Logical Perception Becomes a Linguistic Reality After Conceptual "Thinking"

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ABSTRACT

The fact that deictic phrases play an important role in language ontogenesis makes it difficult to imagine a complete dialogue without these phrases, apart from the fact that they appear in the early stages of infant speech. We often believe that the meaning of linguistic units (e.g., words) is sufficient in teaching language to young children and adults. But such a simplification of language acquisition is a wrong conclusion."

Keywords: dexterity, phrases, purpose, infant speech

In modern linguistics, the phenomenon of dexterity is interpreted in a broad sense, and it is recognized that it applies to all types of speech activity. Deictic content is formed as an "appendix of the time-space-social node" of communicative movement and has the ability to manifest itself in various forms. The effect of emotion on speech activity manifests different manifestations of emotional dexterity. According to Shakhovsky VI and his students, the course of emotional speech activity is the result of the interaction of four main features. Such indicators are: 1) the emotional purpose (intensity) of the speaker; 2) the modality of his feelings; 3) level of emotionality; 4) the orientation of the emotion, i.e. the target. Ymvolf wanted to emphasize that emotional speech units have two different intensities (goals). In the first round, the aim is to evoke a certain emotion in the listener, while in the second, the speaker tries to express his feelings. However, it is difficult to distinguish between these two types of purpose, in both cases the communicative task manifests itself in the same way, and the effect expected from the verbal action is also unique. Because in any case, the subject of speech gives an emotional assessment of the event and the situation of speech, as well

as influences the behavior of the listener. The presence of five elements is mandatory in the occurrence of the *evaluation action : subject, object, basis, standard (sample) and evaluation mark.* Evaluation is formed primarily in the subject-object relationship, ie in the process of determining by the subject whether the object differs in importance, significance, quantity and quality. In this process, the subject compares the evaluated property of the object to the ideal pattern or norm, and to the extent to which it conforms to or deviates from that norm. Finally, the assessment, which has passed all the "measurement" stages, is carried out by means of a linguistic sign. A rationale is required for the emergence of evaluation and the activation of the evaluation movement. We know that such unreasonable mental and linguistic activity can be ineffective, even ineffective. There is no need for unreasonable comparisons and pricing. The logical basis of the evaluation movement lies in the intensity of the emotion. In his time, Gegel, speaking of the epistemological features of the subject-object relationship, had argued that there was no contradiction in this relationship, no cases of denying one another. Indeed, in the process of perceiving reality, the subject never imagines himself apart from this reality, nor

does his emotion allow it. Emotion is a state before the logical thinking phase of emotional perception, perception is not formed in the emotional perception phase. Therefore, any rational (thoughtful) perception is considered to be based on the act of evaluation.

The evaluation movement, which is one of the indicators of emotional dexterity, consists of a generalization of an illocutive goal and a perlocutive task. If the emotional state of the subject of speech is manifested in the event of an illocutive goal, the listener is required to influence the addressee. In the first case, the speaker expresses his feelings, emotions, while assessing the event taking place in reality. For example, *"I can't live like this anymore! I'm ready to kill myself! "* When a speaker wants to express his grief, in a speech act like this, he says, *"This is extreme humiliation, hypocrisy. You need to stay away from it! "* such an action is perlocutivistic, that is, it aims to make the listener feel ashamed of his actions.

At this point, I would like to remind you that it is a difficult task to determine the true content of sentences without text, which is a means of emotional evaluation. Consequently, What a life that is in English! " What *a good life!"* and can be translated as an alternative to *'What a bad life'* . Ydapresyan, one of the linguists who specifically analyzed Deixis' reflection in linguistic and grammatical systems, suggested that the concept of "personal territory" of the speaker should be used, realizing that the connection between existing objects and their linguistic perception is not always the same (Apresyan 1986). The essence of this concept is that when a person feels and perceives an object, an event in the external world, he wants to determine whether he is involved in it. The object-subject relationship, in turn, manifests itself in two different ways. In the first, the object becomes subject to the subject, that is, the subject is the initiator of the event and takes control of its course, from which the control zone of the person is formed. In the second case, the person does not directly control the reality, but considers himself involved in it. In this case, the subject-object relationship is weak, the event takes place within the scope of the person involved.

