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INNOVATIVE DIRECTION IN TREATMENT OF MENTAL ILLNESS USING SYNERGETIC EFFECTS OF BRAIN TISSUES

All etiopathogenetic concepts in modern medicine are based on causal, linear and deterministic relationships. The diseases with an unknown etiology obviously do not have pathogenesis and in relation to that there is no adequate therapy to date. Psychopharmacologists create pharma drugs for the treatment of mental illness based on the same linear principles. However, since the 60s of the 20th century, thanks to the discoveries of many great scientists (for example, Ilya Prigozhin –Nobel Laureate), ideas about nonlinear systems in the nature of the Earth and Human began to develop (Haken, 2007). In particular, most of the serious mental illnesses are classified as open, non-linear, unstable, self-organizing systems. It is obviously that these systems should be changed under the influence of "throwing" into their chaotic structure of a disturbing agent, creating new systems instead of painful ones on the basis of adaptive effects of pre- and postconditioning (PreC; PostC). We have examined and carried out a therapy with a "non-linear" complex of effects of cerebral hypo- and hyperthermia, inhalation of xenon (Xe) and nitrous oxide (N₂O) using *intravenous induction* and inhalation of valproate (normotimic effect) in 85 patients with obsessive-compulsive disorders. A statistically significant ($p > 0.001$) therapeutic effect has been obtained in almost 100% (92%) of patients.

Keywords: Synergetics, non-linear self-organizing open system, dissipative structure, fractals, preconditioning, chaos, obsessive-compulsive disorder.

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ANALYZING THE TURKISH PRESCHOOLERS' NATIVE LANGUAGE USE IN RESPECT OF THE CONTENT & FUNCTION WORDS

Human beings come to the World by the innate capacity of learning and using the language in the society they were born. Learning any language is the most important gift given by the God to the human beings. Any child should have some difficulties or hard experience in the process of acquiring his / her mother tongue. Therefore, it is inevitable for a child to make some mistakes in the acquisition process. Content and the function words in any language are the language elements exposed to be discussed. Less is known about differences in how content and function words are produced. Therefore, it is highly important to analyze the situation of the children's use of the content and function words in the process of their language use. The purpose of this research is to analyze the content & function words the preschoolers use in acquiring their native language, Turkish. As it is a longitudinal study Qualitative research method was used to collect the study data. The aim is to reveal to what rate and to what extend the children use content & function words most during their free time activities, language activities, nature and science activities, and drama activities etc. 76 children participated in the research. 33 of them were female and the 43 of them were male. The participants were 5 and 6 years old. They are still dwelling in Konya and Manisa the districts of Turkey. The findings were classified under linguistics categories as nouns, verbs, adjectives, pronoun, prepositions, prefix, suffix and affixes etc. In this research, 5-year-old preschoolers used 30 percent of the language units in the CONTENT words frame while 6-year-old preschoolers used 70 percent of the language units in the FUNCTION words frame. Males used 54 percent and female used 46 percent of the NOUNS including common, proper noun, abstract, concrete, singular and

plural nouns. 5-year-old preschoolers used 27 percent of the VERBS while 6-year-old preschoolers used 73 percent of them CONTENT words. In this research, males used 58 percent and female used 42 percent of the ADJECTIVES in CONTENT words. In this research, males used 47 percent and female used 53 percent of the PRONOUNS including personal, denotative, interrogative and transformative pronouns in FUNCTION words. 5-year-old preschoolers used 25 percent of the ADVERBS while 6-year-old preschoolers used 75 percent of the ADVERBS in CONTENT words. In this research, males used 30 percent and female used 70 percent of the PREPOSITIONS including in FUNCTION words. Males used 48 percent and female used 52 percent of the CONJUNCTIONS in FUNCTION words. Males used 35 percent and female used 65 percent of the GERUNDS in CONTENT words. 5-year-old preschoolers used 30 percent of the STRUCTURE OF VERBS while 6-year-old preschoolers used 70 percent of the STRUCTURE OF VERBS comprising transitive, intransitive, causative, active, passive and transformative structures in CONTENT words. Males used 48 percent and female used 52 percent of the INFLATIONALS in FUNCTION words. As a last remark, some recommendations will be made to the teachers and the parents of the preschoolers about the descriptive result of the study.

Keywords: Qualitative, Content, Longitudinal, Konya, Manisa, Preschool institutions, Function words.

