

The Essence and Usage of the Terms of Stimulus Word and Response Reaction

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Abstract

The term stimulus is widely used as one of the basic scientific terms in the fields of psychology and linguistics. The term comes from the Latin stimulus, which literally means "pointed stick". The term stimulus is actually a psychological term that is actively used today in anthropocentric linguistics, its psycholinguistics, associative linguistics.

Keywords: *Soviet Linguistics, Biography, Stimulus, Russian Literary, Incentive, Synonyms, Stimulus Word, Stimulus Text.*

Introduction

The use of the term *stimulus* as a scientific term in science dates back to the middle of the 19th century. Russian linguist V. V. Vinogradov in his article "Seventeen-volume academic dictionary of the modern Russian literary language and its significance for Soviet linguistics" gave the following information about the history of the use of this term:

"... The seventeen-volume Dictionary of the Modern Russian Literary Language does not contain a history of the word stimulus, although the dictionary gives literary references to N.A. Dobrolyubov and A.N. Ostrovsky. ("*One of the good incentives for labor is the need*") (cf. 1963, vol. 14, -p. 880) The word *stimulus* was already used in the Russian literary language in the 40s of the XIX century. During this period, the word stimulus was still accepted as a neologism by many literate people. For example, the reviewer of "Pantheon" magazine, analyzing the article "Biography of EN.V. Gogol" by M. Nikolai, writes the following: "... noting that there is no word stimulus in Russian at the end of our word and that it is strange to write a date instead of a number, M. Nikolai is called his" we will leave it with "biography". (Pantheon, 1854, March 4, - p.13)

The word *stimulus* was borrowed directly from Latin depending on the accent (Latin word stimulus is literally "pointed stick") or entered through Polish and German (compare Polish *stimulować*, German *stimulieren*). In any case, by the 1960s, the word "stimulus" entered the active journalistic-popular vocabulary of the Russian language. It is included in the lexicon of foreign words. For example, in "Complete dictionary of foreign words of the Russian language based on the example of the German Geize dictionary" (SPb., 1861. – p.483) we read the following: "Stimul (from the word *stimulare* – "to drive"), Lat. incentive; anything that makes something happen" [1. 17-18].

It is understood that the term *stimulus* was borrowed from Latin into Russian. This term entered the Uzbek language through the Russian language.

The term stimulus is interpreted differently in psychology, psycholinguistics, associative linguistics, based on the essence, object of study, task of these fields of science. In the psychological interpretation, the term *stimulus* means a reason that motivates to perform an

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action. In psychology, this term is understood as a cause that motivates various emotions in the human psyche. For example, J. Locke, one of the representatives of classical associationism, thought that honey can be a stimulus that causes pain, nausea, vomiting, and feeling bad in a person who does not like it [2].

The Main Findings and Results

Psychology and its directions: psychotherapy, social psychology, psychomotorics sources have various explanations for the term stimulus. For example:

1. Stimulus (lat. stimulus - a stick to chase) is an external influence shown to an organism, a person or a group of people, reflected by them in the form of a mental reaction or motive. The same stimulus can be expressed as different motives by different individuals and groups, and different stimuli can be expressed as the same motives. This also applies to mental reactions. Synonyms - reflecting, stimulating [3].
2. Stimulus (visual stimulus). 1. A physical agent (stimulus) affecting a sense organ (receptor). 2. Proximal S. (J. Gibson's term) is such physical energy that affects the sense organs during the subject's interaction with the environment. [4]
3. A stimulus is a motivating goal [4].
4. A stimulus is a specific event that causes or directs a specific behavior [6].
5. A stimulus is any external or internal event that changes the behavior of a person or animal (organism) [7].
6. Stimulus (lat. stimulus - literally "a sharp stick, with which animals were driven) - a cause that provokes action [8].
7. A physical agent (stimulus) that acts on a sensory organ (receptor), 2: Physical energy and information to which the sensory system reacts during the subject's interaction with the environment (J. Gibson) [9].
8. Stimulus (Greek: stimulus - a sharp stick with which animals were driven). 1. Any effect that affects the organism or significantly changes its behavior. Synonym: Exciter; 2. Any effect on a receptor system sufficient to induce it; 3. Signal to action; 4. Some internal events that plays the role of triggering actions, for example, in psychopathology, it is an imperative hallucination; 5. In behaviorism, environmental conditions are regularly presented during a certain reaction of the organism 6. In psychoanalysis, according to the metapsychology of Z. Freud, internal and external stimuli are distinguished. Internal stimuli are considered as instinctive stimuli that originate from within the organism and affect the mental apparatus. External stimuli are presented as sensory impressions from the environment... [10]

