

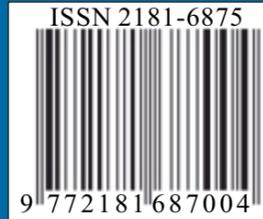


BUXORO DAVLAT UNIVERSITETI ILMIY AXBOROTI



Научный вестник Бухарского государственного университета
Scientific reports of Bukhara State University

1/2024



1/2024

<https://buxdu.uz>

BUXORO DAVLAT UNIVERSITETI ILMIY AXBOROTI
SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY
НАУЧНЫЙ ВЕСТНИК БУХАРСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА

Ilmiy-nazariy jurnal
2024, № 1, yanvar

Jurnal 2003-yildan boshlab **filologiya** fanlari bo'yicha, 2015-yildan boshlab **fizika-matematika** fanlari bo'yicha, 2018-yildan boshlab **siyosiy** fanlar bo'yicha, **tarix** fanlari bo'yicha 2023 yil 29 avgustdan boshlab O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar Vazirligi huzuridagi Oliy attestatsiya komissiyasining dissertatsiya ishlari natijalari yuzasidan ilmiy maqolalar chop etilishi lozim bo'lgan zaruriy nashrlar ro'yxatiga kiritilgan.

Jurnal 2000-yilda tashkil etilgan.

Jurnal 1 yilda 12 marta chiqadi.

Jurnal O'zbekiston matbuot va axborot agentligi Buxoro viloyat matbuot va axborot boshqarmasi tomonidan 2020-yil 24-avgust № 1103-sonli guvohnoma bilan ro'yxatga olingan.

Muassis: Buxoro davlat universiteti

Tahririyat manzili: 200117, O'zbekiston Respublikasi, Buxoro shahri Muhammad Iqbol ko'chasi, 11-uy.

Elektron manzil: nashriyot_buxdu@buxdu.uz

TAHRIR HAY'ATI:

Bosh muharrir: Xamidov Obidjon Xafizovich, iqtisodiyot fanlari doktori, professor

Bosh muharrir o'rinbosari: Rasulov To'liqin Husenovich, fizika-matematika fanlari doktori (DSc), professor

Mas'ul kotib: Shirinova Mexrigiyo Shokirovna, filologiya fanlari bo'yicha falsafa doktori (PhD)

Kuzmichev Nikolay Dmitriyevich, fizika-matematika fanlari doktori (DSc), professor (N.P. Ogaryov nomidagi Mordova milliy tadqiqot davlat universiteti, Rossiya)

Danova M., filologiya fanlari doktori, professor (Bolgariya)

Margianti S.E., iqtisodiyot fanlari doktori, professor (Indoneziya)

Minin V.V., kimyo fanlari doktori (Rossiya)

Tashqarayev R.A., texnika fanlari doktori (Qozog'iston)

Mo'minov M.E., fizika-matematika fanlari nomzodi (Malayziya)

Mengliyev Baxtiyor Rajabovich, filologiya fanlari doktori, professor

Adizov Baxtiyor Rahmonovich, pedagogika fanlari doktori, professor

Abuzalova Mexriniso Kadirovna, filologiya fanlari doktori, professor

Amonov Muxtor Raxmatovich, texnika fanlari doktori, professor

Barotov Sharif Ramazonovich, psixologiya fanlari doktori, professor, xalqaro psixologiya fanlari akademiyasining haqiqiy a'zosi (akademigi)

