

## **Neuropsycholinguistic Characteristics of Word-Sentences**

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**Abstract.** *In the recent development of world linguistics, the study of the comparative typological, linguocognitive, lingvopragmatic, lingvocultural and lingvopsychological features of communication, speech, structural research and neuropsycholinguistics has become increasingly relevant. From time immemorial, philosophers, linguists, sociologists, psychologists, and even physicians have been interested in the problems of language personality and speech culture. This article discusses the role and importance of communicative speech in integrating a linguistic person into a charismatic person through speech.*

**Key words:** *word-sentences, communicative speech, linguistic person, charismatic person, linguopragmatism, linguodidactics, linguoculturology, linguocognitive, communicative discourse, neuropsycholinguistic, grammatically formed sentences, canonical model of a speech sentence, modal categories.*

### **Introduction**

In world linguistics, the identification of factors that form communicative communication, the definition of the principles of communicative communication, the creation of a convenient language learning system, as well as models of interpersonal relations, the identification of a complex of linguistic mechanisms that form a linguistic personality, have not lost their significance and relevance for many years. In particular, the differentiation of semantic-functional formalized word-sentences and communicative neuropsycholinguistic features was not subject to separate study according to the underlined parameters.

The relevance and necessity of the work is to integrate the study of a language into a charismatic personality, bringing scientific clarity to the semantic-functionally formed word-sentences and their surrounding issues, which always contributes to the establishment of communicative discourse when studying the problem of a linguistic personality in the base of psychology, neurology and communication.

In modern linguistics, studies of the differentiation of communicative speech units, the discovery of a neuropsycholinguistic nature and essence, are of paramount importance. In particular, although speech signs as a separate linguistic phenomenon have not been studied, by the time of the advent of modern linguistics, semantically-functionally formed words and phenomena around them are being studied as important objects of system-structural linguistics.

Although the semantic-functionally designed feature of speech has been widely studied, there has not been a consensus on its systemic-structural, communicative and neuropsycholinguistic content and

volume yet. In formal linguistics, a number of scientific studies have been carried out, but aspects of linguopragmatics, linguodidactics, linguoculturology and linguocognitive, communicative communication have not been deeply studied. His comparative study of communicative and neuropsycholinguistic aspects helps to clarify the diversity of semantically and functionally formed expressions of different languages, as well as French and Uzbek.

Along with world linguistics, Uzbek linguistics did not conduct serious research on word-sentences until the 60s of the twentieth century. Initially, in the Uzbek linguistics in the 1940s, word-sentences were recognized as a form of pronouns. By the 1950s, they began to be distinguished from the group of pronouns. At the beginning of the 21st century, it was recorded as a separate "word group".

**Methods :** The article provides feedback on the features of third-order sentences in the syntax of French and Uzbek languages, based on the English language.

General concept and the most important problem of the words -sentences :

- To distinguish between semantically and functionally formed world sentences in French and Uzbek and to identify communicative neuropsycholinguistic features;
- Creation of a system of speech formulas by determining the differentiation of the semantic-functional formation of word-sentences and communicative speech, the ways of a linguistic personality in the center of discursive communication from a neuropsycholinguistic point of view on the integration of a person's charismatic mind [12 ; 16];
- Substantiation of the differential development of semiotics, structuring, communicative discourse with Western linguistics and the teachings of Ferdinand de Saussure [16; 18; 19];
- From the point of view of the theory of the world, philosophical and social dialectics, linguo-communicative, linguodidactic and neuropsycholinguistic community, communicative, cognitive-psychological state of a linguistic personality, neural structure of the nervous system, complications of cerebral palsy [3; 9; 10];
- To direct speech, speech act, speech genre, speech strategy and speech tactics based on communicative communication to communicative etiquette of a charismatic personality, standing in the stamp of a linguistic personality [17; 18];
- scientific substantiation of the creation of formal and informal texts of the dynamics of location, illocation, perlocation speech movements used in communication as a segment of a multifaceted speech work of semantically-functionally formed word-sentences [6; 8; 9];
- Study and generalization of general issues of communication, social stratification of communicative speech, communicative means of communication, recommendation of formulas for its attractiveness.

