



PSYCHOLINGUISTIC FACTORS OF COMMUNICATION BARRIER

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ANNOTATION

this article investigates the psycholinguistic factors of the phenomenon of communication barriers in interpersonal relations, the temperament of the linguistic person, and the aspects related to character traits.

Key words

communication barrier, addressee position, addresser position, psychological barrier, communication difficulty, age barrier.

In linguistic studies, the communication barrier is considered as a type of ineffective communication. Traditionally, communication barriers and content barriers are distinguished in psychology and pedagogy. The communication barrier is directly related to the difficulties faced by the linguistic person in planning and organizing communication, while the semantic barrier is related to the mutual misunderstanding between people, because the same thing or phenomenon can mean different things to them. In this case, usually, for example, the meaning of an interrogative or imperative sentence is clear to both parties, but the inconsistency in meaning can lead to a breakdown of interaction, cause an ineffective relationship and create a basis for interpersonal conflict. From this point of view, the communicative content of the sentence has become a research subject of pragmatics. The interpretation of a particular expression largely depends on the factor of the addressee and the addresser. We refer to the explanations of these concepts in dictionaries to distinguish the functions of the addressee and the addresser in the communication process.

Addresser (German addressant) - speaker, message sender, speech maker, communication partner, etc. In the act of communication, the addresser factor is connected with the explicit and hidden meanings of the expression, orientation to the communicator, content, structure and modality. The addresser's place of birth or long-term residence affects the construction of the speech, the choice of linguistic tools, the entire communication behavior of the person; level of education; age; gender; many factors influence such as the social role in a certain communicative



situation (passenger-driver; buyer-seller...), permanent role in society (occupation, social status) and family (spouse, children-father...)³

Addresser (German *adressant* - "sender") - the sender of the text message, the initiator of the communicative act, and his main purpose is to attract the addressee's attention to the object of speech. R. Jakobson proposes a linear model to describe the information process, according to which there is a transmitter of information (*addresser*), receiver of information (*addressee*) and a *communication channel* between them (this includes the structures through which communication is carried out)⁴.

Addressee (German *adressat*) - speech recipient, listener, audience, decoder, interlocutor, interpreter, etc. Each speech act is intended for a specific addressee model. The development of speech, the choice of linguistic means occurs under the pressure of the addressee factor. People speak not to some space, gap, but in relation to the person of the addressee, wanting to be understandable and close to him or, on the contrary, wanting to show his difference, superiority, high level, knowledge, etc. The age, gender, social status, appearance, social role of the interlocutor are important to the speaker, that is, the speaker should always model the listener and adapt to this model.⁵

The addresser seeks to anticipate situations that may lead to communicative failure, as the intended communication includes a speech effect aimed at causing the addressee to react in a certain way.

It is known that psychological relations are one of the most important aspects in the issue of communication barrier. In particular, the problem of communication difficulties or "barriers" in the educational process was studied as a special research object in the works of I.A. Zimnyaya, Yu.V. Kasatkina, A.A. Klimov, N.V. Klyueva, A.A. Kolomensky, E.S. Kuzmina, B.D. Parygin, L.A. Povarnitsyna, V. V. Ryzhov, E. B. Tsukanova and others. In the work of L.S. Ter-Matiosova on the topic "*Педагогические особенности преодоления ценностно-смысловых барьеров будущими педагогами*" (Pedagogical features of overcoming value and semantic barriers by future teachers) the problem of communication barrier is studied in the aspect of pedagogical psychology, and the psychological factors of the issue are explained in detail.

L.S. Ter-Matiosova stated that barrier types such as "*temperament barrier*", "*character accentuation barrier*", "*communication style barrier*", "*negative emotion barrier*" (*suffering, anger, disgust, fear, shame and guilt*), "*mind bias*" barrier (*stereotype*,

³ Pedagogical speech studies: Dictionary-reference book / M.: Moscow Pedagogical State University, 1993. - p 232.

⁴ Dictionary of rhetoric, linguistics and effective communication // <https://didacts.ru/slovari/slovar-po-ritorike>

⁵ Tumina L.E. Pedagogical speech studies: Dictionary-reference book / M.: Moscow Pedagogical State University, 1993. - p 232.



bias, lack of interest, ignoring the facts), "speech barriers", "physical barriers", "social-role barriers", "information-cognitive barriers", "social-psychological barriers", "organizational-psychological barriers" are distinguished in a number of works, and it is thought that these prevent a person from interacting with others.⁶

In psychology, the concept of "barrier" is considered as a condition that does not allow a person to perform one or another type of activity⁷.

Psychologists such as E. V. Zalyubovskaya, V. N. Kunitsyna, N. V. Kazarinova, V. M. Pogolsha, B. D. Parygin, V. Karimova, M. Maksudova, E. Rahimova conducted scientific-theoretical and experimental research regarding the factors related to the psychology of the person that cause interpersonal communication difficulties and communication barriers. Disruption of interpersonal communication is a two-way complexity of communication and relationships, the psychological side of which is determined by the personal qualities of the interlocutors, such as "selfishness, authoritarianism, insincerity" or psychological categories such as "suspicion, envy, jealousy, shame, fear." Due to these factors, the breakdown of relationships can lead to long-term interpersonal communication disorders, and at the same time, it can lead to a certain degree of suffering, discomfort, inconsistency, and nervousness in relationships with other people.