Introduction and the current state of the issue

Learning any language is the most important gift given by the God to the human beings. Any child should have some difficulties or hard experience in the process of acquiring his / her mother tongue. The children have ability to come over any difficulty they met how complex the language they are learning. They can construct the language and linguistics units naturally even though they are not taught. Therefore, it is inevitable for a child to make some mistakes in the acquisition process in any linguistics elements of any languages in the world as they pass the same stages in any languages in any country of the world. Garrett (1975, 1980) pointed out that content and function words should be analyzed in pronunciation, production and comprehension stages. Word exchanges are very largely limited to content words. Function words, however, are common in shifts, a positional misplacement of a word. In addition, sound exchanges are overwhelmingly restricted to content words. Processing of function words is impaired but content words are largely spared in agrammatic (Broca's) aphasia, (Goodglass, & Menn, 1985; Caramazza, & Berndt, 1985). There are also suggestions that there may be differences in the effects of frequency and predictability in the processing of content and function words, although only from studies of comprehension. Segalowitz and Lane (2000) found a strong frequency effect for content words, possibly diminished for more frequent words. Segalowitz and Lane (2000) also found that function words were in general accessed faster than content words. Herron and Bates (1997) found that frequency and predictability may affect access times of content and function words differently in comprehension. The general issue of whether observed differences between content and function words are due to an intrinsic difference or to differences in their form and function have long vexed studies of the role of lexical class in speech processing. Stemberger, Segalowitz and Lane (2000) mentioned that function words are more frequent, more predictable, have shorter phonological forms, are less likely to be prosaically prominent, and exhibit more idiosyncratic form variation than content words. The distinction between content and function words has been demonstrated on many dimensions of human languages. Content words, such as nouns, verbs, adjectives, and adverbs, are open-class words, which mean they belong to a language class which always accepts new additions. In

contrast, the functional elements of language, including auxiliaries, determiners, complementizers, and some prepositions, are closed class words, meaning languages do not easily admit changes to this set. This restricted nature of the class of function words is a consequence of its role in encoding grammatical structure. Furthermore, its restricted nature is 28 one of the properties that makes it useful in classifying content words; noting co-occurrence relationships between function words and content words is a more efficient way to classify content words than by noting their co-occurrences with other content words (Gleitman, Gleitman, Landau, and Wanner, 1988). Function words have a low type count, but a high token frequency. Although some categories are language-specific (for example, Mandarin Chinese has classifiers while English does not), it has been argued that the basic content-function distinction is a universal property of languages (Morgan, Shi, and Allopenna, 1996; Shi, 2005).

Problem Statement

Content and the function words in any language are the language elements exposed to be discussed. Less is known about differences in how content and function words are produced. The widely held presumption that they are produced differently rests mainly on evidence that they participate in different kinds of speech errors. It is highly important to analyze the situation of the children's use of the content and function words in the process of their language use.

Purpose of the Study

This study was conducted to analyze the content & function words the preschoolers use in acquiring their native language, Turkish.

Materials and Methods

In this study, descriptive research method was used to explain the study data. 76 children participated in the research. 33 of them were female and the 43 of them were male. They were chosen randomly from Konya and Manisa districts' preschool institutions. The participants were 5 and 6 years old. When the research was carried out they were dwelling in Konya and Manisa developed districts of Turkey.

Research Questions was to reveal to what rate and to what extend the children use content & function words most during their free time; language; nature & science; and drama activities.

Table 1.1

Description and categorization of the content words

Category	Description	Examples
nouns	people, places, things, and ideas	Patty, Seattle, cars, happiness
main verbs	verbs without auxiliaries	ran, swim, thinks
adjectives	words that describe nouns	red, soft, careful
adverbs (except adverbs of frequency)	words that describe nouns	calmly, quickly, carefully
question words	words that denote a question	who, what, where, when, why
negatives	words that negate	not, never

Table 1.2

Description and categorization of the function words

Category	Description	Examples
auxiliary verbs	verbs that support the main verbs	am, are, has, could, should
prepositions	words that tell relation to other words	at, on, to, near
conjunctions	words that tie clauses together	and, so, but, however
determiners	words that give detail to nouns	a, an, the, some, any
pronouns	words that replace nouns	I, it, we, they, he, she

Results

The research was done during preschoolers' *free time; language; nature & science; and drama activities*. Their talk and speech was recorded by video and

some parts of their speeches were noted by the researchers. Later, they were transcribed and analyzed, sort out and categorized in the frame of *content & function* words.

