



“O‘ZBEK FOLKLORI VA SHEVALARI TADQIQOTLARI: AMALIYOT, METODOLOGIYA, YANGICHA YONDASHUV”

mavzusidagi xalqaro ilmiy-nazariy
konferensiya materiallari

2026-yil 23-may

*(Professor Samixon Ashirboyev tavalludining
80 yilligi munosabati bilan tashkil etilgan)*



“O‘zbek folklori va shevalari tadqiqotlari: *amaliyot, metodologiya, yangicha yondashuv*” mavzusidagi xalqaro ilmiy-nazariy konferensiya materiallari
/ Mas’ul muharrir: Sh.Sirojiddinov. – Toshkent, 2026. bet.

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Ushbu to‘plamda Alisher Navoiy nomidagi Toshkent davlat O‘zbek tili va adabiyoti universitetida 2026-yil 23-mayda o‘tkazilgan **“O‘zbek folklori va shevalari tadqiqotlari: *amaliyot, metodologiya, yangicha yondashuv*”** mavzusidagi xalqaro ilmiy-nazariy konferensiya materiallari hamda filologiya fanlari doktori, professor Samixon Ashirboyevning tabarruk yoshi munosabati bilan yo‘llangan tabriklar o‘rin olgan.

To‘plam materiallaridan filolog mutaxassislar, ilmiy tadqiqotchilar, magistratura va bakalavriat talabalari, shuningdek, keng o‘quvchilar ommasi foydalanishlari mumkin. Maqolalar sifati, mazmuni va haqiqiyliги uchun muallifning o‘zi javobgar hisoblanadi.

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LINGUISTIC-PRAGMATIC FACTORS IN EFFECTIVE COMMUNICATION

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10.52773/tsuull.conf.2026.23.05/FJVD3339

Annotation. *The article analyzes the interaction of language and pragmatic factors for the effectiveness of the communication process. Effective communication involves not only the exchange of information, but also the achievement of what both the sender and the receiver want. Effective communication occurs when the parties use the appropriate language units, taking into account the current situation. One of the important factors ensuring the effectiveness of the communication process is not to make any judgments about the other party in advance, to listen to what he says, to analyze and analyze it correctly. If we do not listen to what he says correctly, we cannot talk about the effectiveness of communication in the future. To achieve effective communication, it is necessary to correctly assess and use linguistic-pragmatic factors.*

Key words: *communication, effective communication, lingvo-pragmatics.*

The effectiveness of the communication process is of great importance in interpersonal relationships, and effective communication means that both parties get what they want in the process. "Effective communication means that we get what we want in the situation, the other person gets what they want, and all this happens if we can approach the process positively" (1, p. 38). However, communication is not always effective, and there are a number of reasons that prevent the emergence of effective communication, hinder its formation. One of these reasons is to prejudge any information before accepting it, to form an opinion about what will happen. These decisions made in advance can later lead to conflicts and disagreements between people. For example, "You want to get information from the other person about what the weather will be like today." "Without listening to his answer, you think, is this someone who is watching the weather?" "How will he know what the weather will be like?" etc. Sentences such as "are you going to teach me wisdom?" express doubt, denial. In essence, such sentences have a rhetorical meaning, they are based on presupposition. Although the listener has not yet fully accepted the information, the addressee has formed a negative opinion about him in his mind. It is precisely these thoughts that, in fact, pave the way for the formation of conflicts. When such thoughts are persistent, they can go as far as humiliating the other party and are clearly felt in the speaker's speech. For example, "Who are you to teach me wisdom?" "Have you become wiser than me?" etc. Despite being constructed in the form of a question, the addressee's goal here is not to obtain information, but rather the most acute linguistic manifestation of denying the addressee's status and position.

Focusing on the role of the presupposition factor in communication during effective communication, F. Veysalli notes that "the main factors for presupposition are the speaker's knowledge of the language spoken by the interlocutor, his physical condition (health, not being blind or deaf), the speaker and the listener being in the same place, the listener's proper reaction to what is said, the ability to accept it, and other social indicators, etc." (2, p. 402). During effective communication, it is important for the parties to know the same language, be in the same place, and have a normal physical condition. Linguistic factors that hinder effective communication are related to the inappropriate use of language units. For example, swearing, insults, and derogatory expressions do not allow the addressee and the addressee to communicate effectively.

