



AN ANALYSIS OF COMMON MISUNDERSTANDINGS IN PRAGMATIC FAILURES BETWEEN UZBEK AND ENGLISH SPEAKERS

Ergashaliyeva Hilola

Namangan province Turan International University

Annotatsiya: Til – insoniyatning eng muhim muloqot vositasi bo'lib, unda nafaqat so'zlarning leksik ma'nolari, balki ularning kontekstga, madaniyatga, ijtimoiy vaziyatga bog'liq pragmatik ma'nolari ham katta ahamiyatga ega. Pragmatik muvaffaqiyatsizliklar til o'rganishda va ikki yoki undan ortiq madaniyat vakillari o'rtasidagi muloqotda ko'p uchraydigan hodisa bo'lib, bu holat o'zaro tushunmovchiliklarga olib keladi. Ayniqsa, o'zbek va ingliz tillari o'rtasidagi pragmatik farqlar tufayli so'zlashuvchilarda ko'plab tushunmovchiliklar yuzaga keladi. Ushbu maqolada o'zbek va ingliz tilida so'zlashuvchilar o'rtasidagi pragmatik muvaffaqiyatsizliklarning sabablari, shakllari va ularni bartaraf etish yo'llari haqida ma'lumotlar berilgan.

Kalit so'zlar: pragmatik muvaffaqiyatsizliklar, til, tilshunoslik, leksik ma'nolar, kontekst, muloqot, pragmatik farqlar.

Аннотация: Язык является важнейшим средством общения человечества, в котором большое значение имеют не только лексические значения слов, но и их прагматические значения в зависимости от контекста, культуры и социальной ситуации. Прагматические неудачи являются распространенным явлением при изучении языка и в общении между представителями двух и более культур, что приводит к взаимному непониманию. В частности, из-за прагматических различий между узбекским и английским языками возникает много недоразумений между говорящими. В данной статье представлена информация о причинах,



формах и способах устранения прагматических неудач между говорящими на узбекском и английском языках.

Ключевые слова: прагматические неудачи, язык, лингвистика, лексические значения, контекст, коммуникация, прагматические различия.

Abstract: *Language is the most important means of communication of mankind, in which not only the lexical meanings of words, but also their pragmatic meanings depending on the context, culture, and social situation are of great importance. Pragmatic failures are a common phenomenon in language learning and in communication between representatives of two or more cultures, which leads to mutual misunderstandings. In particular, due to the pragmatic differences between Uzbek and English, many misunderstandings arise between speakers. This article provides information on the causes, forms, and ways to eliminate pragmatic failures between Uzbek and English speakers.*

Keywords: *pragmatic failures, language, linguistics, lexical meanings, context, communication, pragmatic differences.*

INTRODUCTION

Pragmatics is an area of linguistics that studies how language is used in context, that is, in a given situation. In this area, Language units are studied not only their lexical meanings, but also their functions in communication, social meanings. The pragmatic aspects of language are closely related to culture, social norms, intentions and goals in communication. For this reason, pragmatic differences between Uzbek and English cause many communication problems between language learners and speakers. In the Uzbek language and culture, respect, sincerity and adaptation to the social situation usually occupy an important place in communication. Many Uzbek speakers place a strong emphasis on phrases that express non-conformity, politeness, and respect in the spoken language. For



example, the use of the form “you” in colloquial speech, suffixes and words that express respect, are used a lot. Also, communication in the Uzbek language is carried out through more indirect, twisted and ambiguous phrases. This causes misunderstandings, especially for those who are used to communication that is directly and clearly expressed in English.

