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## PROBLEMS OF LINGUOCULTUROLOGICAL AND NEUROLINGUISTIC STUDY OF PHONETIC MEANS

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### ABSTRACT

Linguistic and neurolinguistic direction is one the important and integral parts of the field of linguistics. Different language representatives in the field have their views, opinions and evidence. In this article, the main problems of the study of phonetic tools from the lingucultural and neurolinguistic points of view were considered.

### KEYWORDS

Linguculturology, neurolinguistics, language units, psycholinguistics, linguocultural units, anthropocentric paradigm.

### INTRODUCTION

Linguistics, which is considered one of the leading directions of anthropocentric linguistics, is a field that emerged from the cooperation of the fields of linguistics, cultural studies, ethnography,

psycholinguistics, and studies the interaction and influence of language with culture, ethnos, and national mentality based on the principles of the anthropocentric paradigm [1]. According to the

researchers, this field was formed in the last quarter of the 20th century, and the term "linguculturalology" appeared in connection with the research conducted by the Moscow Phraseological School under the leadership of VNTelia [2]. When talking about the emergence of linguistic culture, almost all researchers claim that the roots of this theory go back to W. von Humboldt [3]. AA Potebnya, L. Weisgerber, H. Glins, H. Halls, UD in the formation of this field in linguistics

VAMaslova, who created serious research in the field of linguistic culture, divides the development of this field into 3 stages:

- 1) the creation of preliminary research that motivated the formation of the science (the works of linguists such as W. von Humboldt, E. Benvenist, L. Weisgerber, AAPotebnya, E. Sepir);
- 2) separation of linguistic and cultural studies as a separate field;
- 3) the stage of development of linguistic and cultural studies [5].

### METHODOLOGY

The main goal of lingua-cultural studies is to study the reflection of culture, people's thinking, and the unique aspects of their perception of the world in language [5]. The object of this field is language and culture, and the subject is language units that express cultural semantics. Therefore, language units carrying cultural

information are studied in lingua-cultural studies [5]. Such language units are united under the terms linguistic and cultural units. Symbol, mythologize, standard, metaphor, paremiological units, gaps, stereotypes, precedent units, and speech labels are the main linguistic and cultural units. The linguistic landscape of the world, conceptsphere, which is a set of basic concepts of culture, description of linguistic consciousness and linguistic units reflecting the national-cultural mentality of the language owners, defining the cultural archetypes that correspond to the ancient imaginations of mankind, the national socio-cultural stereotypes characteristic of speech communication are the main tasks of linguocultural science. The problem of the interaction of language and culture is studied in such fields as ethnolinguistics, ethnopsycholinguistics, cognitive linguistics, linguo-national studies, linguo-conceptual studies, and linguo-personology. Therefore, these fields are considered close to linguistic and cultural studies [5]. it is also studied in fields such as linguopersonology. Therefore, these fields are considered close to linguistic and cultural studies [5]. it is also studied in fields such as linguopersonology. Therefore, these fields are considered close to linguistic and cultural studies [5].

For example, VNTelia writes about this: "Linguculturalology is a science that studies the human, or rather, the cultural factor in a person. This means that the centre of lingua-cultural studies is a

complex of achievements characteristic of the anthropological paradigm of a person as a cultural phenomenon" [5]. According to GGSlishkin, "Linguoculturology is focused on the human factor, more precisely, on the cultural factor in a person. The fact that the Center of Linguistic Culture consists of the phenomenon of culture indicates that the science of man is a phenomenon belonging to the anthropological paradigm" [2]. Although there is a consensus regarding the views on the object of study of linguistic and cultural studies, there are still some controversial views. For example, according to VNTelia, linguoculturology studies only the synchronic relationship between language and culture. AND Maslova believes that this field studies language both synchronically and diachronically. Also, while VNTelia emphasizes that the object of linguistic culture has a universal character, VAMaslova states that the linguistic-cultural features of the language of a particular nation or sister nation should be studied separately [6].

At present, linguoculturalism is one of the most developed directions in the world, especially in Russian linguistics, and several educational manuals have been created in this regard. According to linguists, the most famous among them is the study guide created by VAMaslova [7]. In this study guide, the methods, object and subject, and directions of the field of lingua-cultural studies are explained, and examples of lingua-

cultural analysis of a specific language unit are shown [5].