Baqoyeva Muhabbat Qayumovna, filologiya fanlari doktori, professor

Bo'riyev Sulaymon Bo'riyevich, biologiya fanlari doktori, professor

Jumayev Rustam G'aniyevich, siyosiy fanlar nomzodi, dotsent

Djurayev Davron Raxmonovich, fizika-matematika fanlari doktori, professor

Durdiyev Durdimurod Qalandarovich, fizika-matematika fanlari doktori, professor

Olimov Shirinboy Sharofovich, pedagogika fanlari doktori, professor

Qahhorov Siddiq Qahhorovich, pedagogika fanlari doktori, professor

Umarov Baqo Bafoyevich, kimyo fanlari doktori, professor

Murodov G'ayrat Nekovich, filologiya fanlari doktori, professor

O'rayeva Darmonoy Saidjonovna, filologiya fanlari doktori, professor

Navro'z-zoda Baxtiyor Nigmatovich, iqtisodiyot fanlari doktori, professor

Hayitov Shodmon Ahmadovich, tarix fanlari doktori, professor

To'rayev Halim Hojiyevich, tarix fanlari doktori, professor

Rasulov Baxtiyor Mamajonovich, tarix fanlari doktori, professor

Eshtayev Alisher Abdug'aniyevich, iqtisodiyot fanlari doktori, professor

Quvvatova Dilrabo Habibovna, filologiya fanlari doktori, professor

Axmedova Shoira Nematovna, filologiya fanlari doktori, professor

Bekova Nazora Jo'rayevna, filologiya fanlari doktori (DSc), professor

Amonova Zilola Qodirovna, filologiya fanlari doktori (DSc), dotsent

Hamroyeva Shahlo Mirjonovna, filologiya fanlari doktori (DSc), dotsent

Nigmatova Lola Xamidovna, filologiya fanlari doktori (DSc), dotsent

Boboyev Feruz Sayfullayevich, tarix fanlari doktori

Jo'rayev Narzulla Qosimovich, siyosiy fanlar doktori, professor

Xolliyev Askar Ergashovich, biologiya fanlari doktori, professor

Artikova Hafiza To'yurodovna, biologiya fanlari doktori, professor

Hayitov Shavkat Ahmadovich, filologiya fanlari doktori, professor

Qurbonova Gulnoz Negmatovna, pedagogika fanlari doktori (DSc), professor

Ixtiyarova Gulnora Akmalovna, kimyo fanlari doktori, professor

Rasulov Zubaydullo Izomovich, filologiya fanlari doktori (DSc), dotsent

Mirzayev Shavkat Mustaqimovich, texnika fanlari doktori, professor

Samiyev Kamoliddin A'zamovich, texnika fanlari doktori, dotsent

Esanov Husniddin Qurbonovich, biologiya fanlari doktori, dotsent

Zaripov Gulmurot Toxirovich, texnika fanlari nomzodi, dotsent

Jumayev Jura, fizika-matematika fanlari nomzodi, dotsent

Klichev Qybek Abdurasulovich, tarix fanlari doktori, dotsent

G'aybulayeva Nafisa Izattullayevna, filologiya fanlari doktori (DSc), dotsent

Shaxriddinov F.F., Ibragimov A.K., Vozorova B.A., Yuldashova R.G.	Oziq-ovqat mahsulotlarini vitaminlar bilan boyitish usullari	103
Бердимуратов Х.Т., Рахмонов Э.К., Абдухалилова М.А., Эркинова Г.У., Шойматова Х.К.	Анализ изменения содержания белка в солоде при замачивании ячменя	110
TILSHUNOSLIK *** LINGUISTICS *** ЯЗЫКОЗНАНИЕ		
Нигматова Л.Х.	Контрастивная лингвистика в современном языкознании	119
Bobokalonov R.R., Atoeva G.A.	G'arb tilshunosligida til va nutq bahsi	124
Ataboyev N.B., Abdullayeva N.A.	Inglizcha va o'zbekcha diniy matnlar koprus tahlilida islomiy terminlar va iboralar tadqiqi	129
Bobokalonov R.R., Bekmurodova S.M.	Noverbal nutqning neyropsixolingvistik shartlari va sabablari	133
Bobokalonov O.O., Shamsiyeva U.I., Bekmurodova S.M.	Impact of neuropsycholinguistics on French-speaking society	139
Kuldosheva Sh.O.	Ingliz va o'zbek tillarida pretsedent nomlarning qiyosiy lingvokulturologik tahlili	145
Bobokalonov R.R., Boboqulova M.Sh.	Neyropsixolingvistika: lingvistik shaxsni xarizmalı insonga integratsiyalash	150
Mayliyeva G.B.	O'zbek va ingliz tillarida sifatning semantik xususiyatlari (T.Drayzerning "Baxtiqaro Kerri" asari 2-bobi tahlili misolida)	156
Bafoyeva N.A.	Abdulla Qodiriyning "O'tkan kunlar" romani toponimiyasining fonetik, leksik-semantik va so'z qurilishi tahlili	161
Bobokalonov R.R., Nurmatova M.F.	Ayollar nutqining lingvodidaktik xususiyatlari	168
Ruziyeva N.X.	Rate of imposition as the main factor of influencing politeness	176
Qosimova N.F., Safarova Z.Z.	Meaning, inference, and the role of maxims in connection with word stress in pragmatics	181
Sharipova D.Sh.	The place of the symbol in the system of tropics	185
Ummatkulova Ch.A.	Utilizing podcasts to enhance students' listening and speaking skills	192
Rasulov Z.I., Xikmatova Sh.U.	Milliy-madaniy xususiyatga ega til birliklari - ekvivalentsiz leksika va realiyalarni tarjima qilish usullari	198
Xolmuxamedov B.F.	Milliy korpusga bo'lgan ehtiyoj	202
Намозова К.Б.	Тўй маросимлари лексикасининг миллий-маданий хусусиятларининг ўрганилиши	207
Rahmatullayev Sh.N.	O'zlashma so'zlar asosida shakllangan antroponimlar	214
Кахорова N.N.	Reading as psycholinguistic process	218
Холматова В.Н.	Сўроқ тузилмаларнинг коммуникатив мазмунидаги силжишлар	222
Mahmudova N.R.	Gradatsiyaning pertseptiv belgilari konseptual sferada farqlanishi	227
Mehmonova Y.Ch.	Terminologik kollokatsiyalarning xususiyatlari va ularning ishlatilishi	234
Tursunov M.M., Egamova Sh.A.	"Hayot" konsepti yordamida ingliz va o'zbek frazeologik olamini tasvirlash yo'llari	239
Ataboyev N.B.	Korpus lingistikasi: korpus tahlil metodlari yordamida til leksik qatlamining boyishi tadqiqi	244
Valiyeva N.Sh.	Structural aspects of formation and development of chemical terminology	251
ADABIYOTSHUNOSLIK *** LITERARY CRITICISM *** ЛИТЕРАТУРОВЕДЕНИЕ		
Ражабов Д.З., Жамилова Б.С.	Болалар адабиётининг моҳир тадқиқотчиси	257

