and semantic features of terms; role-playing communication (simulating interviews, commentaries, press conferences); use of multimedia tools—watching sporting events with subsequent analysis [Chernyshev, 2015. 33].

This approach promotes the development of analytical thinking, the formation of professional competence, and increased motivation for language learning [Zimnyaya, 1991. 63].

Conclusion: A psycholinguistic analysis of students' perception of sports texts allows for a deeper understanding of information processing mechanisms and the characteristics of linguistic consciousness. Text comprehension depends not only on language proficiency but also on cognitive strategies, emotional state, and professional focus [Leontyev, 2003. 81].

The use of a psycholinguistic approach in teaching Russian to students majoring in sports facilitates more effective terminology acquisition, the development of verbal thinking, and the development of a professional linguistic personality [Galskova, 2006. 79].

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