In linguistic and cultural studies, it can be seen that the following issues are mainly studied:

- 1) linguistic and cultural characteristics of a specific speech genre. Myths, the language of genres characteristic of folklore are often analyzed in this;
- 2) study of the expression of the linguistic and cultural concept in a work written in a certain style. In this, mainly, the language of art and prose works is analyzed;
- 3) works in the comparative aspect. Mainly, the linguistic and cultural units of the Russian language are compared with the English, German, and French languages;
- 4) aspects of linguocultural science related to the science of pedagogy. The main goal is to create students' ability to identify and analyze linguistic and cultural units.

Studies in the lingua-cultural approach began to appear in Uzbek linguistics in recent decades. For example, ZISolieva's candidate's work is devoted to the study of the national-cultural features of sentences in the Uzbek and French languages, that is, moral-educational texts [8].

Professor N. Mahmudov's article entitled "Looking for the ways of perfect language study..." linguoculturalology, the essence of the anthropocentric paradigm in general, and the problems in this regard were thoroughly and reasonably explained. This article can be considered the first work in Uzbek linguistics in which serious comments about linguoculturalism are presented [9-11].

In the article, the factors that served for the formation of the lingua-cultural theory, the main concepts in it, and the differences in their interpretation are stated. In particular, N. Mahmudov writes the following about language and culture, which are the most basic concepts of this field: "Although language and culture often come to mind associatively, the problem called "speech culture", but the exact nature of culture in these two places does not show at all. By language and culture, usually (and it is true) it is meant to explain this or that culture through language or, on the contrary, to explain this or that language through the study of culture, to be more precise, the meaning of culture in linguoculturalology " not the level, level (speech culture) achieved in mental-spiritual or economic activity, rather, it means "a set of achievements of human society in production, social and spiritual-educational life (cultural history, Uzbek culture)". Therefore, the learning problems of speech culture are different, and

the object of study of linguistic culture is completely different" [9].

As for the aspect of linguistic culture directly related to the text, it should be said that the text is one of the research objects of this field along with other language units. VA Maslova, the author of the book "Lingvokulturology", writes in this regard: "The text is a real intersection of linguistics and culture. After all, the text is a linguistic phenomenon and its highest level, and at the same time, it is also a form of implementation of cultural existence. Lingvokulturology studies language as an embodiment of cultural values" [4]. VAMaslova's opinion about similes - texts, in particular, is noteworthy. The scientist again dwells on the place of similes in the analysis of the text and says that they perform a structural-compositional function in the text and have the status of a tool that ensures the coherence of the text [4]. As a result of the observations, it can be said that similes and metaphors, which are their shortened form, acquire important cognitive-semantic importance in the text, and can also be a phenomenon that shows aspects specific to the national-cultural thinking of the speakers of the language. Texts built based on similes and metaphors also provide an opportunity to identify textual forms (they can also be evaluated as precedent forms of the text) in a specific language.

Another text-related phenomenon in linguistics is the issue of precedent text. In the words of researcher

OEArtemova, precedent genres are "accumulators" of cultural information [10].

Precedent texts are a type of precedent unit that reflect the linguistic memory characteristic of native speakers.

Another text-related issue in Linguistics is sentences. A sentence is a language unit of a moral-educational character, which shows intertextuality [10].

While studying the national-cultural features of English and Uzbek sentences in a comparative aspect, ZISalieva evaluates the expression of the didactic ideas expressed in the works of thinkers who played a major role in the history of a certain nation in a changed form by the writer as a form of intertextuality. As an example of this, the researcher cites didactic texts spoken by Navoi in Oibek's novel "Navoi" [8]. This feature can be seen in other works created in the Uzbek language.

It is known that the concept of the linguistic landscape of the world, which was brought to linguistics by L. Weisgerber, occupies a special place in linguistic culture. The linguistic landscape of the world is a structure of perception of reality imprinted in language and specific to a particular linguistic community, a universal and at the same time nationally specific way of perceiving and conceptualizing the world [20]. Each natural language is a unique linguistic landscape of the universe.

In our opinion, the study of text similes, text metaphors and texts containing precedent units, standards, and speech labels is the most important source for creating a scientific interpretation of the linguistic landscape of a particular ethnic group.

Precedent units are one of the main objects of study of lingua-cultural studies, which is one of the leading directions of language system research. In the studies devoted to these units, it is noted that the term precedent was used for the first time in linguistics in an article published in Russian by Y.N. Karaulov.

In Russian linguistics, personal names, stable phrases, sentences and texts, which are well known to certain speakers and stored in their linguistic memory, are repeatedly referred to in speech activity and are recorded as precedent units.