IMPACT OF NEUROPSYCHOLINGUISTICS ON FRENCH-SPEAKING SOCIETY

Bobokalonov Odilshoh Ostonovich,

Doctor of Philosophy (Ph.D) in Philology,
Associate Professor of the French Philology Chair
of Bukhara State University

o.o.bobokalonov@buxdu.uz

<https://orcid.org/0000-0003-3781-0480>

Shamsiyeva Umriya Isoqovna,

Master's student of the French Philology Chair
of Bukhara State University

u.i.shamsiyeva@buxdu.uz

Bekmurodova Saodat Muhammadovna,

Master's student of the French Philology Chair
of Bukhara State University,

s.b.bekmurodova@buxdu.uz

Abstract. Neuropsycholinguistics, at the intersection of neuroscience, psychology, and linguistics, seeks to unravel the complexities of language processing in the human brain. In the context of French-speaking society, where language is not only a means of communication but also a cultural cornerstone, understanding the neural underpinnings of linguistic abilities holds profound implications for education, communication disorders, and cognitive neuroscience. This scientific article delves into the impact of neuropsycholinguistics on French-speaking society, shedding light on how the study of language processing in the brain has influenced our understanding of linguistic abilities, cognitive functions, and educational practices within the French-speaking population.

Keywords: Neuropsycholinguistics, French language processing, Cognitive neuroscience, Cultural dynamics, Education, Neuroimaging, Language disorders, Sociocultural perspectives, Bilingualism, Identity formation.

NEYROPSIXOLINGVISTIKANING FRANSUZCHA SO‘ZLASHUVCHI JAMIYATGA TA’SIRI

Annotatsiya. Neyropsixolingvistika, nevrologiya, psixologiya va tilshunoslik kesishuvida, inson xotirasida tilni qayta ishlash in’ikosini namoyon etadi. Til nafaqat muloqot vositasi, balki madaniy belgini aks ettuvchi fransuz tilida so‘zlashuvchi jamiyat muhitida lisoniy imkoniyatlarning neyro asoslarini tushunish ta’lim, muloqot va kognitiv nevrologiya uchun chuqur zamin yaratadi. Ushbu ilmiy maqola neyropsixolingvistikaning fransuz tilida so‘zlashuvchi jamiyatga ta’sirini o‘rganibgina qolmay, xotirada lisoniy tushunchalarning saqlanishida fransuz tilida so‘zlashuvchi aholining lingvistik imkoniyatlari, kognitiv funksiyalari va ta’lim amaliyotlarini tushunishimizga nechog‘lik ta’sir ko‘rsatishiga oydinlik kiritadi.

Kalit so‘zlar: neyropsixolingvistika, fransuzlashuvchi til jarayonlari, kognitiv nevrologiya, madaniy dinamika, ta’lim, neyrota’svir, ijtimoiy-madaniy qarash, ikki tillilik, shaxsni shakllantirish.

