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COMMUNICATIVE-PRAGMATIC UNITS EXPRESSING SUBJECTIVE PURPOSE IN UZBEK LANGUAGE

UNIDADES COMUNICATIVO-PRAGMÁTICAS QUE EXPRESAN UN PROPÓSITO SUBJETIVO EN LENGUA UZBEKA

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ABSTRACT

"Pragmalinguistics" is a field of study that lies at the intersection of pragmatics and linguistics. It combines the understanding of how language is used in real contexts with the analysis of linguistic structures and functions. Pragmalinguistics deals with the way people use language in everyday communication, taking into account context, intentions, and communicative effects. To date, language has been studied in detail, including the differences between word meaning and concept, but the situation of speech, as well as the relationship between word and speaker, in general, the analysis of man in terms of his purpose has been somewhat overlooked. Considering this as a starting point, the article examines the relationship between communicative and pragmatic relations and their types in Uzbek language. In addition, pragmatic problems and relationships between communicants are studied. For this, in the article it is classified, and examples are given related the pragmatic meanings of the communicative units of speech - the verb, the interrogative and the imperative.

Keywords:

Uzbek language, communication, communicative unit.

RESUMEN

La "pragmalingüística" es un campo de estudio que se encuentra en la intersección de la pragmática y la lingüística. Combina la comprensión de cómo se usa el lenguaje en contextos reales con el análisis de las estructuras y funciones lingüísticas. La pragmalingüística se ocupa de la forma en que las personas usan el lenguaje en la comunicación cotidiana, teniendo en cuenta el contexto, las intenciones y los efectos comunicativos. Hasta la fecha, el lenguaje ha sido estudiado en detalle, incluyendo las diferencias entre el significado de la palabra y el concepto, pero la situación del habla, así como la relación entre la palabra y el hablante, en general, el análisis del hombre en términos de su propósito ha sido algo pasado por alto. Tomando esto como punto de partida, el artículo examina la relación entre las relaciones comunicativas y pragmáticas y sus tipos en lengua uzbeka. Además, se estudian los problemas pragmáticos y las relaciones entre comunicantes. Para ello, en el artículo se clasifica y se dan ejemplos relacionados con los significados pragmáticos de las unidades comunicativas del habla - el verbo, el interrogativo y el imperativo.

Palabras clave:

Lengua uzbeka, comunicación, unidad comunicativa.

INTRODUCTION

Linguistics is the scientific study of language and its structure, including the sounds, words, and grammar used by people to communicate with each other. It encompasses a wide range of topics, including the history and nature of language, linguistic scholarship, and sociolinguistic issues (Oviogun & Veerdee, 2020). It is concerned with understanding how language works and how it is used by people to communicate with each other, including the study of morphosyntax, or the structure of words and sentences, including how words are formed and how they are put together to create meaning (Haspelmath, 2021), the terminology, or the specialized vocabulary used in a particular field or subject area (Collet, 2004), the study of how language is used in written or spoken texts to create meaning and coherence without ambiguity (Shyrokov, 2021)

According to Ernazarova (2021) "there is a social need and necessity for the formation of a new direction of linguistics, specializing in the systematic study of the interaction of linguistic levels and pragmatic factors in the process of formation and expression of thought.". As a result, the problem of today's demand for linguistics is the study of speech, which is a product of language capabilities, in relation to its owner and context is conducted in the direction of language→ speech→ speaker or language→ linguistic possibilities→ speech reality.

Any linguistic sign consists of a unit of form and meaning. In this regard, in linguistics, communicative units refer to the smallest units of meaning in language that can convey a complete message. These units are also known as discourse units or speech acts (Simon & Degand, 2011). They are used to express ideas, thoughts, and emotions, and to convey information from one person to another. There are several types of communicative units in language, including:

- Phonemes: The smallest units of sound in a language that can change the meaning of a word. For example, the difference between "pat" and "bat" is the phoneme /b/ and /p/.

- Morphemes: The smallest units of meaning in a language that can stand alone or be combined with other morphemes to create words. For example, the word "unhappy" is made up of two morphemes, "un-" and "happy".