V. N. Kunitsyna believes that the most complete work on the issue of communication barriers in recent years belongs to E. V. Zalyubovskaya and cites the following definition of this author: "Communication barrier is a situation of communication depending on motivational-operational, individual-psychological, social-psychological characteristics an absolute or relative barrier that is subjectively felt or actually exists by the interlocutors"⁸.

According to the theoretical views of psychologists, the violation of informal interpersonal communication is the most serious problem in terms of its psychological consequences and complications. "They are difficult to eliminate, require the intervention of a psychotherapist or psychologist, and are corrected by understanding and changing the relationship system. Often, they are the result of a deterioration of interpersonal relationships in a particular couple, and do not apply to other relationships."⁹. In turn, there are also internal types of communication barriers related to human psychology. We will consider some of them.

⁶ Ter-matiosova L.S. Pedagogical features of overcoming value-semantic barriers by future teachers: abstract of the dissertation of a candidate of pedagogical sciences. Rostov-on-Don, 2011. – p.4

⁷ Vasilevskaya E.A., Manina V.A. The problem of overcoming the psychological barrier to educational activity in domestic psychology / Bulletin of the Udmurt University. – 2017. – T.27 – issue 2.

⁸ Zalyubovskaya E.V. Overcoming communication barriers in joint activities: Dissertation of a candidate of psychological sciences. – M., 1984.

⁹ Kunitsyna V.N., Kazarinova N.V., Pogolsha V.M. Interpersonal communication. Textbook for universities. – St. Petersburg: Peter, 2001. p 236

1) Barrier of tendency to establish a negative relationship with the surrounding people according to the character, temperament of the speakers or according to a certain reality situation.

Мен дадамнинг хонасида "Роҳати дил"ни ўқиётсам, акамнинг икки ўғли дастурхонга таклиф қилиб, остонада туриб олишди. Кейин онам, ниҳоят акам овқатга чақириб келди.

–Мен миннатли ош емайман, –дедим.

Акам ёнимга коса кўтариб келиб, кечирим сўради.

–Ўўқ, кечирмайман!–дедим жаҳл билан.

– Ол, овқатни е, Бонужон, мени эзма, мажбур бўлмасам қилмасдим шу ишни, – деди акам мурасасозлик билан.

Баттар жиним кўзиди. Деразани очдим-у овқатни коса-посаси билан улоқтириб юбордим. Акам бир қалқиб тушди, ранги бўзарди:

–Кечирмайсанми?–деди хириллаб.

– Кечирмайманми? Нимани кечирай? Сиз ҳақ, мен ноҳақман-ку! Нега кечирим сўраяпсиз?

– Демак, сенга ака керак эмас, шундайми?– деди кўзлари олайиб.

– Ўўқ! Агар ака дегани сиздай бўлса, керак эмас! Дадасиз яшашга кўникдимми, акаси ҳаётгаям чидайман! Бўлди, дадам билан бир кунда акамниям кўмдим!–дедим.

Акам шахд билан ташқари чиқиб, эшикни қарсиллатиб ёнди...(Iqbol Mirza, the novel "Bonu".)

In this speech situation, the violation of relations between brothers and sisters changed the nature of communication and caused a communication barrier, which led to the strengthening of the content of denial in the addressee's speech.

2) The barrier of not understanding each other or misjudging a person's character. The psychological factor is especially important in marital relations. In this type of communication barrier, coldness will gradually appear, and the communication barrier can become a characteristic feature of the relationship, a communication difficulty.

Уйига келса хотини унинг ҳеч қанақа гапларига тушунмайдигандек туюлар, гунг бўлиб олар, овқат устида ҳам, чой устида ҳам газета ўқиб индамай ўтирарди. Муяссар ҳам безиди. Кўпинча қайнонасининг ёнига бориб ўтирадиган бўлди...Бир кун у уйига кайфияти анча баланд келди. Ўғлига алланарса тикиб ўтирган Муяссарга қараб:

- Мени кафедрага мудир қилишди, - деди. Муяссар хурсанд бўлгандай жилмайди. Лекин шу заҳотиёқ Малик:

- Ҳеч нарса тушунмадинг. Кафедрани билармидинг сен? - деди. Муяссарнинг юзи бир нафасда бошқа тусга кирди. Нина тутган қўллари бўшашиб титради. Лекин эрига жавоб қайтармади. (S. Zunnunova, the story "Okinch")



Malik, who seemed happy at the initial stage of the family relationship, began to misjudge his wife Muyassar's serious and thoughtful character, as his professional level increased, he accused her of "not understanding" and gradually "limited" communication. As a result, as mentioned above, the lack of effort to "understand and change the relationship system" eventually led to communication difficulties and family breakdown.