One of the factors that hinder effective communication is to talk continuously on the same topic, as a result of which the listeners do not want to listen to it. There are people who talk about the same topic many times, and the moment they start talking, the listeners immediately know

what they are talking about, and since the conversation is not interesting to them, they either do not listen at all, or pretend to have listened. For example, we always talk about the role of sentences and texts in the communication process, and we touch on the importance of simple and complex sentences in expressing ideas. If we talk about the same aspect every time, this tires the listeners and the expected existence of effective communication is questioned.

One of the main reasons that hinders effective communication is that only verbal means are given importance during communication, and non-verbal means are not paid attention to. During communication established in this way, words lose their impact and the effectiveness of communication is lost.

One of the factors that is often encountered during communication and is considered negative is the continuous sending of messages. We cannot imagine the communication process without a message. "There must be a message between the source and the receiver. The existence of the communication process depends on the transmission of this message" (3, p. 12). Although the message is of great importance for effective communication, its continuous sending prevents the process of comprehension. Messages sent in succession do not allow the addressee to understand, comprehend and prepare an appropriate response to the previously sent information. For example, when talking about verb tenses in Azerbaijani, one should wait for the sequence in his speech, not rush and try so that the listener fully understands it, and then move on to the next stage. The process of comprehension is such that if the sentences are not understood, successful communication will not be possible. After several sentences are spoken, the connection will be broken, there will be no information overload. As a result of all this, the communication process will already be considered closed. For example, during the teaching process, when a teacher is discussing a new topic, he should make sure that the students fully understand his speech, and when sending information, he should not send sentences continuously at the same time without a certain pause and explanation at the right moment.

Factors that hinder the existence of effective communication, as well as prevent its formation, include the lack of consideration of space, including the physical and psychological state of the person. Although it may seem strange at first glance, taking space into account is of great importance. We can include factors such as weather conditions, the chosen place (room, hall, etc.) to start a conversation, etc. For example, if we intend to talk to someone, we cannot invite him to an open space in rainy, snowy, cold weather, because language does not consist of just words, but the language used in official spaces (for example, a more formal-business style is used in official spaces) is different from the language used in everyday conversations. Space is an important factor that a person can control in the communication process and is a very important factor to consider in effective communication. "Space is a controllable element of communication. Therefore, in face-to-face relationships, it is of great benefit to use space consciously. The distance a person puts between himself and other people is also related to his feelings towards them. Every living creature living together needs its own space to feed, move, sleep and satisfy certain needs" (4. p. 85).

At the same time, discussing important issues in a noisy place prevents the achievement of any results. Noise prevents the clear hearing of sounds in the language, causes semantic confusion. All these factors are of great importance for both the addressee and the addressee, because the party sending the information tries to ensure that the other party understands what he says. The addressee also tries to ensure that his response to what is said is not misunderstood. Taking into account the spatial factor leads to different understandings of the same sentence. For example, you are walking in the garden with a close friend and you are told "The weather here is very hot" is used with the essence of observation. However, if we say the same sentence in a closed room, it sends the message "Open the window". Ignoring the space leads to the loss of hidden meanings and the creation of false conclusions.

Messages can also prevent effective communication in certain cases, provided that they are not sent correctly and at the right time. They can cause conflicts rather than effective communication. We intend to send important information to a certain group of people, but we fill our speech with terms, unnecessarily burdening it. For example, factors such as encoding, decoding, addressee, addressee are of great importance in sending information. It is important to clearly express many terms in a sentence, and it would be good to give some of them in common words that everyone can understand. For example, addressee - the sender of information, addressee - the receiver of information, etc. After explaining in this way, we can refer to those terms again. In short, using words and expressions of national origin instead of unnecessary words and expressions borrowed from other languages will pave the way for more effective communication.

In conclusion, we can note that linguo-pragmatic barriers in the process of effective communication depend not only on the wrong choice of language units, but also on the parties' prior negative thoughts about each other. The addressee, who negatively codes the message that the addressee is going to send before he says it, pragmatically closes the communication from the very first stage. Therefore, for effective communication, it is necessary to take into account both linguistic and pragmatic factors.

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