In later linguistics, onomastic units are approached from different aspects. One of them is the onomastic code theory in lingua-cultural studies. According to this point of view, names, in particular, names in works of art are a unit of language as well as an ethnocultural information-carrying element of culture, which is considered a secondary semiotic system [12]. According to OVSukhareva, who advanced this point of view, names should be studied in an integrative approach, that is, in both cultural and conceptual aspects [13]. The scientist also offers to study names from the perspective of ethnoconnotativeness and

writes: "Artistic names with the characteristics of ethnoconnotativeness show the linguistic landscape of the world specific to the representatives of a certain linguistic and cultural community, and a deep understanding of the way of thinking of the owners of this language, their experiential,

In recent times, a new branch of science called neurolinguistics has emerged between psychology, neurology and linguistics.

This science examines the question of whether speech activity is a product of the brain, and the impact of brain disease on speech activity. Simply put, one of the objects of study of neurolinguistics is aphasia, and the other is neurolinguistic programming (NLP).

The issue of damage to the speech zone of the brain and, as a result, speech disorders, was mentioned in the works of our great-grandfathers, Ibn Sina and Beruni, and although they paid attention to the treatment of this disease, it could not be formed as a separate branch of science.

studied in depth.

The problem of the effect of brain damage on speech has been consistently studied since the second half of the 19th century.

Neuropsychology and related neurolinguistics were formed as a special science only recently - in the seventies of the last century. The service of such

scientists as A.A. Leontev, A.R. Luria, E.S. Bain, R.M. Boskis, E.N. Venarskaya, O.S. Vinogradova, N.A. Eisler is great for the creation of this science [15-18].

The first comprehensive book on neurolinguistics was written by A.R. Luria.

The speech information process, that is, the process of people giving information to each other and receiving information from each other with the help of mutual speech is considered the object of study of several sciences. In particular, this process is defined by the sciences of linguistics and psychology. Linguistics separates the language, which is the main means of communication between people, and the speech that occurs in the process of direct communication and interaction, internal structure, structural units, the various occurrences of these structural units in the speech process, "internal structure" studied several issues such as the main stages of the transition from "external structure" to "external structure" and the mutual relations of the above two structures [17-20].

Man reflects existence in his mind. Reflection is carried out with the help of sense organs. Sensory organs transmit certain information about the external world to the brain. The brain summarizes this information. It seems that the process of reflecting the objective world comes to the surface through the central nervous system, the brain.

The nervous system generally includes two groups of nervous systems:

- 1) central nervous system;
- 2) border nervous system.

Informative speech about existence and its understanding is carried out by the direction of the border nervous system towards the centre. Peripheral nervous systems provide the central nervous system with information about certain signs of objects and events that are objectively present. That is why the organs related to the borderline nervous system are called analyzers (analyzers). They are organs of sight, hearing, and taste. Two types of nerve structures are distinguished in each analyzer.

- 1) the structure that conveys information from this sensory organ to the brain membrane;
- 2) the structure that guides the objects of existence (cognitive zone of the brain).

At the third level, the zone of the lingual membrane with a complex anatomical structure is distinguished. In this zone, the complex of symbols from different analyzers of the brain is combined, and as a result, it is possible to move from sensory perception to language generalization.

Speech formation and language behaviour is revealed through the opposite movement: movement from the

centre to the border. The speech program formed in the zone covered by the brain analyzers is concretized in the zone of speech practice and comes to the surface with the help of the projection movement system with the participation of the speech organs (as well as the system that produces written speech).

In contrast to the paraxial system of the brain (sensory or motor), the gnosticpraxic veil and veil analyzer zone are characterized by functional asymmetry: the language system and thought expressed through speech are connected with its hemisphere.

The human brain is a complex functional system that continuously operates with the participation of at least three main blocks. One of them ensures the triggering of the curtain and gives the possibility of a long implementation of the form of selective activity. Another provides information acquisition, processing and storage. The third is responsible for programming, management and control of activities.

Damage to the above-mentioned blocks has a negative effect on their normal function. Damage to the apparatus belonging to the first block limits the ability to select and select a mental activity. Damage to the second unit's hardware causes the loss of the ability to receive, process and store information. Damage to the third unit limits the possibility of programming, stable management and control.

It seems that any damage in the brain has a negative effect on a certain part of human activity. As a result, the ability to accept oral and written speech decreases. In the case of speech agnosia, the patient forgets the sound "appearance" of the native language (speech-auditory agnosia) or the appearance of letters in written speech "speech-vision agnosia", while maintaining good vision and hearing. At this time, the patient can speak or write. A patient with auditory-speech agnosia can read, and a patient with visual-speech agnosia can explain his or her speech.

When speech apraxia occurs, the opposite situation is encountered. At this time, the patient's speech and writing movements are disturbed, he cannot pronounce and write sounds and words. But the ability to understand the speech of people around and read their writings can be preserved.

