

ABOUT THE INTEGRATIVE NATURE OF THE COMMUNICATIVE BARRIER

<https://doi.org/10.5281/zenodo.10649169>

G'affarova Mahkamxon Qodirovna

Andijon davlat chet tillar instituti erkin tadqiqotchisi,

E-mail:shohidas3@mail.ru

Tel: (97) 9827711

Annotation: *This article discusses the causes of the phenomenon of communicative barriers and how they can be the object of research in various integrative aspects from the point of view of learning.*

Key words: *communicative barrier, psychological-pedagogical barrier, sociolinguistic barrier, judicial-legal discourse, objective factors, subjective factors.*

Introduction. One of the urgent problems is the study of barriers that arise during communication. When a communicative barrier appears, the effectiveness of the communication process may decrease, information may not be fully received, or the addresser's speech goal may be interpreted differently, or even mutual conflicts may arise. The phenomenon of the communicative barrier is included in the scope of the object of study of psycholinguistics, psychology, sociology, philosophy, pedagogy and various other disciplines and differs in the approaches of interpretation and foundations for analysis. For example, in Psychology, the concept of "barrier" is considered as a situation that does not allow a person to perform one or another type of activity.

Materials and methods. While researching the classification of communicative barriers, V.V. Kondrashina noted that today, the presence of educational platforms and services containing a large number of digital educational materials, on the one hand, is a positive situation, but on the other hand, it is becoming more and more difficult to choose the right quality educational content, the standard of education states that there are technical problems in extracting information according to the requirements. According to the scientist, the socio-cultural and digital transformations taking place in the society and education system lead to changes in the communication process and the emergence of a number of communicative barriers¹⁵².

¹⁵² Кондрашина В.В. Коммуникативные барьеры в современной образовательной практике //Psychology. Historical-critical Reviews and Current Researches. 2021, Vol.10. – С.

Communicative barriers encountered in the pedagogical process are mainly psychological-pedagogical barriers in the transfer of educational information and its perception between the teacher and the student (pupil).

Group leader: *When will you come in uniform? After all, I am fed up of always getting remarks about you. Do they teach you good manners in your family?*

Student: *Don't say anything about my family! My parents do everything for me.*

Teacher: *Since your parents have created so many conditions for you, it would be appropriate to buy you a uniform. Collect your mind and correct your behaviour! What kind of teacher will you be in the future? Your parents will not always be there by you. Your behavior would change by itself if you get knowledge.*

Student: *He sat down without the teacher's permission until he said "tell others about your advice".*

Teacher: *"Get out of class!" I won't let you sit in class like this!*

Student: *He left the class banging the door close.*

*There was a moment of silence in the classroom. The teacher continued the lesson.*¹⁵³

Discussion. Failures in teacher-student communication vary in character. The situation in the given example can be called a psychological-pedagogical barrier. In this case, the inappropriate expression and tone in conveying the thought affected the psyche of the addressee (student). According to the etiquette of pedagogical communication, touching the student's (pupil's) personality, "personal world" is a defect in the communicative competence of the pedagogue. Since the ability to perceive information is an individual situation for each person, ways to overcome such a barrier also require different approaches.

The principles of sociolinguistic analysis are focused on the study of barriers that arise as a result of different interpretations of certain concepts and ideas conveyed in a message, based on socio-cultural differences between speakers, that is, differences in social, political, religious and professional affiliation, age, and level of knowledge.

- At present, father, this collection, said Abdishukur, is published twice a month in Samarkand and distributed among scholars. What's the point, you say? - Abdishukur continued with a soft laugh. - The purpose of all kinds of religious and secular useful writings is to open the eyes of the Islamic nation and show the true path. The editor is one of the rare people who have matured in science...

- It's a strange time! - said Mirzakarimboy, shaking his head, - all sorts of things are said: the complex, currently... is it useful?! The word "bank" came out. We saw that the

¹⁵³ СабироваЧ.А. Талабаларда ахлоқий-эстетик тарбияни ривожлантиришда кейс-стади технологиясидан фойдаланиш ("Касбий этика" фанини ўрганиш мисолида) // Ilim ham jamiyet. Нукус, №1.2017. – Б. 71-73

profits and benefits are great, the word "promissory note" came out. We have also seen it, it is an absolutely necessary thing, loan, percentage, factory, company, and there are some other words, all of them are useful things. What about yours? Now, what else, complex!.. Oh, my God!