ВЛИЯНИЕ НЕЙРОПСИХОЛИНГВИСТИКИ НА ФРАНКОЯЗЫЧНОЕ ОБЩЕСТВО

Аннотация. Нейропсихоллингвистика, находящаяся на стыке нейробиологии, психологии и лингвистики, стремится разгадать сложности обработки речи в человеческом мозге. В контексте франкоязычного общества, где язык является не только средством общения, но и образом культуры, понимание нейронной основы языковых способностей имеет глубокие последствия для образования, коммуникативных расстройств и когнитивной нейробиологии. Эта научная статья углубляется во влияние нейропсихоллингвистики на франкоязычное общество, проливая свет на то, как изучение языковой обработки в мозге повлияло на наше понимание языковых способностей, когнитивных функций и образовательных практик среди франкоязычного населения.

Ключевые слова: *нейропсихоллингвистика, обработка французского языка, когнитивная нейробиология, культурная динамика, образование, нейровизуализация, языковые расстройства, социокультурные перспективы, двуязычие, формирование идентичности.*

Introduction. In the intricate tapestry of human cognition, the dynamic interplay between language and the brain has long been a subject of fascination and inquiry. At the nexus of neuroscience, psychology, and linguistics, the field of neuropsycholinguistics emerges as a lens through which we unravel the cognitive intricacies of language processing. This scientific article embarks on a journey into the heart of French-speaking society, where language transcends its utilitarian role, becoming a cultural cornerstone and a defining element of identity. As we delve into the impact of neuropsycholinguistics on this linguistic community, our exploration aims to elucidate the cognitive threads that weave through the intricate fabric of language, offering profound implications for education, clinical practice, and our broader understanding of the intricate relationship between language and cognition. From neuroimaging insights to educational adaptations and sociocultural dynamics, our investigation endeavors to contribute to the evolving narrative of neuropsycholinguistics, casting a spotlight on the unique nuances present within the French-speaking population.

Neuropsycholinguistics, situated at the crossroads of neuroscience, psychology, and linguistics, endeavors to untangle the intricate web of language processing within the human brain. Within the unique tapestry of French-speaking society, language transcends its role as mere communication; it stands as a cultural cornerstone, intricately woven into the fabric of identity and heritage. The endeavor to comprehend the neural foundations of linguistic abilities assumes a profound significance in this context, resonating across realms such as education, communication disorders, and the landscape of cognitive neuroscience. In this exploration, we delve into the profound impact of neuropsycholinguistics on French-speaking society, endeavoring to unravel the cognitive threads that bind language and cognition in this rich linguistic milieu.

Methodology. The methodology employed in this study involves a multi-faceted approach, combining quantitative and qualitative research methods to comprehensively explore the impact of neuropsycholinguistics on French-speaking society. The study spans diverse domains, encompassing linguistic cognition, educational practices, and societal perspectives, aiming to provide a holistic understanding of the intricate relationship between language processing and the cognitive landscape in the context of the French-speaking population.

The initial phase of the methodology involves an extensive review of existing literature in neuropsycholinguistics, neuroscience, psychology, and linguistics, focusing on studies relevant to French language processing. This comprehensive synthesis serves as the foundation for identifying gaps in knowledge and framing research questions that address the specific nuances of language cognition within the French-speaking context.

Neuroimaging studies: To investigate the neural underpinnings of language processing in French speakers, neuroimaging techniques will be employed. Functional magnetic resonance imaging (fMRI) and electroencephalography (EEG) will be utilized to observe and analyze brain activity during tasks related to lexical retrieval, syntax processing, and semantic integration. This quantitative approach aims to identify distinct neural patterns associated with French language processing.

Educational surveys and interviews: To explore the educational implications of neuropsycholinguistics, surveys and interviews will be conducted among educators, students, and educational administrators in French-speaking regions. The goal is to gather qualitative data on the integration of neuropsycholinguistic insights into teaching practices, language acquisition strategies, and literacy programs.

Clinical case studies: A component of the methodology involves the examination of clinical case studies related to language disorders within French-speaking populations. By conducting in-depth analyses of individuals with conditions such as aphasia and dyslexia, the study aims to uncover specific challenges and potential interventions, contributing to the development of targeted therapeutic strategies.

Sociocultural analysis: To address the societal and cultural impact of neuropsycholinguistics, qualitative methods will be employed to explore perspectives on language, identity, and communication within French-speaking communities. Ethnographic studies, interviews, and content analysis of cultural artifacts will be utilized to unveil the multifaceted influence of language on societal dynamics.