- Words: The basic units of language that can stand alone and have meaning. For example, "dog" and "cat" are words.

- Phrases: A group of words that function as a single unit in a sentence. For example, "the big dog" is a phrase.

- Clauses: A group of words that contains a subject and a predicate and can function as a sentence. For example, "I am going to the store" is a clause.

- Sentences: A group of words that expresses a complete thought and can stand alone as a statement, question, or command. For example, "I am going to the store" is a sentence.

Studying communicative units are important because they allow us to communicate effectively with others but also allows us to understand what others are saying to us, and to interpret their meaning correctly. In addition, communicative units are essential for language learning (Yu et al., 2022), by understanding the different types of communicative units and how they are used in language, learners can improve their ability to communicate effectively in a new language.

To date, language units have been classified semantically and grammatically, but research in relation to its speech situation has been somewhat overlooked. Pragmalinguistics serves as a new stage in linguistics to illuminate language units in context. Semantic approaches in the analysis of language units directly address the main object - context, subject and activity, which defines the principles of pragmatic analysis. It is understood that "in pragmatics, speech movement is studied in relation to various aspects of human activity. In this regard, it is safe to say that communication is one of the independent branches of pragmalinguistics.

We know that any communication occurs as a result of the materialization of the individual's thinking. That is, the real exchange process of speech owners is communication. But in the process of communication, it is not enough for the speakers to exchange ideas alone. In the communicative process, there is also the hidden purpose of the speakers, their intangible expression, which serves to revitalize the communication and to show its various aspects. In such cases, the separation of communication and pragmatics, as well as the independent combination of communicative goal and pragmatic goal, is manifested.

Linguistic pragmatics studies problems related to the real relationship of a character in the communication process (Hakimov, 2001). The communicative process is important for the "animation" of linguistic 'figures. It follows that communication and pragmatism are simultaneous concepts. Considering this the objective of this work is to study the communicative and pragmatic relationship of simple speech in the Uzbek language. The research examines simple sentences in Uzbek written and oral speech, examples on the topic from the works of Uzbek writers, in particular, the types of sentences according to the purpose of expression (verb, question, command-wish,

emotional sentences). To reveal the relationship between communication and pragmatics in simple sentences, the research involves the following tasks:

- to study the relationship of communication and pragmatics in language units.

- to determine the specific pragmatic value of the question, command-wish, emotional statement.

- the study of facts, questions, commands, emotional statements on the basis of pragmatic classification.

- to reveal the imbalance of form and content in communicative-pragmatic units.

DEVELOPMENT

At the heart of the communicative process is the personality factor, which is driven by man. It is known that man is a complex creature as well as society. The process of communication between people is characterized by a variety of forms of expression that are inextricably linked with knowledge, understanding, expression, perception, and reading. As soon as forms of expression are used, the concept of relation begins to emerge. In connection with the interaction of the participants of communication, the form of verbal intervention, forms of appeal, the act of speech between communicators - please, orders, etc. are a number of issues of pragmatism (Hakimov, 2001). Interaction between individuals is not only the exchange, acquisition and transmission of information, but also situations that reflect the negative and positive relationships between them are a source of research in communication.

In his works the linguist Sh. Safarov, in addition to the task of transmitting linguistic symbols, also speaks about its other functions. He establishes that the purpose of communication is not limited to the exchange of information, the purpose of communication is to influence the "partner", the characters that are the means are also used by the speaker to express his liking, dissatisfaction, amazement, and other emotional feelings for someone or something (Safarov, 2008). Indeed, in a communicative approach to language units, speech information, speech situation, and subject purpose are important factors. Therefore, as mentioned, communication and pragmatics are interrelated phenomena, and one requires the other. Only when the same aspects of linguistic communication are taken into account can it be imagined that the parts of the semiotic system interact with each other in a dynamic, dynamic way (Safarov, 2008). Linguist Kolshansky also acknowledges that communicative linguistics approaches language as a dynamic system (Kolshansky, 1984). Let's see this through some examples.