3) Touching a person's personality and sensitive feelings is one of the strong psychological conditions that lead to a negative result in interpersonal relations, a communication barrier. Such a situation affects the psyche of the addressee, increases his hatred towards the communicant.

Ваҳобжон хаёлпаршонлик билан кетаётса, кимдир чақиргандек бўлди. Музқаймоқ будкасининг ёнида Зулайҳо билан яна бир синфдоши турарди.

- Мен ҳужжатларимни мединститутга топширдим. Бу чет тилларига берибди, -деди ёнидаги йигитга ишора қилиб, - сен нима қилдинг?

Ваҳобжон кўзларини пирпиратиб қўйди-ю, жавоб бермади...

- Ҳеч қаерга топширмадингми ҳали? - такрор сўради Зулайҳо.

- Бечора учувчи, - деди синфдоши унинг елкасига уриб ачинганнамо, - даданг ерда ҳам тўғри юролмабди. Сен бўлсанг, осмонда учаман, дейсан. Бошқа бирон ерга топширавер энди.

Ваҳобжоннинг бошига бир нарса урилгандек бўлди. Ўртоғига жаҳл билан бир тикилди-ю, лекин ҳеч нарса деёлмади. Шахт бурилиб юриб кетди. (S.Zunnunova, """)

Usually, such sarcastic, derisive or bitter words about the addressee's loved ones have a strong impact on the listener's psychology, and the relationship with the speaker worsens.

4) one of the unique and common forms of interpersonal barriers is the "age" barrier that occurs between representatives of different generations and is typical of the everyday communication system. Elderly people often condemn the behavior of young people, and young people do not like to be investigated, taught, and advised by adults. The age barrier in communication is dangerous both in family relationships and in the system of professional relationships.

Кўряпсанми, тоқлар ола бўлиб ётибди. Битта ҳам зўраси йўқ. Шу боғнинг эгаси сенга ўхшаган бир маҳмадана. Қарасам, эрта баҳорда тоқларини очяпти. Очмай тур, бола, ҳов чўққидаги қорлар эриб битсин, кейин очгин, десам, "сиз тушунмайсиз ота, баҳор алақачон келиб бўлди", дейди-я! Менинг бобом ҳам, бобомларнинг боболари ҳам шу чўққида қараб тоқларини очишган. Мен тушунмаган чол бўлсам ҳам, билганимдан қайтмай, тоқларни очмадим. У маҳмадана тоқларини очган кунни эртасига қор ташлаб, совуқ уриб кетди. У-ку, даромаддан қолди, энди бир кунини кўрар. Ток бечораларга ачинаман. Қара, ҳали ҳам



касал, ўнглонолмай ётибди. (Т. Malik, "The Devil's Wall") In such a situation, communicants approach each other on the principle of "you don't understand" and ineffective communication occurs.

5) Fear as a negative psychological category almost always causes communicative misunderstandings.

- Ҳа, иним, у ерларга қайси шамол учирди? -деб сўради Жаҳонгир унинг саломига алик олиб.

- Ҳе, бунақа шамолнинг энасини... - йигит беихтиёр сўкиб юборди-ю, бу қилигидан ўзи изза чекиб, гап оҳангини сал юмшатди. - Хотинимни урган эдим, бу ерга тиқиб қўйишди падарлаънатилар.

- Чакки бўлибди, - деди Жаҳонгир жойига бориб ўтириб.

...Йигит қарасаки, бу тақирбош одам унга эл бўладиган эмас, шу боис гапни давом эттирмади. Аммо узоқ жим ҳам ўтира олмади... Ўзи... сизни нимага қамашди?

- Э, иним, менинг ишим чатоқ. Мен одам ўлдирдим.

- Одам ўлдирдим? Кимни? Ҳалиги... Дайдидарадаги одамними? Нимага ўлдирдингиз?

Жаҳонгир бу йигитнинг феъли торроқ эканини билиб, ҳазил билан жавоб берди:

- Хотинини урган экан.

Ҳазил гап билан йигитдаги ҳадикни қувмоқчи бўлган Жаҳонгир уни баттар саросимага солиб қўйди. Йигит унга бақрайиб қараб қолди. Жаҳонгирнинг пешонасидаги ёзувни кўрди-ю бадбашара одамхўрга дуч келгандай ҳушини йўқотди. Сапчиб ўрнидан туриб орқасига тисарилди. Уни тинчлантириши учун Жаҳонгир ҳам ўрнидан қўзғолди. Йигит буни бошқача тушуниб, орқаси билан деворга урилгунча тисарилаверди. Сўнг кескин ўгирилиб, эшикни дўмбира қила кетди.

- Начайникни чақир, чақир дейман! - деб жон ҳолатда бақирди.

Жаҳонгирнинг «Ҳой, иним, ҳазиллашдим», дегани қулоғига ҳам кирмади. Йигитнинг жазаваси авжга чиққанда эшик очилди. (Т. Malik, "The Last Bullet")

The speaker is trying to make a joke to his interlocuter's question

"Why did you kill a person?", using the linguistic fact of his speech that he was "imprisoned by beating his wife". The addressee misunderstands the joke, is getting scared, getting confused.



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