In short the works of French and Uzbek writers were chosen as the object of the study. The subject of the research is the study of the differentiation of semantically-functionally formed sentences and communicative neuropsycholinguistic features in French and Uzbek.

The problematic issues raised and resolved in this article are as follows:

- In world linguistics for the first time, semantic-functionally formed word-sentences were singled out from a separate structural, semiological, linguodidactic, communicative, neuropsychological points of view;
- It is proved that the communicative volume of semantic-functionally designed expressions serves and plays a role in raising the ability of a linguistic personality - to the image of a charismatic personality at the stage of speech;
- Methodological influence of semantic-functional educated word-sentences on the dynamics of speech in the process of communication; hierarchical, gradionic and hyporonic signs are synthesized in providing speech coloring from the point of view of communication;

- The need to study semantic-functional educated word-sentences in a wide range of neuropsycholinguistic, linguo-didactic, linguo-paragmatic, linguo-cultural in comparison with French and Uzbek languages;
- Complex and heterogeneous features of semantically-functionally formed word-sentences, speech possibilities and events, methodological efficiency, rapid automation in human speech, their impact on the psyche of a linguistic person (for example, caress, swearing, word-parasites, insult, vulgar words) and neuropsycholinguistic signs;
- In the context of the new Uzbekistan, semantically and functionally formulated expressions, problematic in world linguistics in the intermediate third, are for the first time based on the “condition for the knowledge of existence” and “the superiority of the human world”;
- On the basis of a system of semantically-functionally designed expressions, a fundamental basis is created for solving formal and informal, narrow and broad diplomatic, linguo-didactic, linguo-culturological issues relevant to the culture of speech;
- In accordance with the requirements of the European standard DELF/DALF, the psychological status, place and position of a linguist in the context of communicative neuropsycholinguistics of speech culture are determined.

### **The main part of the topic**

Differentiation of semantically-functionally formed word-sentences in French and Uzbek languages and neuropsycholinguistic, communicative, semantic-pragmatic features. Sources of evidence: scientific and artistic works, theoretical views and methods. This covered the following issues :

- Differentiation of semantically and functionally formed word-sentences in French and Uzbek, their communicative neuropsycholinguistic features and their linguodidactic use in discursive communication, text, advertising, annotations, parceling in various processes, comparative study of the principles of translation and determination of solutions serve to enrich the disciplines of linguistics, comparative linguistics, translation studies, linguoculturology with new theoretical views and the formation of specific scientific approaches that are useful for their development;
- Separation of semantically-functionally formed word-sentences in the French and Uzbek languages and the study of lexico-semantic, structural types of communicative neuropsycholinguistic speech products, their linguodidactic, linguopragmatic, neuropsychological features associated with their expression for enrichment, methodological manuals will be created;
- The results of the study will serve as a source for enriching the linguo-psychological and linguo-didactic features of international diplomacy and speech culture, which are part of our national values, educating the younger generation and expanding the communicative speech capabilities of the individual.

### **Interpretation of the topic**

The introductory part is built taking into account the relevance of the dissertation, its compliance with the priorities of science and technology of the Republic of Uzbekistan, a review of foreign research on the dissertation, the level of knowledge of the problem, the formation of goals and objectives, the content and scope of the main research methods, the scientific object of research and practical results, their implementation, approbation and publication of the research results.

The role of communicative speech is important in integrating a linguistic person into a charismatic person through speech, and we aim to focus on the following issues: "Substantive interpretation of sentence words and their comparative study", which includes data sections based on the characteristics of speech and are analyzed synchronously, "Research on the problem of word sentences in Uzbek linguistics, "Comparative study of sentence words in French", "Comparative study of word-sentences in English" [1; 5; 6; 8; 9].

