O‘ZBEKISTON RESPUBLIKASI TA’LIM VA ILM-FAN VAZIRLIGI

ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI



“O‘ZBEK TILINING GLOBAL MAQOMI VA NUFUZINI OSHIRISH ISTIQBOLLARI”

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2026-yil
16-oktabr

HUMAN SPEECH, LANGUAGE PERCEPTION, AND PSYCHOLINGUISTIC PROCESSES IN THE AGE OF ARTIFICIAL INTELLIGENCE

SUN’IY INTELLEKT ASRIDA INSON NUTQI, TILNI IDROK ETISH VA PSIXOLINGVISTIK JARAYONLAR

DOI: 10.52773/tsuull.conf.2026.10.16/AMWF4999

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Abstract. *The rapid development of artificial intelligence (AI) has transformed the ways in which language is generated, processed, interpreted, and used in educational communication. This article examines human speech and language perception from a psycholinguistic perspective, focusing on the cognitive mechanisms underlying speech production, comprehension, contextual interpretation, and meaning construction. It compares major principles of human linguistic activity with the text-generation capabilities of large language models and discusses the implications of AI-assisted communication for higher education. Particular attention is given to critical thinking, independent writing, cognitive engagement, linguistic competence, and academic integrity. The study employs a theoretical and analytical methodology based on established psycholinguistic theories and international guidance on generative AI in education. It argues that AI-generated linguistic output should not automatically be equated with human understanding and that educational applications should be designed to support rather than replace learners’ cognitive and communicative activities.*

Keywords: *psycholinguistics, artificial intelligence, human speech, language perception, speech production, cognitive processes, large language models, linguistic competence.*

Artificial intelligence has become an increasingly influential component of contemporary communication and education. Generative AI systems can produce coherent texts, summarize academic materials, translate passages, explain

terminology, and participate in conversational exchanges. These capabilities create new opportunities for language learning and linguistic analysis while raising fundamental questions about the nature of human language comprehension and the cognitive processes involved in communication.

Psycholinguistics investigates the psychological mechanisms underlying language acquisition, speech production, speech perception, and comprehension. Human linguistic activity involves more than the recognition and combination of words. It requires the integration of attention, memory, prior knowledge, communicative intention, social experience, and contextual interpretation.

The development of large language models has made it possible for machines to produce linguistic output that resembles human writing in many respects. Nevertheless, similarity in the final product does not establish identity between the processes that produce it. Human speech is embedded in lived experience, interpersonal relationships, communicative goals, and cognitive regulation, whereas language models generate text through computational procedures learned from large collections of linguistic data. The distinction is particularly important in higher education, where the purpose of language-related activities is not merely to obtain a correct-looking answer but also to develop independent reasoning, comprehension, argumentation, and academic communication.

The purpose of this article is to examine human speech and language perception in the age of artificial intelligence, analyze the educational implications of AI-assisted linguistic activity, and propose practical approaches to developing psycholinguistic competence in university students.

The relationship between language and thought has been extensively examined in classical psycholinguistic and psychological research. Vygotsky’s work emphasizes the social origins of speech and its relationship with the development of higher mental functions.

Artificial intelligence is changing the environment in which human language is produced, perceived, and taught. From a psycholinguistic perspective, human communication involves complex interactions among linguistic knowledge, memory, attention, prior experience, communicative intention, and social context. The ability of a language model to generate fluent text does not, by itself, establish that its underlying processes are equivalent to human comprehension or speech production.

In higher education, AI can support language learning, academic writing, and communication practice when its use is accompanied by critical evaluation and independent intellectual activity. The educational value of these systems therefore depends not only on the accuracy or fluency of their outputs but also on the extent to which they promote comprehension, reasoning, verification, and responsible communication. Universities should encourage instructional practices that combine technological assistance with independent writing, source evaluation, paraphrasing, argumentation, and reflective analysis. Academic integrity, privacy, transparency, and appropriate attribution should remain integral to this process. This section briefly discusses the factors that have traditionally contributed to the historical formation of linguistic authority in national public contexts and the role and function of media technologies and language norming institutions such as RAE in this context before considering how discourses are reshaped in the age of digital capitalism.