- Sir, - Abdishukur hastened to explain - the roots of the words you listed are in this collection... If your children read the collection, they will have the ability to make even better and more abundant benefits from the things you consider useful. (Oibek, "Qutlug qon")

The difference between Abdishukur and Mirzakarimboy, who are interpreted as representatives of the Jadids, is due to the difference in terms in their speech, the fact that they do not understand the meaning of words such as *мажмуа*, *жорийда*, and moreover, they do not want to understand because they consider these things to be useless. Favors the terms *банк* (bank), *вексель* (promissory note), *кредит* (credit), interest, *завод* (factory), *компания* (company)" as they suit their interests in the pursuit of wealth.

Communicative barriers and communicative inconveniences are common in legal discourse. This situation can happen in different aspects, such as *терговчи-даъвогар* investigator-plaintiff, *терговчи-айбдор* investigator-guilty, *айбдор-судья* guilty-judge.

- This person is Namozova, I called her for a conversation, - said Zahid coldly.

- Are you the poor thing's wife? - said the young man as if he was sorry. - "They arrested your husband due to misunderstanding. We will set him free today". The woman was completely confused, not knowing whether she was dreaming or not.

- You may go. Your husband will enter your house before the dinner is ready.

- Really... wow...

- Well, even if you tell people good things, they won't believe you! The Assistant Prosecutor has now given an order. Your husband is free. Go home quickly. The woman was surprised, looked at Zahid and rushed out of the room. Zahid was powerless to answer the young woman's questioning look, because his surprise was no less than the woman's. (T. Malik, "Shaytanat").

Why Namozov, who was imprisoned due to false information in the investigation, was suddenly released, was known to the speaker, but it was still unknown to the listeners - Namozov's wife and investigator Zahid. Therefore, ignorance of information and data until the speech situation creates a communicative barrier, that is, the listener does not understand the essence of reality. In this case, it is necessary to get acquainted with the information related to the situation in order to overcome the communicative barrier.

Our analysis shows that along with the problem of the communicative barrier, there is also the problem of the process of overcoming the communicative barrier.

In the dictionary of linguistic terms of T.V. Jerebilo, the term "*language barrier*" ("языковой барьер") is used in the meaning of the concept of "*communicative barrier*". According to the definition of the scientist, "*communicative barrier* is an unsuccessful version of the language, a limited code that prevents a person from getting a good education and occupying a prestigious position in society"¹⁵⁴.

T.V. Jerebilo defines the causes of the "*language barrier*" problem in connection with the issue of the speaker's communication in a foreign language:

1) lack of knowledge or poor knowledge of the language of the community, which prevents a person from realizing his intentions and communicating with members of the language community.

2) at a low level of knowledge of a foreign language, a person's psychological attitude related to self-evaluation prevents participation in communicative acts in this language¹⁵⁵.

In our opinion, it seems that the scientist approached the issue only from the point of view of teaching and learning a foreign language, intercultural communication. Such an approach is one of the reasons for the communicative barrier, and from this point of view, it would be appropriate if its other aspects were fully covered in the linguistic dictionary.