Semantic assessments, structure, place of use of word-sentences and dictionaries, as well as word-sentences are divided into several types according to their content, they were studied separately: 1. Words denoting negative assessments. 2. Words denoting a statement. 3. Interrogative pronouns. 4. Emotional speech. So, in the Uzbek and French formal grammar, the signs of the word-sentences are: 1. Confirmatory-negative: *Ha, yo 'q, mutlaqo (Oui, non, absolument) ...* 2. Interjection: *Eh, oh, voh, beh-beh, hay-hay (Oh, oh, whoah, beh-beh, hé-hé) ...* 3. Modal words: *Albatta, shekilli, chog'i, ehtimol (Bien sûr, il semble que, peut-être) ...* 4. Words that do not belong to any lexical group: *Marhamat, qani, menimcha, shunday qilib, baxtga qarshi, aytmoqchi (S'il te plaît, eh bien, je pense que c'est comme ça qu'il veut dire, contre le bonheur) ...*

**Results :** Sentence words are divided into 2: dependent and independent.

**To the first group:** 1. Self-applied modal: *Albatta. Rahmat (Bien sûr. Merci) ...* 2. Self applied urges: *Ofarin. Urra (Bravo. Hurra) ...* 3. Independently confirmed denials: *To 'g'ri. Yo 'q (Vraiment. Non.) ...* 4. Independent Sentences: *Marhamat. Marhabo (S'il vous plaît, Soyez bienvenue) ...*

**To the second group:** 1. Self-applied modal: *Balkim. Ehtimol (Peut être. Probablement) ...* 2. Dependent word-sentences of interjections: *Hay. O-xay (Hé. Oh hé) ...* 3. Independent word-sentences: *Haqiqatan. Rostan (En effet. Vraiment) ...* 4. Word-sentences for independent use: *Qani. Muntazir (Allez. On vous attend) ...*

Within the framework of the requirements of modern linguistics, two dissertations were completed on sentence words in the Uzbek language. P. Bobokalonov's analysis contains grammatically formed sentences in comparison with Uzbek and French grammatically formed sentences [briefly GFS] and a canonical model of a speech sentence [CMSS]. The aim is to explore the issues related to [CMSS], sentence-words, in comparison between French and Uzbek, distinguish between word-sentences and [CMSS], and combine disparate third intermediate theoretical questions. within the framework of canonical model sentences. To maintain a comparative balance in the study, a separate term of the [CMSS] was chosen for atypical simple sentences in French and in Uzbek semantically-functioning formed word-sentences - [SFFWS]. The study of dissertations [CMSS] showed that they have cognitive, linguistic, pragmatic, extralinguistic and sociolinguistic value. The existence of binary, representative speech structures in French, as well as tertiary parts in the Uzbek language - motivation, introduction and specific differentiation in general. Another study on comparative analysis "Sociopragmatic features of speech in the Uzbek and English languages" was studied by Z. G. Karimova [7; 8].

Semiotic and structural theory. Semiotic and structural theory of Ferdinand de Saussure based on dialectical laws. Reasons for its faster popularity in America than in Europe. It gave rise to the theoretical ideas of Antoine Meillet, Émile Benveniste, Georges Dumézil, André Martin, Lucien Tesnière and Leonard Blanfield under his philosophical teachings and proved that language can do more useful work for society.

It is proved that Saussure's antinomies "bring more benefit to society" were invented in the following schools of linguistics: 1. Language is a code, a system; speech is a message, a way of pronouncing it, a text; (W. von Humboldt). 2. Language is the sum of "determinants" and "determinants", speech is the process of expressing an idea through language (F. de Saussure). 3. Language is power, and speech is its actualization (Sh. Bally). 4. The language is general and abstract, and speech is private and concrete (N. S. Trubetskoy). 5. Language is constant, speech is transient, changeable (N.S. Trubetskoy, L. Helmslev). 6. Language is an invariant, and speech is a variant of language (Prague School, Wilem Mathesius). 7. Language is a communicative phase, and speech is a communicative act (Jane Austen). 8. Language is socially explicit, speech is implicit (L. S. Vygotsky).

