

General Concept of the Word Sentences in the French and Uzbek Languages

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Abstract: This article provides information about the problems in the semantic and syntactic construction of words and the differential features of words.

Keywords: word-sentences, syntactic model, linguistic signs, signs of word-sentences, speech products, cognolinguistic research, specific differentiation.

The syntactic model of Ferdinand de Saussure is the “value of cause and effect” of his follower R. Godel, the semiological and syntactic ideas of L. Tesnier, 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. Baktin, G. Frege, M. Foucault, K. Levi-Strauss, Yu. Borev, K. Appel, V. Iser and others, studied the dialectics of sign and content.

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" // speech is the process of expressing an idea through language (F. de Saussure). 3. Language is power // speech is its actualization (Sh. Bally). 4. The language is general and abstract // 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 // speech is a variant of language (Prague School, Wilem Mathesius). 7. Language is a communicative phase // speech is a communicative act (Jane Austen). 8. Language is socially explicit // speech is implicit (L. S. Vygotsky).

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.

Within the framework of the requirements of modern linguistics, in our dissertation'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], i.e. sentence-words, in comparison between French and Uzbek, distinguish between sentence-words 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.

Sentence words are divided into 2: dependent's group and independent's group.

To the first group: 1. Self-applied modal: *Албатта. Раҳмат...* 2. Self applied urges: *Офарин. Упра...* 3. Independently confirmed denials: *Тўғри. Йўқ.* 4. Independent Sentences: *Марҳамат. Марҳабо...*

To the second group: 1. Self-applied modal: *Балким. Эҳтимол. ...* 2. Dependent word-sentences of interjections: *Ҳай. О-хай ...* 3. Independent sentence words: *Ҳақиқатан. Ростан ...* 4. Word sentences for independent use: *Қани. Мунтазир.*

“General concept and the most important problem of the word 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;

substantiation of the differential development of semiotics, structuring, communicative discourse with Western linguistics and the teachings of Ferdinand de Saussure;

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;

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;

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;

study and generalization of general issues of communication, social stratification of communicative speech, communicative means of communication, recommendation of formulas for its attractiveness [1; 2; 3]”.

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 in French and Uzbek.

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.
- Cognolinguistic research is basically the study of different types of discourse in terms of national and cultural parameters, thinking in the processing of texts within a single national discourse. This paper analyzes discourse, extralinguistic parameters of communicative discourse, which is an urgent problem for communicative linguistics. Situational models, communication formulas and the ability of a linguist to know the language as a representative of society and nation. To understand the communicative discourse, it is necessary to focus on the activity side of the linguistic personality. Consequently, discourse is not only a product or work of speech, but also the process of forming a communicative text. It is important to pay attention to the practice of discourse in communication.

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:

<i>Moyens de poser une question</i>	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...?
Quel est le motif expliquant....?	What is the reason behind the explanation...?
Quelles sont les causes ?	What are the reasons?

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 is a mechanism for the transition to linguistic speech, which is a system of signs. E. Buessans included the trinity "language - speech - discourse" in the binary opposition "language - speech". Initially, the terms "text" and "speech" were used interchangeably [2]. Speech reflects the inner world and the level of spirituality of a person, as well as the features of social development. In the communicative syntax, "parceling" is considered as one of the means of semantic division of the message content. In France, special attention was paid to the creation of a parcelling text that facilitates the understanding of common and overly complex syntactic structures, and many dictionaries and various vocabularies have been developed.

Conclusion

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.

In the compared languages there is a lot of discursive and constructive similarity of words in the formula of address and friendly relations. Such lexical units have a positive effect on the cultural life of any people in the context of speech. Therefore, both in everyday speech and in the artistic word, they were studied in relation to the culture, lifestyle, national worldview, linguistic personality, psyche and mentality of this people. In Uzbek linguistics, the structural articulation of semantic-functionally formed word-sentences, the gradient series, generic relations, differentiation, semantic-functional demarcation, hierarchical meaning in the lexical and semantic areas were analyzed alternately with the French language.

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