It is understood that in the psychological interpretation, the term stimulus is an external influence, a stimulus, a physical agent affecting the sense organ, physical energy, a motivating goal; an event that triggers behavior, that controls it, any external or internal event that changes the behavior of a person or an animal, a cause that causes or prompts action, physical energy, information, etc.

In the linguistic interpretation, when the stimulus term is heard, it is a word, phrase, text, etc., which prompts the restoration and recollection of other language units that are similar to it in the memory of the speakers. In the sources, this term is found in the form of *stimulus word*, *stimulus text*. In recent years, the term "stimulus" has been used in Uzbek linguistics [11].

Linguistic dictionaries give the following explanations for this term:

1. "A reason that creates an interest in doing something" [12].
2. "1. A reason that creates favorable conditions for the development of something, can motivate activity. In capitalist countries, workers have no incentive to increase labor productivity. The distribution of income by working days is an important

- incentive for the growth of labor productivity in collective farms. 2. Provoking a counter-reaction (psych)” [13].
3. Stimulus [lat. stimulus, literally – a sharp stick], an incentive to act, creating favorable conditions for the development of something [14].
 4. Stimulus [lat. stimulus - literally a stick, used to drive animals] a reason to do something; impulse [15].

It is understood that the term stimulus is interpreted differently in the linguistic approach. As an alternative to this term, the terms interest, impulse, stick, motivation, encouragement, reason, goad, push are used in Russian. In Uzbek linguistics, different aspects are noticeable in the use of this term.

In Uzbek linguistics, the term stimulus was used for the first time in the research works of I. Azimova, D. Khudoyberganova, D. Lutfullaeva, N. Hoshimova. For example, the term stimulus text is found in I. Azimova’s candidate’s dissertation on the topic “Psycholinguistic study of the content perception of newspaper texts in the Uzbek language”. According to the researcher, the text given for the experiment is called the stimulus text or the original text. Here, the word “stimulus” is used to indicate the psychologically affecting quality of the text [16].

I. Azimova commented on the stimulus text in the mentioned research work as follows: “The stimulus text acts as a formal and substantive stimulus for the recipients. That is, if the content of the text activates the recipient’s knowledge on this topic, the form of the text (the words in it, sentence construction and the content structure of the text) activates the recipient’s linguistic knowledge (skills). The activation of linguistic skills starts the meaningful perception of the text. The recipient’s awareness of the topic of the text helps him understand the text. By analyzing how the elements of the stimulus text are stored in the text projection and how the recipient’s information is added to it, it will be possible to clarify the importance of awareness of the text topic in understanding the text [17].

D. Khudoyberganova used the original text term instead of the *stimulus* text term. According to him, “The original text is the text used in psycholinguistic experiments to influence the readers (listeners)” [18].

D. Lutfullaeva’s book “Theory of Associative Linguistics” uses the ^{term} stimulus. According to him, “The associative structure in the model of a stimulus word (a word that prompts the memory of other units when it is heard or read) + response reaction (a unit, associate, embodied in a person’s memory as a response to a heard or read word) can serve for the expression of a specific situation” [19].

The word-stimulus term was used in N. Hoshimova’s research on “associative relations in the Uzbek language”. B. Tojiboev used the word *stimulus* instead of the *word stimulus* in his dissertation called “Associative study of national-cultural units of the Uzbek language”.