It is inevitable that these two types of perception of an object will be reflected in the linguistic realization of conceptual structures. An example is the level of speech activation of impersonal sentences in different languages. It is well known that in sentences where the owner is not expressed, the subject of the action remains vague, logically generalized. This indicates the lack of control by the subject, leaving him only as a person involved in the incident, simply reacting.

The fact that the subject's relation to the object of perception takes this form in different forms is reflected in the signs of the modality of emotion and in the linguistic expression of this modality. The degree of emotion is a qualitative indicator of it, so modality linguistically defines certain types of human emotions (e.g., fear, caution, panic, horror, etc.). The reflection of such a hierarchy in the speech activity is nothing more than the "shadow" of the opinion of the speaker-subject in relation to the object and the transmitted information in the structure of speech. In general, the dexterity and modality relationship play an important role in speech movement.

E. Sephir, who was the first to try to distinguish the possible differences between the logical and linguistic stages of the hierarchical phenomenon, noted that in both cases the desire to determine the scale of the degree is based on a certain principle. The norm is the measure, the basis of evaluation. Any principle is defined in relation to a standard - a sample and serves to compare objects. It is known that the linguistic expression of hierarchies varies through units of different levels, but the question of the role of these means in ensuring emotional modality has not received much attention. However, E. Sepir was already in the first half of the last century (the author's reference article was published in 1944). the judgment of all types of graduators (grading tools) had the potential to create a content of approval or disapproval of the opinion expressed.

It is well known that language is a means of knowing the universe. Through it, a person finds his place in the socio-cultural reality, gets a plan of action. To find the target, it is necessary to determine the normative sign, ie the

standard. This standard is based on a pattern that identifies important, "valuable" aspects of the perceived reality for the perceiving person. Important aspects of an object are the basis for evaluating it. Speech and text activity can be considered as a person's goal-oriented activity, and in the process of this activity, reality is divided into "valuable" parts. The separation of these parts, firstly, must have a linguistic norm, and secondly, the speaker must meet the personal needs of the subject, the requirements of choice. On the basis of the same activity, another logical process, i.e., a comparative action with respect to value, occurs. Comparisons also take on a different look, and evaluation is accompanied by standardization efforts. The level of assessment that results from the comparison is constantly influenced by pragmatic factors. The sphere of influence of pragmatics is so strong that even the choice of a comparative sample (standard) is arbitrary and free. This is probably why D. Bolinger, one of the scientists who devoted so much time and energy to the problem of grading, said that "the words gradation (grading) testify to the fact that it is wrong to think of language as a rigid and obligatory system." considers himself justified in his claim.

In general, it should be remembered that any emotional movement has a cognitive basis. The perception of being does not take place without knowledge, every stage of perception takes place consciously, within the knowledge of the individual. This means that comparison and evaluation actions, no matter how emotional in nature, ultimately become part of cognitive activity. Comparison and evaluation depends on which sample a person chooses and which grading standard. In cognitive psychology, the constant connection of cognition with epistemological (cognitive) activity is emphasized. The fact that a person pays more attention to which side and aspects of the perceived object depends on the situation and purpose that motivates him to cognitive activity, as well as on his personal communicative "program". This "program" encourages competition, and the individual relies on his or her social experience in the

competition as well as in any other type of activity.

Continuing the opinion of the English philosopher P. Nouell-Smith, "If the world did not have a choice, the concepts of appraising and grading would not have been born." within the concept of ". In fact, the initiator of the speech activity, the speaker, selects "some" properties of the object to convey information about the object to the listener, and on the basis of this property evaluates the object and transmits the assessment information to the addressee. Such assessment information, in turn, serves the purpose of influencing the listener and motivating him to take certain actions. R. Oxear, another English logician from the Oxford school, writes that an assessment is a point that has the ability to express the content of advice, counsel, instruction, and even a command. For example, if we compare the terms "red car" and "good car", the first of them describes the descriptive property of the object, and the second *defines* the descriptive property of the object and refers to the evaluative sign. As a result, the speech movement "This is a good car" can recommend the speaker to buy a car of this model.

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