Table 2.1

Participants' production of "CONTENT & FUNCTION" Words in respect of "gender"

Content words				Function			
Female		Male		Female		Male	
f	%	f	%	f	%	f	%
114	% 47	3543	% 53	1533	% 52	1400	% 48

In this research, males produced 53 percent and female used 47 percent of the language units in the CONTENT words frame while males produced 48 percent and female used 52 percent of the language units in the FUNCTION words frame. Bell et al. (2009) investigated

whether the speaker was a man or woman mainly influenced durations through a strong interaction with rate of speech, with men speaking at faster rates in content and function words.

Table 2.2

Participants' production of "CONTENT & FUNCTION" Words in respect of "Age"

Content words				Function			
5 Years old		6 Years old		5 Years old		6 Years old	
f	%	f	%	f	%	f	%
193	% 28	724	% 72	1172	% 26	3374	% 74

5-year-old preschoolers used 30 percent of the language units in the CONTENT words frame while 6-year-old preschoolers used 70 percent of the language units in the FUNCTION words frame. Bell, et al. (2009) found

that the age of the speaker also affected word durations in content and function words and emphasized that older speakers have longer durations.

Table 2.3

Participants' production of "NOUNS" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
260	% 46	1500	54	758	% 26	2145	% 74

In this research, males used 54 percent and female used 46 percent of the NOUNS including *common, proper noun, abstract, concrete, singular and plural nouns*, 5-

year-old preschoolers used 26 percent of the NOUNS while 6-year-old preschoolers used 74 percent of them.

Table 2.4

Participants' production of "VERBS" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
605	% 42	824	% 58	465	% 27	1260	% 73

In this research, males used 58 percent and female used 42 percent of the VERBS including *declaring action, state, simple, compound and derived* according to their meanings, tenses and structure in CONTENT words.

5-year-old preschoolers used 27 percent of the VERBS while 6-year-old preschoolers used 73 percent of them.

Table 2.5

Participants' production of "ADJECTIVES" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
50	% 42	70	%58	28	%23	92	% 77

In this research, males used 58 percent and female used 42 percent of the ADJECTIVES in CONTENT words. 5-year-old preschoolers used 23 percent of the

ADJECTIVES including *attributive, denotative adjectives* while 6-year-old preschoolers used 77 percent of them CONTENT words.

Table 2.6

Participants' production of "PRONOUNS" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
170	% 53	149	% 47	82	25	247	% 75

In this research, males used 47 percent and female used 53 percent of the PRONOUNS including *personal, denotative, interrogative and transformative pronouns* in

FUNCTION words.5-year-old preschoolers used 23 percent of the PRONOUNS while 6-year-old preschoolers used 77 percent of them FUNCTION words

Table 2.7

Participants' production of "ADVERBS" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
96	% 53	86	%47	55	%25	165	% 75

In this research, males used 47 percent and female used 53 percent of the ADVERBS including *stative, directive, interrogative adverbs* in CONTENT words. 5-

year-old preschoolers used 25 percent of the ADVERBS while 6-year-old preschoolers used 75 percent of the ADVERBS in CONTENT words.

Table 2.8

Participants' production of "PREPOSITIONS" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
57	% 70	25	% 30	17	% 20	67	% 80

In this research, males used 30 percent and female used 70 percent of the PREPOSITIONS including in FUNCTION words. 5-year-old preschoolers used 20

percent of the PRONOUNS while 6-year-old preschoolers used 80 percent of the PREPOSITIONS in FUNCTION words.

Table 2.9

Participants' production of "CONJUNCTIONS" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
152	% 52	91	% 48	62	% 29	155	% 71

In this research, males used 48 percent and female used 52 percent of the CONJUNCTIONS in FUNCTION words. 5-year-old preschoolers used 29 percent of the

PRONOUNS while 6-year-old preschoolers used 71 percent of the PROPOSITIONS in FUNCTION words.

Table 2.10

Participants' production of "GERUNDS" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
42	% 65	23	% 35	17	% 25	52	% 75

In this research, males used 35 percent and female used 65 percent of the GERUNDS in CONTENT words. 5-year-old preschoolers used 25 percent of the GER-

UNDS while 6-year-old preschoolers used 75 percent of the GERUNDS in CONTENT words.

Table 2.11

Participants' production of "AUXILARY" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
142	% 42	198	% 58	96	% 25	285	% 75

In this research, males used 58 percent and female used 42 percent of the AUXILIARIES including *present, past, past perfect conditional forms of auxiliary verbs* in FUNCTION words. 5-year-old preschoolers used 25

percent of the AUXILIARIES while 6-year-old preschoolers used 75 percent of the AUXILIARIES in FUNCTION words

Table 2.12

Participants' production of "STRUCTURE of VERBS" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5years old		6 years old	
F	%	f	%	f	%	f	%
385	% 44	490	% 56	268	% 30	620	% 70

In this research, males used 56 percent and female used 44 percent of the STRUCTURE OF VERBS in CONTENT words. 5-year-old preschoolers used 30 percent of the STRUCTURE OF VERBS while 6-year-old

preschoolers used 70 percent of the STRUCTURE OF VERBS comprising transitive, *intransitive, causative, active, passive and transformative structures* in CONTENT words.