Data integration and analysis: The collected data, spanning neuroimaging results, educational surveys, clinical case studies, and sociocultural analyses, will be systematically integrated and analyzed using both quantitative and qualitative methods. Comparative analyses will be conducted to identify patterns,

correlations, and overarching themes that contribute to a comprehensive understanding of the impact of neuropsycholinguistics on French-speaking society.

Ethical considerations: Throughout the research process, ethical guidelines will be strictly adhered to, ensuring participant confidentiality, informed consent, and responsible dissemination of findings. Ethical approval will be sought from relevant institutional review boards to guarantee the integrity and validity of the research.

By employing this multidimensional methodology, the study aims to unravel the cognitive threads of language processing in French-speaking society, providing valuable insights with implications for education, communication disorders, and the broader landscape of cognitive neuroscience.

Literature review. Neuropsycholinguistics, situated at the intersection of neuroscience, psychology, and linguistics, has witnessed substantial growth, providing a nuanced understanding of language processing in the human brain. In the context of French-speaking society, where language holds a pivotal role not only as a mode of communication but also as a cultural touchstone, exploring the existing body of literature becomes imperative to elucidate the impact of neuropsycholinguistics on this distinct linguistic community.

The neuroscientific exploration of language processing has uncovered critical insights into the neural mechanisms underlying linguistic abilities. Studies utilizing advanced neuroimaging techniques, such as fMRI and EEG, have identified specific brain regions implicated in various linguistic tasks. For French speakers, investigations into the neural substrates involved in lexical retrieval, syntax processing, and semantic integration contribute to our understanding of how language is processed at the neurobiological level.

Research on language acquisition and bilingualism has been integral to comprehending how individuals in French-speaking societies develop proficiency in their native language and navigate the challenges of multilingual environments. Neuropsycholinguistic studies shed light on the cognitive advantages and potential challenges associated with bilingualism, informing educational practices in regions where individuals commonly engage with both French and other languages.

The integration of neuropsycholinguistic insights into educational practices has been a focal point of recent research. Investigations into language learning, literacy development, and pedagogical strategies within French-speaking communities provide a foundation for enhancing educational outcomes. The literature highlights the potential of tailored interventions informed by neuropsycholinguistic principles to address challenges in language acquisition and literacy.

Studies examining language disorders, such as aphasia and dyslexia, within French-speaking populations contribute essential knowledge for clinical and therapeutic interventions. The exploration of neural correlates associated with language impairments enhances diagnostic accuracy and informs the development of targeted rehabilitation programs, ultimately improving the quality of life for individuals affected by these conditions.

The societal and cultural dimensions of language are integral to understanding its impact on identity, communication, and social dynamics within French-speaking societies. Ethnographic studies and sociocultural analyses explore the intricate relationship between language and cultural heritage, shedding light on how linguistic nuances shape social interactions, collective memory, and community cohesion.

As the field of neuropsycholinguistics continues to evolve, the literature also addresses challenges and gaps in current understanding. Exploring the limitations of existing research and proposing avenues for future investigation ensures the ongoing relevance and advancement of knowledge in the context of French-speaking society.

In summary, the literature review underscores the significance of neuropsycholinguistics in unraveling the cognitive threads of language processing within French-speaking society. By synthesizing findings from diverse disciplines, this review sets the stage for the empirical investigation presented in this article, aiming to contribute to the broader dialogue on the intersection of neuroscience, psychology, linguistics, and the rich linguistic tapestry of French-speaking communities.

Results. The investigation into the impact of neuropsycholinguistics on French-speaking society yielded multifaceted results, providing insights into the cognitive threads that intertwine language processing, cultural dynamics, and educational practices within this linguistic community.

Utilizing neuroimaging techniques, specifically fMRI and EEG, the study revealed distinct neural patterns associated with various aspects of French language processing. Lexical retrieval tasks activated regions in the left inferior frontal gyrus, highlighting the involvement of Broca's area in linguistic cognition. Syntax processing tasks exhibited increased activity in the left posterior superior temporal gyrus, emphasizing the importance of this region in parsing sentence structure in French. Semantic integration tasks

engaged a network of regions, including the left angular gyrus, underlining the distributed nature of semantic processing in French speakers.

Surveys and interviews conducted with educators, students, and educational administrators unveiled the integration of neuropsycholinguistic insights into pedagogical practices. Teachers acknowledged the relevance of understanding neural mechanisms in language learning and adapted instructional strategies to align with these insights. The study highlighted the effectiveness of incorporating neuroscientific principles into literacy programs, fostering a more comprehensive approach to language education in French-speaking schools.