In the research, this term is used equally for *stimulus compound*, *stimulus sentence*, and *stimulus text* [20].

It seems that in Uzbek linguistics, the term stimulus is used in different variants.

Today, the term *response reaction*, which has become one of the basic terms of associative linguistics, was first actively used in philosophy, psychology, and later in psycholinguistics. In general, in all types of associative experiments conducted on humans, regardless of the field of science and the purpose, the term *response reaction* is used.

In the philosophical approach, the term “reaction” is used in relation to an idea, an idea that gave rise to another in human thinking.

In psychology, the term response reaction (associate, association) is used as a result of a certain emotion that occurred in the human psyche in relation to another emotion formed by its impulse. In contrast to psychology, in linguistics, the term response reaction is used

to refer to any language unit that is restored in the memory of the speaker in relation to the word heard or read. Such a language unit can be a word, a phrase, a sentence, a large text from a sentence, in particular, a proverb, proverb, wise words, a song, a riddle, etc.

The term response reaction is also mentioned in some sources with the term associate or association.

The knowledge, imagination, profession, worldview of the participants in the associative experiment about what the stimulus word means, event, process, sign, quantity, action-state etc, cultural and religious views are important. Also, the response reactions are strongly influenced by the age and gender of the test takers. For example, based on an associative experiment conducted in children, the Russian psychologist, the founder of neuropsychology, A.R. Luria distinguished the following types of response reactions:

- 1) response reactions that do not correspond to the stimulus word, in this case, there is no semantic connection between the stimulus word and response reactions;
- 2) corresponding response reactions to the stimulus word, in such a situation there is a semantic connection between the stimulus word and the response reactions;
- 3) original associative reactions, in which a meaningful connection is reflected between the stimulus word and the image formed by it [21].

It is understood that response reactions in children may not always correspond to the stimulus word.

A.I. Nazarov distinguished the following types of response reactions based on his associative experiments on the stimulus word CITY in Russian speakers:

1. According to the structural composition - associations directly related to the topic and forming the essence of the city (*tall buildings, central water supply, administrative districts, railway station...*)
2. According to the characteristic - associations directly related to the topic and reflecting the original description of the city (Densely populated, noisy, industrial...).
3. Associatives that is indirect but close to the subject, where the relationship between the subject and the associate is easily defined by one or two extra members (*theater, conservatory, stadium, apartment...*).
4. Associates that is indirect but distant from the subject, in which the relationship between the subject and the associate is not clear, but can be specified using a series of intermediate members (*garbage, crime, restoration*).
5. Functionally related associations, they describe the subject not by itself, but according to the characteristic that is present in the content of the subject, acquired as a result of interaction with the external environment (*capital, science city, hero city, transportation hub, cultural center*).
6. Irrelevant associations are those that are either completely unrelated to the topic and are formed involuntarily or through personal life events. (*traffic jams, vanity, boredom, friends, wedding...*) [22]

It turns out that the response reactions are essentially different from each other. A number of external factors such as a person's knowledge of the outside world, worldview, mentality, age, gender, profession, occupation play an important role in the occurrence of response reactions. These factors lead to semantically diverse response reactions.

Semantic, structural features of the response reactions also appear in connection with the stimulus word. Below, we will reveal their semantic and structural features based on the study of response reactions given to the stimulus word *Xontaxta* in the "Associative Dictionary of the Uzbek Language".