When the membrane zone of the analyzers is damaged, the condition of aphasia increases. At this time, any speech activity: hearing, seeing, pronouncing, and reading also fades. If the source of damage is moderate, the patient's ability to distinguish sounds in words is lost. It confuses phonetically close words. Sometimes in the case of aphasia, he can mechanically repeat what he hears or reads without understanding the meaning.

For neurolinguistics, the brain damage of bilingual and multilingual (polyglots) provides great material. At this

time, the patient can completely forget the second language or mix elements of several languages while preserving one language to a certain extent.

Neurolinguistics, by identifying the above conditions, creates a great opportunity for the effective treatment of patients. Recent advances in linguistics and medicine continue to improve neurolinguistics testing methods. Nowadays, neurolinguistics is blessed with the ideas and methods of intermediate sciences such as psycholinguistics, neuropsychology, neurophysiology, psychoacoustics, and cybernetics. Thus, neurolinguistics is developing as a branch of a comprehensive study of the nature of the human definition of the world.

If we translate neurolinguistic programming into our language, the words nerves are language and programming. Or, to put it in plain language, it means programming a person using language and words. Today, hypnotists and manipulators are using neurolinguistic programming to achieve their goals.

Below we will introduce some techniques of neurolinguistic programming.

This technique can be called the basis of NLD. Because with its help, you have the opportunity to influence a person as you wish, and you can control his behaviour. This technique is also the basis of hypnosis. To control another person, you must first adapt to him. To adapt, you need to get into the rhythm of your interlocutor's



movements. It can be his posture, eye gaze, body posture, the position of his hands, the position of his legs, the rhythm of breathing, etc. But the most important thing is to get into his mood. Adapting to the rhythm of breathing gives great results.

You observe your interlocutor's breathing and remain silent when he breathes in, and speak when he breathes out. As a result, his subconscious will have the impression that his words are being spoken by him. Let's say your interlocutor is getting angry and is puffing up like a deflated balloon. Your goal is to make him angry. In this case, you will also speed up your psyche and enter a physiological state, just like when you are angry. This will be your adaptation to the interlocutor. In this case, you will continue the conversation with him, and during the conversation, you will gradually brake your psyche.

When you go into a calm state, you will see that your interlocutor has also calmed down. If your interlocutor has a serious face, you will also become serious and after a while, you will start to smile. Your interlocutor will follow you and start smiling. With this method, you can make any person feel any mood you want. The main thing is that you can copy the mood of your interlocutor in yourself.

For example, my little nephew likes to do the opposite of all the commands given to him. That is why it is very difficult to put him to sleep. As soon as they tell him to

sleep, his sleep disappears. At this point, I start talking to her and synchronize mine with her breathing. After we've talked a little bit, I start to slow down my breathing and at the same time, my speaking pace slows down. After talking about other topics, I yawn and say that I am sleepy. Then he starts yawning too. I keep breaking and after a while, he falls asleep. Thus, the process of putting the child to sleep does not take more than 4-5 minutes.

If you can use this technique, you will always be a lover. Its main purpose is to give your interlocutor a choice. But this choice is a false choice. From the options you offer, let him choose only the one you need, or let both options give the same result. For example, your interlocutor needs to sign a document. Do you agree to sign this? - if you ask, he will refuse and can find a thousand excuses for not doing so. Do you sign it in -- A ballpoint pen or a ballpoint pen? - you can choose. Now he begins to think not about whether to sign, but about which pen to sign. You want to sell your product to someone, but the customer has no intention of buying it.

This will change the customer's mind about whether to buy or not. You can come up with as many mock choices as you want based on the circumstances.

These methods are often used by businessmen and traders. Neurolinguistic programming is one of the modern methods of strengthening spiritual immunity

against mental disorders caused by the negative behaviour associated with searching, finding, collecting, processing, storing and distributing information.

### CONCLUSION

The first scientific reports on neurolinguistic programming appeared in the 70s of the last century. American scientists John Grinder and Richard Bandler are the founders of neurolinguistic programming. According to neurolinguistic programming experts, such programs are:

- to eliminate the feeling of fear of something or an event or other unpleasant feelings within an hour;
  - to overcome the limitations of low-assimilation students, adults who have set certain restrictions on themselves in less than an hour;
  - get rid of unpleasant defects such as smoking, alcoholism, and insomnia after a few sessions;
  - allows you to eliminate diseases characterized by severe depression after a few sessions and to eliminate several other similar conditions.
- Observations also confirm that people who read a lot of books with a high moral taste will have strong enough ideological immunity.

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