MATERIALS AND METHODS

In English, however, communication is conducted in a more direct, clear and concise form. English speakers often seek to express their thoughts openly and clearly. This may seem harsh or disrespectful to Uzbek speakers at times. For example, in English it is common to explicitly reject “No”, whereas in Uzbek it is often gently rounded and expressed in an ambiguous form. Thus, while English speakers are used to expressing their thoughts openly and clearly, Uzbek speakers rely more on context, gesture, and politeness. Another reason for pragmatic failures is the differences in cultural normatives and social rules. Social relations and respect are very important in Uzbek culture, which requires compliance with many subtleties and rules in communication. In English, however, more individualism and direct communication are valued. These differences affect the intentions and behavior of speakers in communication. For example, while Uzbek speakers often tend to express their opinions indirectly, politely, and ambiguously, English speakers prefer clear, open, and direct expression. Also, pragmatic failures are more likely to occur in different genres of speech, in particular in the expression of inquiry, suggestion, rejection responses and gratitude. For example, in Uzbek, queries are often expressed in polite forms, while in English queries are often given in simple and short forms. This situation can lead to mutual misunderstanding, as an English-speaking Uzbek speaker may not understand or misinterpret an ambiguous request. In addition, the dependence of linguistic units such as humor, irony and irony on cultural context also causes pragmatic failures. In Uzbek culture,



humor is expressed in a more indirect and polite form, while in English it can be more open and direct. Therefore, it is possible that the English-speaking Uzbek speaker misunderstands the joke or vice versa.

RESULTS AND DISCUSSIONS

To overcome pragmatic failures, it is necessary to first prepare the language learners pragmatically in full. This means teaching not only grammatical and lexical knowledge, but also cultural and social context. Language teachers should organize special training, create realistic communication situations when teaching pragmatic differences between Uzbek and English. It is also important to introduce cultural exchange programs and students to different cultures in order to increase mutual cultural understanding. Secondly, in order to identify and solve pragmatic problems that arise in communication, it is necessary that language learners and speakers are open and sincere among themselves. When a misunderstanding arises in the process of communication, it is important to gently clarify and explain it. It requires mutual respect and patience. Thirdly, it is recommended to use more interactive techniques in the language learning process to reduce pragmatic failures. For example, the organization of role-playing games, situational exercises, dialogues in a cultural context are effective in the formation of pragmatic skills. These techniques allow language learners to simulate real-life communication situations and increase their pragmatic understanding.[1]

Pragmatic misunderstandings are one of the important problems that arise in the process of language and communication. They arise primarily from cultural, contextual, social, and linguistic differences among those involved in communication. To eliminate pragmatic misunderstandings, it is necessary to make the communication process more effective, to understand the differences between language and culture more deeply, and to correctly apply the rules of communication. Pragmatic misunderstandings are generally concerned not with the



meaning of words, but with the context in which they are used, with what intention they are said, and in what social situation they are applied. Each language and culture has its own rules of communication through which words and phrases can receive different meanings. For this reason, a phrase that is considered normal and correct in one culture can be misinterpreted or even offensive in another. This situation creates confusion and misunderstandings in communication. Cultural differences are the main cause of pragmatic misunderstandings. Each society has its own social rules, habits, forms of respect and modes of communication. For example, in some cultures, direct speaking is valued, while in others, speaking with politeness and ambiguity is the basic rule of communication. Therefore, the participants in the dialogue are subject to mutual misinterpretations due to their lack of understanding of the cultural context between them. In addition, social status, age, gender, and other factors also affect pragmatic misunderstandings, as they determine the expressions of respect in communication and the style of speech.[2]

In overcoming pragmatic misunderstandings, it is important to improve the pragmatic knowledge of language learners. In the process of learning a language, it is necessary not only to focus on grammatical and lexical rules, but also to study the cultural and social context of the language. It helps language learners understand not only the lexical meaning of words, but also their function in communication. At the same time, when teaching pragmatic rules, the use of real-life situations and interactive exercises is considered effective. Through role-playing games, dialogues and situational exercises, learners will be able to experience different communication situations. Cultural exchange programs and communication with people from different cultures also play a large role in reducing pragmatic misunderstandings. Talking to representatives of other cultures, observing their communication styles, and sharing experiences among themselves can help language learners better understand cultural differences. This,