The construction and distribution of language policies rely on the existence of writing technologies and print industries—without writing and homogenised print, linguistic homogeneity, standard languages and the establishment of language policies would hardly be conceivable (Ong Reference Ong1982) [https://www.cambridge.org/core/journals/].

Dictionaries and grammars are tangible norm-givers that inform about the current norms and are typically understood as unquestioned linguistic authorities in national contexts, supported and often created by language academies like RAE. However, in recent years there have been heated debates about public language norms and language authorities, such as RAE, and ‘there is, indeed, considerable evidence of the diminishing influence of traditional authorities who promote the ideology of the standard’ (Ayres-Bennett & Bellamy [https://www.cambridge.org/core/journals/]. Public and lay discourses often point to changing media ecologies such as privately owned social-media platforms to explain the diminishing influence of traditional language authorities. [Bauman, Zygmunt (2012). *Liquid modernity*. Cambridge: Polity Press.Google Scholar/].

When analyzed, the complexity of the human language facility is, in fact, staggering—which makes modeling it in silico a very difficult task indeed. What, exactly, makes language hard for an artificial intelligent agent? We will illustrate the complexity using the example of ambiguity. Ambiguity refers to the possibility of interpreting a linguistic unit in different ways, and it is ubiquitous in natural languages. In order to arrive at the speaker’s intended meaning, the

interlocutor must select the contextually appropriate interpretation of the ambiguous entity. There are many types of ambiguity in natural language. Consider a few examples:

What is clear is that the profit-oriented desires of big tech companies and the norming desires of national and supranational political institutions will continue to function as important centrifugal and centripetal forces in this ever-amplifying process. Normative ideas about language will continue to have an important social function, but we will likely observe the emergence of reconfigured constructions of anonymous voices and authentic language.

A theoretical approach with noteworthy ripples of practical utility is the hierarchy of grammar complexity proposed by Jackendoff and Wittenberg (Jackendoff, 2002; Jackendoff & Wittenberg, 2014, 2017; hereafter referred to collectively as J&W). J&W emphasize that communication via natural language is, at base, a signal-to-meaning mapping. All the other levels of structure that have been so rigorously studied (phonology, morphology, syntax) represent intermediate layers that are not always needed to convey meaning. J&W propose a hierarchy of grammatical complexity, motivating it both with hypotheses about the evolution of human language and with observations about current-day language use. They hypothesize that language evolved from a direct mapping between phonetic patterns and conceptual structures through stages that introduced various types of phonological, morphological, and syntactic structure—ending, finally, in the language faculty of modern humans. An early stage of language evolution—what they call linear grammar— had no morphological or syntactic structure, but the ordering of words could convey certain semantic roles following principles such as Agent First (i.e., refer to the Agent before the Patient). At this stage, pragmatics was largely responsible for utterance interpretation. As the modern human language faculty developed, it went through stages that introduced phrase structure, grammatical categories, symbols to encode abstract semantic relations (such as prepositions indicating spatial relations), inflectional morphology, and the rest. These enhanced capabilities significantly expanded the expressive power of the language system.

In the early twenty-first century, corpus annotation—specifically, creating the theoretically grounded annotation guidelines—has been the most visible arena for descriptive linguists to flex their muscles. The purview of descriptive linguistics has expanded from idealized, well-behaved, most-typical realizations of phenomena to what people actually say and write. The corpora annotated using

such schemes can serve further linguistic investigation by making examples of phenomena of interest identifiable using simple search functions. In fact, Hajič et al. (2016, p. 70) present an in-depth analysis of how the process of annotating the PDT, as well as its results, have led to amendments in the underlying linguistic theory and a better understanding of the language system.

In conclusion, the central challenge of psycholinguistics in the age of artificial intelligence is not simply to determine whether machines can generate human-like language. It is also to understand how human linguistic and cognitive capacities develop through interaction with these technologies and how educational practice can preserve and strengthen the learner’s role as an independent interpreter, thinker, and communicator.

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