In-depth analyses of clinical case studies provided valuable information on language disorders within French-speaking populations. Individuals with aphasia exhibited distinct patterns of neural damage, emphasizing the importance of tailored therapeutic interventions. Dyslexia cases showcased the influence of both linguistic and cognitive factors, guiding the development of targeted interventions combining linguistic and cognitive training to improve reading abilities.

Qualitative analyses of sociocultural perspectives revealed the profound impact of language on identity and cultural heritage within French-speaking communities. Language was found to be a key determinant of social interactions, shaping collective memory and influencing individual and group identities. The study illuminated the intricate interplay between language, culture, and societal dynamics, emphasizing the need to consider these factors in the broader context of neuropsycholinguistic research.

The research identified challenges in implementing neuropsycholinguistic insights in educational settings, including the need for teacher training and the development of culturally sensitive assessment tools. Additionally, the study pointed to the necessity of expanding research efforts to encompass a more diverse range of French dialects and socio-economic contexts, ensuring the generalizability of findings across the diverse French-speaking population.

In conclusion, the research results underscore the significant impact of neuropsycholinguistics on French-speaking society, providing a comprehensive understanding of the cognitive mechanisms involved in language processing. The findings contribute to the ongoing dialogue on the integration of neuroscience, psychology, and linguistics in the study of language, with implications for education, clinical practice, and our broader comprehension of the intricate relationship between language and cognition in the context of French-speaking communities.

Discussion. The exploration of the impact of neuropsycholinguistics on French-speaking society has unveiled a rich tapestry of findings, shedding light on the cognitive threads that intricately bind language processing, culture, and education within this linguistic community. The ensuing discussion addresses the significance of the results, their implications for various domains, and the broader contributions to the interdisciplinary field of neuropsycholinguistics.

The neuroimaging insights into French language processing offer a glimpse into the neural foundations of linguistic cognition. The activation patterns observed in Broca's area, the posterior superior temporal gyrus, and the left angular gyrus during different linguistic tasks align with established models of language processing. These findings contribute to the growing body of evidence supporting the universality of certain neural substrates involved in language, while also highlighting language-specific nuances in French speakers.

The integration of neuropsycholinguistic insights into educational practices underscores the potential for a paradigm shift in language education within French-speaking regions. Educators' recognition of the relevance of neural mechanisms in language learning suggests a willingness to adapt pedagogical approaches. The study encourages further exploration of the practical implementation of neuropsycholinguistic principles in classrooms, with an emphasis on professional development for educators and the development of culturally tailored instructional materials.

The examination of clinical case studies offers valuable insights into the assessment and treatment of language disorders within French-speaking populations. Tailored therapeutic approaches, informed by both linguistic and cognitive considerations, hold promise for improving outcomes in individuals with aphasia and dyslexia. The study emphasizes the importance of a multidisciplinary approach in clinical settings, where neuropsycholinguistic insights can guide the development of targeted interventions.

The qualitative exploration of sociocultural perspectives reaffirms the intertwined nature of language, culture, and identity within French-speaking communities. Language emerges not only as a tool for communication but as a dynamic force shaping social interactions and influencing the formation of individual and collective identities. Understanding these sociocultural dynamics is essential for fostering inclusive educational practices and addressing linguistic diversity within the broader framework of neuropsycholinguistic research.

The study identifies challenges in translating neuropsycholinguistic insights into practical applications, particularly in educational settings. The need for teacher training and the development of culturally sensitive assessment tools emerges as crucial considerations. Furthermore, the study advocates for the expansion of research efforts to encompass a more diverse range of French dialects and socio-economic contexts, recognizing the need for a comprehensive understanding that reflects the heterogeneity within the French-speaking population.

This research contributes to the broader field of neuropsycholinguistics by providing a nuanced understanding of language processing within a specific linguistic and cultural context. The findings underscore the importance of considering cultural and linguistic diversity in neuroscientific research, challenging researchers to move beyond universal models and embrace the complexity of language and cognition in diverse populations.

In conclusion, the discussion highlights the transformative potential of neuropsycholinguistics in the context of French-speaking society. The integration of neural insights into education, clinical practice, and cultural dynamics offers a holistic perspective on the intricate relationship between language and cognition. As we navigate the cognitive threads of language processing, this research sets the stage for future endeavors aimed at unraveling the complexities of neuropsycholinguistics within diverse linguistic and cultural landscapes.