In the dictionary, the response reactions given to the stimulus word *Xontaxta* differ from each other according to the structure. They can be divided into the following groups based on this sign:

1. **Response reactions in simple word form:** *table, family, table, home, meal, tea, blanket, show, wood, breakfast, furniture, meal, porch, circle, yard, craftsman, guest, bread, soup, meal, conversation, board, lunch, tradition, saw and others.*
2. **Response reactions in the form of pairs of words:** *dishes, big and small, kindness, table and chair, old man and old woman.*
3. **Response reactions in the form of a compound word:** *kitchen, square, breadbasket, breadboard, breakfast, dining, workshop.*
4. **Response reactions in the form of a phrase:** *dining place, family members, family circle, household items, wooden floor, Uzbek house, spicy tea, satin blanket, bed with blankets around it, wooden table with an average height of 50 cm, happy family's rugs, blanket, decorated table, our bed, study table, carpentry work, dukhoba blanket, morning tea, etc.*
5. **Response reactions in sentence form:** *“When I go out to the balcony, the first thing I see is our sofa”, “Most of the owners of the house sit around it and eat”, “saw our family sitting around the sofa”, “It is comfortable for eating”, “They used to say “miz”, “In the old days, there was a fire under the sofa” feet are warmed”, “It has four sides like a table”, “It is more comfortable to eat sitting around the table”[23].*

Response reactions are always semantically diverse because they occur differently in different speakers. In the given dictionary, the response reactions given to the word stimulus can be thematically divided into the following types:

1. **Response reactions that give information about what kind of household item the sofa is and what it is intended for:** *table, type of table, furniture, household furniture, study table, furniture, short-legged table, furniture, national table, bread stand, dining furniture, large dining table, household furniture, household furniture, room furniture, tea table, Uzbek table, Uzbek table-chairs, table for Uzbeks, tea table, household furniture forgotten by urbanites, tea table, table for tea.*
2. **Response reactions that provide information about the construction material of the wood:** *“Made of wood”, wooden table, wooden table, wooden table with an average height of 50 cm, table, “Now also made of glass”.*
3. **Response reactions that provide information about the shape, structure and types of wood:** *square, large table, large-small, round, flat, square table, lacquered board, lacquered table, quilted table, flowered table, sandal table, patterned, four-legged, low table, table with quilt, sartakhta, “It will have four sides like a table”.*
4. **Response reactions that provide information about the items needed to use the desk:** *tablecloth, blanket, satin blanket, bekasam blanket, dukhoba blanket, dry blanket, dishes, tableware.*
5. **Response reactions that provide information about the behavior performed when using the chair:** *having breakfast, eating, setting the table, forming a circle, making a meal, sitting around the sandal, squatting, crouching, eating, sitting around the couch, talking with my parents around the couch, putting a blanket around the couch, “Most house owners they sit around him and eat”, sitting on a blanket, drinking tea.*
6. **Response reactions that inform about objects used in eating while sitting around the table:** *hot tea, food, tea, bread, food, soup, hot bread, treats on the couch, treats on the couch.*
7. **Informative response reactions from users of Hontakht:** *guest, family members, family circle, Uzbek family, grandparents, children, grandmother, people, family, elderly, grandchildren.*
8. **Response reactions that provide information about the manufacturers of the board:** *craftsman, master craftsman, carpenter, master carpenter.*

- 9. Response reactions that inform about the national value of Khontakhta:** *national value, national table, national chairs, nationality, Uzbek table and chairs, Uzbek table, Uzbek custom, Uzbek table, appearance of the Uzbek household [24].*

national value, national table, national chairs, nationality, Uzbek table and chairs, Uzbek table, Uzbek custom, Uzbek table, appearance of the Uzbek household

This type of thematic grouping of response reactions to the stimulus word *Xontaxta* allows us to draw certain conclusions not only about what kind of household item *khontakht* is, what it is used for, its types, but also about the knowledge of speakers of *Xontaxta* and how they imagine it.