Oyimning gapi negadir Dalavoyni g'azablantirib yubordi. Kulrang ko'zlari qisilib, allaqanday ko'kish o't sachrab ketgandek bo'ldi. (My mother's words somehow make Dalavay get angry. His gray eyes narrowed, and it was as if some bluish fire had blazed from them.)

-Nima, barkashingizni uyimga oborib qo'yibmanmi? –dedi ovozi jaranglab. –Zakun bor, bildingizmi"? (-What? Do you think that I took your barkash to my house?" His voice cried out. "There's a law, do you know?")

Shu payt osmondan tushdimi, yerdan chiqdimi, allaqayoqdan gurji kuchugimiz paydo bo'ldi. Xuddi hozir g'ajib tashlaydigandek to'ppa-to'g'ri otning oyog'iga yopishib ovozi boricha akillay boshladi. Jiyron yer tepinib pishqirdi. Boshini shiddat bilan ko'targan edi, Dalavoyning jilov tutgan qo'li siltanib qayrilib ketdi. (At that moment, whether coming down from the sky or out of the ground, our Georgian dog appeared. The dog clung to the horse's leg, as if in a strange moment, and barked as loudly as it could. Jiron kicked the ground and snorted. Delavoy's hand, which was holding the reins of the horse, got shaken and bent.)

-Yo'qol-e, padaringga la'nat! –u jahl bilan jilovni tortdi. Itga qamchi o'qtaldi. Kuchuk angillab qochdi. Biroq nariroqqa borib battar vovillashga tushdi. –Yeching anovini! –Dalavoy dag'dag'a bilan oyimga buyurdi. ("Go away, damn your father!" he pulled the reins angrily. The dog was whipped. The dog ran away with whining. But as he went farther, he began to howl even harder. "Untie that!" -Dalavoy ordered my mother with a threat).

Oyim bir zum ko'zlarini pirpiratib turdi-da, sekin, entikib so'radi.

-Nimani, opovsi?

-Anovi govmish sigirni! –Dalavoy labinining bir cheti bilan istehzoli kuldi. –Qo'tir echkidan boshqa nimangiz bor o'zi? –Qanaqa g'alcha odam bular o'zi? –Jahli chiqqanidan Dalavoyning ingichka mo'ylovi ucha boshladi... (O.Hoshimov "Dunyoning ishlari"). (My mother blinked for a moment and asked slowly. "What?" "The cow that's standing there!" Dalavoy laughed sarcastically at one end of his lips. "What else do you have but a scabby goat?" "What kind of human are they?" Dalavoy's thin mustache began to fly in anger ...) (O.Hoshimov, "World Affairs")

The dialogue between the protagonists in the text, Dalavoy nalogchi and the author's mother, is influenced by external factors *(shu payt osmondan tushdimi, yerdan chiqdimi, allaqayoqdan gurji kuchugimiz paydo bo'ldi. Xuddi hozir g'ajib tashlaydigandek to'ppa-to'g'ri otning oyog'iga yopishib ovozi boricha akillay boshladi. Jiyron yer tepinib pishqirdi. Boshini shiddat bilan ko'targan edi, Dalavoyning jilov tutgan qo'li siltanib qayrilib ketdi) (At that moment, whether coming down from the sky or out of the ground, our Georgian dog appeared. The dog clung to the horse's leg, as if in a strange moment, and barked as loudly as*

it could. Jiron kicked the ground and snorted. Delavoy's hand, which was holding the reins of the horse, got shaken and bent.) causes the events to take a sharp turn under the influence of external factors.

Also, the response of the listener to the speaker also leads to a negative attitude of the addressee, that is, the speaker to the listener. This means that the dynamics of interpersonal communication and the interaction between them is reflected in the influence of the personality factor.

Regarding the relationship of the addressee in the communicative process, we have discussed the importance of the speaker as well as the listener, as well as the objective and subjective factors that ensure the variability of the speech process. But because the communicative process is a subject-related phenomenon, it is a complex and multifaceted activity. Pragmalinguist Safarov draws attention to the unity of speech participants in communicative activity, i.e., the mutual understanding of the speech process by the speaker and the listener: This issue is about achieving commonality in subjective cognition. After all, it is difficult for two people to perceive existence in the same way! Socio-cultural environments in which people are born and raised as individuals are diverse, they are brought up differently according to the conditions in that environment (even twins can be intellectually different). Therefore, different people's knowledge of reality may vary subjectively to some extent, but it should also be borne in mind that individuals living in a single environment follow the principles and rules that are common to that environment (Safarov, 2008). According to the linguist, in order to achieve the unity of language and thinking between the speaker and the listener, it is necessary to take into account their social status.