The syntactic model of Saussure is the "value of cause and effect" of his follower R. Godel, the semiological and syntactic ideas of L. Tesnière, the pragmalinguistic study of discursive problems by H. P. Gray and his followers gave rise to the theory of linguistic typology by Charles Bally. The founders of the school of semiotics M. Yu. Lotman, G. Developed by V. Drach. L. Helmslev, J. Mann, E. Cassirer, K. Geerts, E.. Husserl, G. Icks. von Wright, L. Wittgenstein, M. M. Bakhtin, G. Frege, M. Foucault, K. Levi-Strauss, Yu. Borev, K. Appel, V. Iser and others, studied the dialectics of sign and

content. The role of Pierce's methods of deduction, induction and abduction in the formation of semiotics as a science, in contrast to Lotman's dyadic concept, Frege fixed the triad in Sigmund Freud's concept of the unconscious, the parcelling phenomenon in the syntactic structure of the text. The concept of the third - the actual appearance of the sign, the differences between body language and the language of sound, in the theory of V. V. Vinogradov means and methods of syntactic expressiveness - modality, time and category of person, the problem of linguistic personality in neuropsycholinguistics, anthropology based on the theory of glottogenesis and methods of related sciences the reasons for the development of zones of the right hemisphere were identified [8 ; 9].

Although communication has ancient roots, multidisciplinary traditions, it acts as an emerging science, which is at an early stage of its formation and development, directing speech, speech act, speech genre, speech strategy, speech tactics for communication. A communicative unit is a speech segment capable of independently transmitting a message, and this segment is a multifaceted speech work. Speech act, communicative-modal, various non-verbal means of communication as the main unit of speech communication: a) locational action in relation to the means of language used in communication; b) illocutive action in relation to the goals and conditions of the implementation of the communicative process, c) perlocution action in relation to the results of interaction based on media broadcasts [11].

**Discussion.** Theoretical substantiation of the topic. One of the main goals of communicationology is to determine the place of temperament in language teaching and to encourage a pedagogical approach in accordance with the communicative principles of speech according to the mental state of a person. As Abu Ali ibn Sina (Avicenna) pointed out, language teaching must also take into account the clientele, age and gender of the person. On comparative examples, the role of imagination, longing, emotions, moods, passions, intuitions, emotions in the mental state of a person is also clarified.

Neuropsycholinguistic features of the nervous system, the impact and treatment on the human psyche through speech, the study and knowledge of a person through the means of communication of the basis the word-sentences, his inclinations, interests, requests, needs, goals.

The structure of differentiation of neuropsycholinguistic connections associated with a mental state has its own picture and names: Psychological - [Person → psyche → nerve]; Neurological - [Brain → Neuron → Cell]; Linguistic - [Consciousness → Thinking → Speech]. According to the theory of cognitive relativity, psychological, neurological and linguistic relationships are characterized by a personality with charisma and a comprehensively developed personality. Neurological – [Brain → Neuron → Cell]; Linguistic - [Consciousness → Thinking → Speech]. According to the theory of cognitive relativity, psychological, neurological and linguistic relations collide in the upbringing of a charismatic personality and a harmoniously developed personality and are differentiated according to the graduonomic whole // part, generality // specificity, cause // effect and other dialectical laws: [Person → Psyche → Nerve + Brain → Neuron → Cell + Consciousness → Thinking → Speech].

Underdevelopment of 7 brain centers responsible for speech in people with brain defects, temporarily or completely disabled, accompanied by serious diseases, such as hydrocephalus, oligophrenia, hysteria, psychasthenia, psychotherapy, abulia, apathy, affective, fatalistic, dementia, dyslexia, symptomatology compared dementia and depression, such as sublimation [8; 9; 16]. For example, in Uzbek: *Uf, charchadim. Bugun o'zimni yaxshi his qilmayapman. Qani edi, har kun dam olish kuni bo'lsa. Bo'ldi, boshqa chidolmayman, ta'tilga chiqaman. Ozgina ishlasam, mazam qochadi. Xayriyat, shu oyda dam olish kuni ko'paydi. Voydod, zerikib ketdim (Radio).* In French: *Ugh, je suis fatigué. Puff, je ne me sens pas bien aujourd'hui. J'aimerais que chaque jour soit un jour de congé. Ça y est, je n'en peux plus, je pars en vacances. Heureusement, le nombre de jours fériés augmentera ce mois-ci. Merde, je m'ennuie.*