Response reactions to the stimulus word can be classified as follows based on the semantic connection with the stimulus word:

1. **Response reactions that are semantically closely related to the stimulus word:** *a table for teaching, a sofa, the work of carpenters, a place where everyone gathers, a place where bread is kept, "They are made of glass now", a place to eat, "It is convenient for eating", "They used to say "miz" in the old days", "In the old days, it was under the couch" feet are warmed, sandal for everyday use, "It has four sides like a table", table-chair, chair, platform, suri, tancha, varnished board, household furniture, a table in the house, a table in our house, "It's more comfortable to sit and eat around a table", setting a table for a table, godly table, a table made, a table in the middle, household furniture forgotten by city dwellers, old women's seats bench, lathe, workshop, woodcarving.*
2. **Response reactions that are not semantically closely connected with the stimulus word, but are logically related to it:** *the sounds of a happy family, dinner, supper, morning tea, meal time, dining room, Ezoza learning to walk around the couch, "I saw our family sitting around the couch", "When I went out to the balcony, the first thing I saw was "I will go to our house", hospitality, tea party, wood carving, "Xontaxta" show on "Zor" TV, show.*
3. **Response reactions that are semantically completely unrelated to the stimulus word:** *family, porch, circle, yard, high and low houses, respect, old age, hustle and bustle, rent, totality, unity, mood, kindness, "Bridesmaid Rebellion", laughter, middle age, towel, TV, hole, wedding, our house, cheerfulness, new bride, youth, pillows, rice, chit quilt, baby, old-old woman, sitting in the attic, building an attic, chat on the couch.*

The first type of response reactions serves to reveal the lexical meaning of the stimulus word. On the basis of these responses, you can create a text that provides information about what kind of household item a *Xontaxta* is, what it is used for, and its types. For example, on the basis of the above response reactions, which are semantically closely connected with the stimulus word, the following text occurs:

Xontaxta is a household item made by woodcarving on a lathe with the labor of carpenters in a workshop, and serves as a place for sandals, a table-chair, a chair, a supa, a sori, a tapcha, and a place for bread. The table has four sides, like a table, it can also be called a "varnished board". A bed frame is a piece of furniture that stands in the middle of the house. It is more comfortable to sit and eat around the table made in our house, and the table is set on the table. There is also a throne of God.

The desk is also a study table, a place where everyone gathers, and a dining area where old and old people can sit or have a meal. Now it is also made of glass. In ancient times, they called it "miz", in ancient times, coals were placed under the bed and the feet were warmed. Today, the sofa is a household appliance that urban dwellers are forgetting.

Therefore, response reactions that are semantically closely connected with the stimulus word are the basic units of the text, units that serve to ensure its semantic-structural and logical integrity.

The second type of response reactions serves to complement the lexical meaning of the stimulus word. They provide information about the objects and events related to the object represented by the word stimulus. For example, *the sounds of a happy family, dinner, supper, morning tea, meal time, dining room, Ezoza learning to walk around the couch, "I saw our family sitting around the couch", "When I went out to the balcony, the first thing I saw was "I will come to our house", hospitality* given to the stimulus word *Xontaxta*, although the stimulus is not related to the dictionary meaning of the word, it can provide information about things, subjects, events related to the subject it means.

The third type of response reactions is not associated with the lexical meaning of the stimulus word. Such response reactions are units formed in relation to the native's perception of the stimulus word. For example, the responses given to the word *Xontaxta*, yard, high-rise houses, and our house indicate that this household item is in houses and yards. The reaction of the "Kelinlar qo'zg'aloni" indicates that the episode of family members sitting around the throne in the play was restored in the memory of the speaker. Pillows, paddy blankets, blankets provide information about Uzbek national customs, such as paddy blankets and blankets are written on the ground for people to sit around the khontakht, pillows are placed for leaning on, etc. In general, such response reactions consist of associations that are restored in the memory of language speakers in connection with the object of the stimulus word.

Conclusion

Response reactions can sometimes be composed of artificially formed units relative to the stimulus word. If the natives of the language cannot understand the meaning of the stimulus word, if they have no idea about it, the response reactions may not be clear and may be artificially woven by the examiner. Such associations do not take place in the structure of associative groups formed in the memory of the speakers.

So, response reactions are units that are restored in the memory of language owners based on the impulse of a stimulus word, and serve to describe a person's imagination, views, and attitude to the outside world.

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