in turn, reduces the confusion and misunderstandings that arise in communication. Maintaining openness and clarity in the process of communication is also an important factor in overcoming pragmatic misunderstandings. If there is uncertainty or misunderstanding somewhere in communication, it is necessary to gently clarify it, ask questions and explain it. This increases the mutual respect of the participants in the dialogue and prevents misinterpretations. At the same time, it is also important to be patient in communication, develop listening skills and respect the opinion of others. The pragmatic willingness of Language teachers is also of great importance. They should be well aware of the pragmatic differences between Uzbek and other languages, be able to explain them to readers. It teaches students not only to use the language grammatically correctly, but also to use it correctly and effectively in communication. Teachers can also develop special methodologies for identifying and eliminating pragmatic misunderstandings. The contrast analysis method is also effective in reducing pragmatic misunderstandings. This method compares the pragmatic rules of Uzbek and English or other languages, studying their similarities and differences. For language learners, such a comparison can help them gain a deeper understanding of the language and reduce ambiguities in communication.[3]

Also, the use of technologies and modern tools helps to eliminate pragmatic misunderstandings. Through online communication platforms, language learning apps, and interactive textbooks, language learners can gain experience of communication close to real-life situations. This serves to develop their pragmatic skills. To eliminate pragmatic misunderstandings, it is necessary to deeply understand the differences between language and culture, apply interactive teaching methods, develop cultural exchanges, maintain openness and accuracy in communication, increase the training of Language teachers and use modern technologies. These measures help to make the communication process more effective and understandable, and also strengthen mutual respect and understanding



between representatives of different cultures. Reducing pragmatic misunderstandings is important not only in language learning, but also in international dialogue and cooperation.[4]

CONCLUSION

In summary, pragmatic failures between Uzbek and English speakers are attributed to many cultural, social and linguistic differences. These differences are reflected in the intentions, modes of expression, and cultural norms of the speakers in communication. To eliminate pragmatic misunderstandings, it is necessary to prepare language learners not only grammatically and lexically, but also pragmatically and culturally. Also, increasing mutual cultural understanding, maintaining openness and patience in communication, and the use of interactive learning techniques are important factors in reducing pragmatic failures. With these approaches, the level of communication efficiency and mutual understanding between Uzbek and English speakers increases significantly.

REFERENCES

1. Karimova, D. (2024). Pragmatic features of word games in English and Uzbek. "Scientific Journal Of Samarkand Pedagogical Institute", 15(3), 45-58.
2. Tursunov, A. (2015). Pragmatic and semantic analysis of phrases in Uzbek and English. "Journal of Medicine and Science", 12(1), 112-125.
3. Islamov, S. (2021). Linguopragmatic features of emotional expression in English and Uzbek. "Conference Proceedings Of Uzbekistan State University Of World Languages", 7, 88-96.
4. Rakhmonova, N. (2022). Cultural differences in communication between Uzbek and English and their pragmatic influence. "International Journal Of Linguistics", 9(2), 34-47.



5. Saidov, M. (2014). Pragmatic and ambiguous features of the introduction in English and Uzbek. "Language and culture", 5(4), 59-70.
6. Abdullaeva, L. (2023). The ambiguities of Uzbek and English speakers in communication: a pragmatic approach. "Linguistic Studies", 8 (1), 101-115.
7. Ergashev, B. (2011). Causes of pragmatic failures in Uzbek and English and ways to eliminate them. "Linguistics and history", 14(3), 77-89.
8. Nazarov, I. (2020). Forms of respect in English and Uzbek and their pragmatic differences. "Culture and language", 6(2), 23-36.
9. Mamatqulov, J. (2023). Analysis of pragmatic errors in communication of speakers of Uzbek and English. "The Science Of Linguistics", 10(1), 50-66.
10. Yusupova, F. (2014). Methodological recommendations for reducing pragmatic failures in Uzbek and English. "International Journal Of Language Learning", 11(2), 15-29.