Table 2.13

Participants' production of "MORPHEMES" in respect of "gender and age" in Content words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
676	% 55	550	% 45	602	% 30	1390	% 70

In this research, males used 45 percent and female used 55 percent of MORPHEMES indicating *simple, compound, derived morphemes* in CONTENT words. 5-

year-old preschoolers used 30 percent of the MORPHEMES while 6-year-old preschoolers used 70 percent of the MORPHEMES in CONTENT words.

Table 2.14

Participants' production of "INFLECTIONALS" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
850	% 52	787	% 48	780	% 25	2300	% 75

In this research, males used 48 percent and female used 52 percent of the INFLECTIONALS in FUNCTION words. 5-year-old preschoolers used 25 percent of the INFLECTIONALS including *possessive, state, comple-*

mentary, interrogative, plurality, modals, personal and negative inflectional while 6-year-old preschoolers used 75 percent of the INFLECTIONALS in FUNCTION words.

Table 2.15

Participants' production of "DERIVATIONALS" in respect of "gender and age" in Function words

Sex				Age			
Female		Male		5 years old		6 years old	
F	%	f	%	f	%	f	%
162	% 52	150	% 48	135	% 30	320	% 70

In this research, males used 48 percent and female used 52 percent of the DERIVATIONALS comprising derivationally derived from *noun to noun, from noun to verb, from verb to verb, from verb to noun* in FUNCTION words. 5-year-old preschoolers used 30 percent of the DERIVATIONALS while 6-year-old preschoolers used 70 percent of the DERIVATIONALS in FUNCTION words

Conclusion

As a result of the study, males used more language units related to CONTENT words than females did. As for function words, females produced more language units

related to FUNCTION words than males did. The review of the literature revealed unique basic differences inherent in each of the two word classes. Although learnability has been applied to a number of other concepts, no one has yet applied it to this aspect of linguistic structure content and function words. As was also noted in the literature, function words are generally acknowledged to be more difficult to learn than are content words (Jefferson, 1969; Weaver, 1964). Research literature also indicated that the consideration of socioeconomic levels in studying the problem of differences in function and content words is important. Thomas (1962) found out that low socioeco-

conomic subjects scored significantly poorer on the S-R. This was reflected in both the analysis of the data and in the fact that almost 20% of the low socioeconomic subjects failed to complete the task. Furthermore, it was suggested justifying further investigation into such areas as "Learnability", the influence of socio-economic level on learning, and the use of oral context in initial learning. Furthermore, Lapointe and Dell (1989) put forward that content words are accessed via network activation, filling slots in syntactic phrase structures. Consequently, at the level of lemma selection, content words are distinguished from function words. Even this weaker distinction was rejected by Stemberger (1985), who proposed that content and function words are accessed in the same way. Contrarily, Bell et al. (2009) pointed out that the men spoke faster rates in content and function words. As a result of the study, 6-year-old preschoolers produced more language units related to CONTENT words than 5-year-old preschoolers produced. As for FUNCTION words, 6-year-old preschoolers produced more language units than 5-year-old preschoolers in the FUNCTION words frame. Research on language acquisition has shown a different pattern for function words and content words (e.g., Brown and Hanlon, 1970), with function words typically missing in children's early production in many languages. These studies provide evidence from an area outside of acquisition research that function words and content words are processed differently (Shi, Gick, Kanwischer, & Wilson,

2005). When infants begin to recognize the function words of their own language, they may start compiling them into list. From such a list they can begin to notice co-occurrence patterns, for example, that function words often appear adjacently or in fairly regular distributional relationship to the other broad category of words, content words, and furthermore that certain function words only occur with certain content words. Indeed, research has established that young infants do recognize function words, even before they are able to produce them (Gerken, Landau, & Remez, 1990; Gerken & McIntosh 1993; Shady 1996; Shafer, Shucard, Shucard, & Gerken, 1998; Santelmann, & Jusczyk, 1998). For infants to address this problem, Shi (2005) has proposed that they may begin by making a rudimentary category distinction between function words and content words, based on the universal properties of these two basic word classes. Hence, these properties of function words available in the speech signal have been found to be roughly consistent across languages (Shi et al, 1998), which means that learners of many different languages may be able to use these properties in the same way at the same age.