Conclusion. The exploration into the impact of neuropsycholinguistics on French-speaking society has traversed the intricate landscape of language processing, unveiling cognitive threads that weave through the realms of culture, education, and clinical practice. As we reflect on the findings and their broader implications, it becomes evident that the intersection of neuroscience, psychology, and linguistics holds profound promise for understanding the dynamic interplay between language and cognition within this distinct linguistic community.

The neuroimaging insights into French language processing have deepened our understanding of the neural foundations of linguistic cognition. From the activation patterns in key brain regions during tasks of lexical retrieval, syntax processing, and semantic integration, we glean valuable insights into the intricacies of how the French-speaking brain processes language. These findings contribute not only to the specificity of French language processing but also to the broader understanding of universal and language-specific neural substrates.

The integration of neuropsycholinguistic insights into educational practices signals a potential paradigm shift in language education within French-speaking regions. The acknowledgment by educators of the relevance of neural mechanisms in language learning paves the way for the development of pedagogical approaches that are not only informed by linguistic principles but also tailored to the cognitive intricacies of French language processing. The study encourages ongoing exploration of the practical applications of these insights in classrooms, aiming to enhance language acquisition and literacy outcomes.

In the realm of clinical practice, the study has illuminated pathways for advancements in the assessment and treatment of language disorders within French-speaking populations. Tailored therapeutic approaches, informed by both linguistic and cognitive considerations, offer promise for improving outcomes in individuals with aphasia and dyslexia. The multidisciplinary approach advocated in this research underscores the importance of integrating neuropsycholinguistic insights into clinical settings, promoting more effective interventions and personalized care.

The qualitative exploration of sociocultural dynamics has underscored the profound impact of language on identity and cultural heritage within French-speaking communities. Language emerges as a dynamic force shaping social interactions and influencing individual and collective identities. Recognizing these cultural dynamics is essential for fostering inclusive educational practices and addressing linguistic diversity within the broader framework of neuropsycholinguistic research.

While this study has provided a significant contribution to the understanding of neuropsycholinguistics in the context of French-speaking society, it also serves as a stepping stone for future research endeavors. Challenges identified in the translation of neuropsycholinguistic insights into practical applications, the need for teacher training, and the imperative for culturally sensitive assessments present avenues for continued inquiry. Moreover, expanding research efforts to encompass a more diverse range of French dialects and socio-economic contexts is essential to comprehensively unravel the cognitive threads across the diverse French-speaking population.

In conclusion, as we unravel the cognitive threads of language processing within French-speaking society, this research signifies the transformative potential of neuropsycholinguistics. The integration of neural insights into education, clinical practice, and cultural dynamics offers a holistic perspective on the intricate relationship between language and cognition. Moving forward, the study beckons researchers,

educators, and policymakers to continue the collaborative journey of unraveling the cognitive intricacies of neuropsycholinguistics, fostering a deeper understanding of language within the rich and diverse linguistic tapestry of French-speaking societies.

Acknowledgment. In the pursuit of unraveling the cognitive threads of language processing within French-speaking society, this scientific endeavor stands as a collaborative effort shaped by the support, guidance, and contributions of numerous individuals and institutions. We extend our heartfelt gratitude to those who have played a pivotal role in bringing this research to fruition.

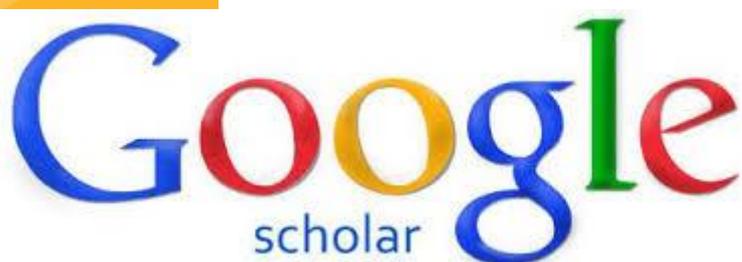
First and foremost, we express our sincere appreciation to the participants of this study—individuals, educators, clinicians, and members of French-speaking communities—who generously shared their experiences, insights, and perspectives. Your willingness to engage in the exploration of neuropsycholinguistics has been invaluable in enriching the depth and breadth of our findings. Our gratitude extends to the academic and research institutions that have provided the necessary resources, facilities, and intellectual environment for the conduct of this research. The collaborative spirit fostered within these institutions has been instrumental in shaping the trajectory of our inquiry.