Under the term "pragmatics" K.V. Morris develops the pragmatic ideas of C. Pierce, and semiotics is divided into three parts: 1) syntactic - the study of the relationship between signs; 2) the study of the relationship between semantic symbols and designations; 3) study of the relationship between pragmatic nature and personality. However, the content of each section is significantly expanded to

answer all the questions of linguistic semiotics: 1) biosemiotics; 2) entosemiotic; 3) prototypes of general semiotics, for example, abstract syntactic-semiotics.

In his speech, S. Bally distinguished between the content of a sentence (dictum) and modality (modus) and determined the specific role of questions in bringing them to the level of communicative discourse:

<b><i>Moyens de poser une question</i></b>	Survey tools
Comment se fait-il que ...?	What could be causing...?
Pourquoi ?	Why?
Pour quelle raison... ?	Why ...?
Comment ça se fait que... ?	Is it possible to do this ...?
A cause de quoi ?	Why ...?
D'où vient que... ?	Where did it come from...?
Quelle est la cause de... ?	What is the reason...?
Quelles sont les causes ?	What are the reasons?
Quel est le motif expliquant.... ?	What is the reason behind the explanation...?

The basis of communicative speech competencies is the establishment of mutual communication, and more communicative processes are considered. The culture of speech is always important in a broader context than communicative speech. Discourse of the basis the word-sentences is a mechanism for the transition to linguistic speech, which is a system of signs. The communication is closely related to the concept of a culture of expectation, the conditions for the perception and formation of speech, the content of speech, the function and structure of speech, the correctness of speech and the effectiveness of speech. They require mastering the language-motivational technology of communication, here motivation can be called a formula for success. Motivation is essentially the fuel for action—concentrated reserve energy, enough charge to keep going, drive fueled by movement. Motivation is an attempt to gather new strength and achieve the desired result. Motivation is a set of goals, knowledge and actions, passion for the goal, delicious food cooked in a “successful country”. In the formula for success, a linguistic personality from the point of view of motivation integrates a communicative task, a communicative goal, a communicative community, a communicative interactivity, a communicative persistence, a communicative essence, a communicative alertness, a communicative resonance, and even a communicative conflict.

## Conclusion

Differential and neuropsycholinguistic comparative study of communicative speech constructions of the most active and convenient lexical units - semantic-functionally formed word-sentences , methodologically adapted to the conditions of communication culture, clearly showed that the Uzbek and French languages have both common and specific aspects. It turned out that semantic-functionally formed word-sentences, common in the etiquette of communicative communication of the French and Uzbek peoples, have certain similarities and some distinctive features. In contrast to world linguistics, morphological, lexical-semantic and functional features of semantic-functionally formed word-sentences in Uzbek linguistics are separated into separate phrases and divided into spiritual types and groups. However, although the problem of speech in French, English and Russian linguistics has been thoroughly analyzed from the point of view of formal grammar, it has not been systematized and no separate studies have been carried out.

Lexical units that can be pronounced in Uzbek and French form a kind of differential system. Words from this system are widely used in both languages and are very convenient and active speech products for communication and efficiency: they serve to increase the attractiveness of speech, cause clear and important insights to clarify cognitive, linguo-pragmatic, linguo-culturological, neuropsychological issues. The lexico-semantic formation of semantic-functionally formed word-sentences in all languages is different - totemic, abusive, vulgar, parasitic, affectionate words in Uzbek and abbreviations in French differ in number. Each of them has a denotative or connotative meaning in the context of a structural-semantic structure, a stylistic-functional task, discurs

communication, often in dialogic and monologue speech, prose and poetics, formal and informal meetings, national traditions, gender-diplomatic relations.

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