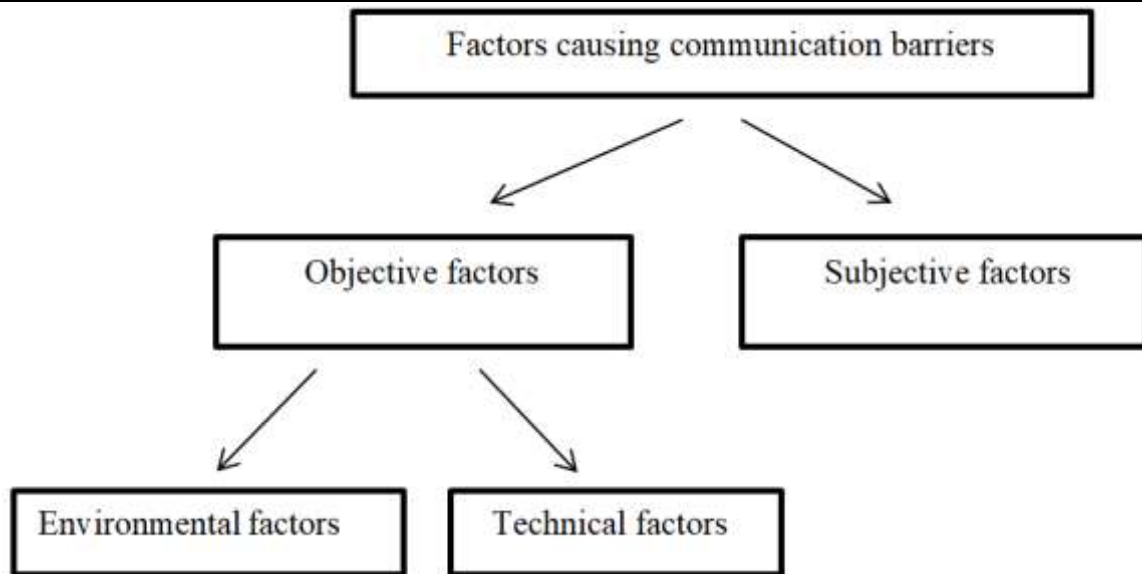
Results. A communicative barrier can be associated with various factors and various speech situations. According to the classification of O.Yu.Bryukhova, *language and speech, interpersonal, personal, space-time, technical, condition-related, social-cultural, intercultural communicative barriers* are distinguished.¹⁵⁶

Also, T.V. Jerebilo distinguishes between objective and subjective reasons for language discomfort in a speech situation that causes a communicative barrier. In turn, V. V. Kondrashina distinguishes two types of objective barriers: environmental factors and technical factors. Thus, the factors causing the communicative barrier can be defined as follows:

¹⁵⁴ Жеребило Т.В. Словарь лингвистических терминов. Назрань: Пилигрим, 2010. – С.481

¹⁵⁵ Жеребило Т.В. Словарь лингвистических терминов. Назрань: Пилигрим, 2010. – С.481

¹⁵⁶ Брюхова О.Ю. Основы организации связей с общественностью. Екатеринбург: Издательство УрГУПС 2014. – С. 92



In the following speech situation, a barrier related to space-time and technical means has arisen:

His father-in-law's words kept echoing in his ears: "...The operation is inevitable...Amputation of legs is definite...It is really definite...His legs... his legs... If you don't agree... your consent... if they don't amputate....."

He quickly got up and left... He couldn't stay in the room and went out and started walking from one side to the other in the yard. Then he made a decision stopping in front of the pond, took out his phone of his pocket and dialed the required number. When a voice came from that side, he cut short:

- Sobit, is that you? Find Hamdam and bring him here. We need to talk. Do not be lazy, and come quickly.

- I'm tired of your fear, - said Sobit. - What shall we do at this time?

- Don't ask what we shall do. Come here while I am telling you to come.

- Is everything good? How is your wife? Is she ok?

Olim did not answer and hung up. ("Torment", a true story)

The young man's wife is a patient, and his father-in-law said that the doctors said that his legs should be amputated, and the young man's consent is needed for this. The guy panics and calls his friends for advice, but it's too uncomfortable to talk on the phone to fully explain the situation. That's why he called his friends to talk face to face. The lateness of the time caused inconvenience for the addressees. Thus, space-time and technical factors became an obstacle to understanding the situation. In this situation, contact (face-to-face) communication is required to overcome the communicative barrier.

Conclusion. While effective communication helps to increase a person's self-confidence and strengthen their position in society, it should not be overlooked that in the process of communication-intervention, inappropriate interventions or communicative barriers can negatively affect or limit this activity.

REFERENCES

1. Брюхова О.Ю. Основы организации связей с общественностью. Екатеринбург: Издательство УрГУПС, 2014.
2. Жеребило Т.В. Словарь лингвистических терминов. Назрань: Пилигрим, 2010.
3. Кондрашина В.В. Коммуникативные барьеры в современной образовательной практике // Psychology. Historical-critical Reviews and Current Researches. 2021, Vol.10.
4. Сабирова Ч.А. Талабаларда ахлоқий-эстетик тарбияни ривожлантиришда кейс-стади технологиясидан фойдаланиш ("Касбий этика" фанини ўрганиш мисолида) // Пим ham jámiyet. Нукус, №1.2017. – Б. 71-73
5. Matkarimova A.I. (2024). Nominative sentences in linguistics. *Scientific approach to the modern education system*, 2 (21), 39-41.