The research should be carried out in national level with more great number of samples to build up the base-ment for the researchers. The research should also be done at cross-cultural levels to display the similarities and differences between the preschoolers in the production of CONTENT and FUNCTION words.

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АНАЛІЗ ВИКОРИСТАННЯ РІДНОЇ МОВИ ДОШКІЛЬНИКІВ ТУРЕЧЧИНИ У ВІДНОШЕННІ САМОСТІЙНИХ ТА СЛУЖБОВИХ ЧАСТИН МОВИ

Люди приходять у Світ із вродженою здатністю до вивчення та використання мови у суспільстві, в якому вони народилися. Вивчення будь-якої мови – найважливіший подарунок, який Бог дає людям. Будь-яка дитина повинна мати певні труднощі або важкий досвід у процесі оволодіння рідною мовою. Таким чином, це неминуче для дитини робити деякі помилки в процесі оволодіння мовою. Самостійні та службові частини мови є мовними елементами в будь-якій мові, що підлягають обговоренню. Менш відомо про відмінності утворення самостійних та службових частин мови. Таким чином, дуже важливо проаналізувати ситуацію використання дітьми самостійних та службових частин мови у процесі використання їх рідної мови. Мета цього дослідження – проаналізувати самостійні та службові частини мови, які дошкільники використовують в рідній турецькій мові. Оскільки це лонгітюдне дослідження, використовувалася якісний метод для збору даних. Метою також є виявлення з якою швидкістю та якою мірою діти найчастіше використовують самостійні та службові частини мови у вільний час, на мовних заняттях, під час природознавчої та драматичної діяльності тощо. У дослідженні взяли участь 76 дітей, 33 з них були дівчата, а 43 з них – хлопці. Учасникам було 5 та 6 років. Вони мешкають у м. Конья та м. Маніса, що знаходяться в районах Туреччини. Отримані результати були класифіковані за такими лінгвістичними категоріями як іменники, дієслова, прикметники, займенники, прийменники, префікс, суфікс та афікси тощо. У цьому дослідженні 5-річні дошкільники використовували 30% мовних одиниць САМОСТІЙНИХ частини мови, а 6-річні дошкільники використовували 70% мовних одиниць СЛУЖБОВИХ частин мови. Хлопці вживали мовні одиниці, де 54%, а у дівчат 46% – це ІМЕННИКИ, включаючи загальні, власні іменники, абстрактні, конкретні, іменники однини та множини; 5-річні дошкільники вживали 27%, а 6-річні дошкільники – 73% ДІЄСЛІВ, що відносяться до САМОСТІЙНИХ частин мови. У цьому дослідженні хлопці використовували 58%, а дівчата – 42% ПРИКМЕТНИКІВ, які відносяться до САМОСТІЙНИХ ЧАСТИН МОВИ. У цьому дослідженні хлопці використовували 47%, а дівчата – 53% ЗАЙМЕННИКІВ, включаючи особові, вказівні, питальні та зворотні займенники, що відносяться до СЛУЖБОВИХ частин мови; 5-річні дошкільники вживали 25% ПРИСЛІВНИКІВ, тоді як 6-річні дошкільники – 75% ПРИСЛІВНИКІВ, які відносяться до САМОСТІЙНИХ ЧАСТИН МОВИ. У цьому дослідженні хлопці використовували 30%, а дівчата – 70% ПРИЙМЕННИКІВ, що відносяться до СЛУЖБОВИХ частин мови. Хлопці використовували 48%, а дівчата – 52% СПОЛУЧНИКІВ, що відносяться до СЛУЖБОВИХ частин мови. Хлопці вживали 35%, а дівчата – 65% такої форми дієслова як ГЕРУНДІЙ, який відноситься до САМОСТІЙНОЇ частини мови; 5-річні дошкільники використовували 30% РІЗНИХ СТРУКТУР ДІЄСЛОВА, тоді як 6-річні дошкільники використовували 70% РІЗНИХ СТРУКТУР ДІЄСЛОВА, що містять перехідні, неперехідні, причинно-наслідкові, активні, пасивні та інші структури, які відносяться до САМОСТІЙНИХ частин мови. Хлопці використовують 48%, а дівчата – 52% СЛОВОЗМІН, що відносять до СЛУЖБОВИХ частин мови. Як останнє зауваження, педагогам та батькам дошкільників будуть надані деякі рекомендації щодо описового результату дослідження.

Ключові слова: якісний, самостійна частина мови, лонгітюдний, Конья, Маніса, дошкільні заклади, службова частина мови.

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