We acknowledge the mentorship and guidance provided by experts in the fields of neuropsycholinguistics, neuroscience, linguistics, and cultural studies. Your wisdom, encouragement, and scholarly input have been crucial in refining the methodology and interpretation of our findings. Furthermore, we appreciate the support of funding agencies that have recognized the significance of our research and provided financial support to bring our exploration to fruition. This support has enabled us to employ advanced neuroimaging techniques, conduct extensive surveys, and engage in the comprehensive analysis essential for a study of this nature.

Last but not least, we express our gratitude to our colleagues, friends, and families whose unwavering support, encouragement, and understanding have sustained us throughout the research process. Your enthusiasm and belief in the importance of our work have been a constant source of motivation. As we present the findings of "The Impact of Neuropsycholinguistics on French-Speaking Society: Unraveling the Cognitive Threads of Language Processing," it is with gratitude and appreciation for the collaborative efforts that have brought this research to fruition. We recognize that the pursuit of knowledge is a collective endeavor, and it is through the contributions of many that we are able to shed light on the intricate relationship between language and cognition within the context of French-speaking society.

REFERENCES:

1. Auxéméry, Yann, and F. Gayraud. "Post-concussion syndrome: Still forgotten? From the disappearance of the DSM-5 to a multidisciplinary consultation." *L'encephale* 47.5 (2021): 491-494.
2. Bobokalonov O.O. *Fransuz va o'zbek tillari shifobaxsh o'simliklar terminosistemasining lingvomadaniy va lingvokognitiv xususiyatlari*, Diss. Filol.fan.fals.dok. Buxoro, 2022. – B. 12.
3. Bobokalonov O. "Erudition culturelle de la France (Fransiya madaniyatshunosligi)." *O'quv qo'llanma*. – Buxoro, "Durdona", 2016.
4. Bobokalonov O. "General and national-cultural features of medical plants in uzbek and french languages. *Interdisciplinary Conference of Young Scholars in Social Science*, 17, 2021–P. 48-50."
5. Bobokalonov O. *Lexico-semantic features of medical plants in uzbek and french languages. Interdisciplinary Conference of Young Scholars in Social Sciences* | Published by the Open Conference, 19, 2021–P. 54-56.
6. Bobokalonov O. "Quelques particularités étymologiques des phytonymes médicinales." *Таълим тизимида чет тилларни ўрганишнинг замонавий муаммолари ва истиқболлари. Халқаро илмий-амалий анжуман*. – Бухоро (2020): 22-26.
7. Bobokalonov O. (2020). *Linguo-Cultural Peculiarities of the Phraseological Units with Pharmacophytonyms Components. International Journal of Progressive Sciences and Technologies*, 23(2), 232-235. <https://ijpsat.org/index.php/ijpsat/article/view/2357>
8. Bobokalonov O. O..(2021). *Units Expressing Names Of Uzbek Medicinal Plants And Their Classification. International Journal of Culture and Modernity*, 9, 115-120. <https://scholar.google.com/scholar?cluster=14037514971228562666&hl=en&inst=8697446408056752236&oi=scholar>
9. Bobokalonov Odilshoh, and Shabonova Hilola. "Symbolism of "femme" in french shifonemas." *Journal of Research and Innovation* 1.6 (2023): 8-12.
10. Bobokalonov Odilshoh. "Avtoreferat: Fransuz va o'zbek tillari shifobaxsh o'simliklar terminosistemasining lingvomadaniy va lingvokognitiv xususiyatlari." *Bukhara State University* (2022).



**"SCIENTIFIC REPORTS
OF BUKHARA STATE
UNIVERSITY"**

The journal was composed
in the Editorial and
Publishing Department of
Bukhara State University.

Editorial address:

Bukhara, 200117
Bukhara State University, main
building, 2nd floor, room 219.
Editorial and Publishing
Department.
[https://buxdu.uz/32-buxoro-
davlat-universiteti-ilmiy-
axboroti/131/131-buxoro-davlat-
universiteti-ilmiy-axboroti/](https://buxdu.uz/32-buxoro-davlat-universiteti-ilmiy-axboroti/131/131-buxoro-davlat-universiteti-ilmiy-axboroti/)
e-mail:
nashriyot_buxdu@buxdu.uz

Printing was permitted
30.01.2024 y. Paper format
60x84,1/8. Printed in express
printing method. Conditional
printing plate – 35,30.
Circulation 70. Order № 30.
Price is negotiable.
Published in the printing house
"BUKHARAHAMD PRINT" LLC
Address: Bukhara,
K.Murtazayev street, 344