-O'jar bolalarni yaxshi ko'raman. Sendaqalarni qiynaganimda rohatlanib ketaman. Bolaligimda senga o'xshagan edim. Birinchi qamalishimda jonimni sug'urib olay deyishgan. O'g'irlikka tushib, ming so'mlik narsa olsam, bo'ynimga o'n minglik matohlarni ilib tashlashgan. Emagan somsamga pul to'lab, qamalib ketganim alam qilmaydi. O'shanda qiynaganlariga hozirgacha ham chidolmayman. Mana endi, sendaqa mishiqilarni qiynab-qiynab xumordan chiqaman. Xo'sh, nima qilamiz? Bo'yningga olasanmi, tergovchining aytganiga "xo'p" deysanmi yo boshlaymi? ("I love stubborn children. I enjoy torturing people like you. I was like you when I was a kid. During my first imprisonment, I was severely tormented. When I stole and took something worth a thousand rubles, tens of thousands of rags were hung around my neck. It doesn't hurt that I was imprisoned for paying for the duck. I still can't stand being tortured back then. And now, I'm taking my past years' pains' revenge with a literal pleasure by torturing people like you. So what do we do? Do you take the guilty? Or do you say "yes" to what the investigator said? Or else should I start?)

-Men adamni o'ldirmaganman,-dedi Sohib unga tik qarab. ("I didn't kill my father," said Sakhib, looking straight at him.)

-"Adangni o'ldirdingmi?"deb so'raganim yo'q. Adang o'lgisi kelgani uchun o'lgan. Sen itarib yubormasang, ko'chada toshchaga qoqilib ketib ham o'laverardi. ("I didn't ask, 'Did you kill your father?' Your dad died because he wanted to die. Even if you didn't push him, he would have stumbled on a rock in the street and died.)

Necha kunlardan beri shu ayb do'li ostida ezilayotgan Sohib o'zini tutolmay, baqirdi: (Sakhib, who had been oppressed by this guilt for several days, could not control himself and shouted:)

-Adamni itarib yuborganim yo'q! (I didn't push my dad!)

-Jirillama, tirraqi! Xo'p, men ishondim bu gapingga, tergovchi ham ishonadi, lekin uning qog'ozlari ishonmaydi. Unga qog'ozdagi gap kerak. Qog'oziga qo'l qo'yib bersang, balki elkasidagi yulduzchasi ko'payar. Sen qamalishdan qo'rqma. (Don't scream, feeble! Well, I believed that, the investigator also believes it, but his papers don't. He needs a word on paper. If you put you signature on the paper, maybe the star on his shoulder will increase. Do not get afraid of imprisonment.)

-Qo'rqmayman...lekin adamni o'ldirmaganman. (I'm not being afraid ... but I didn't kill my dad.)

-Qo'rqyapsan...hamma qo'rqadi. Lekin, bilib qo'y, qamoq uyingdan ming marta yaxshi. Qamoqqa tushganimda men oyimning uyiga kelib ketganday maza qilaman. Senam birinchisida qiynalasan, keyingilarida o'rganib ketasan. (You are scared ... everyone gets scared. But, you know, prison is a thousand times better than home. When I go to jail, I enjoy like being in my mom's house. You also struggle in the first, but you will get learned in the next.)

"...keyingilarida o'rganib ketasan?»

Sohib unga endi hayrat bilan qaradi:"nima degani bu? Yana qamalamanmi? Nima uchun?..» ("...you will get learned in the next?" Sakhib looked at him with perplexity. "What does that mean? Am I going to be imprisoned again? Why?")

"Qorakuya" uning hayratlanganidan zavqlanib, ishshaydi. ("Karakuya" grinned, enjoying his admiration.)

-Qamalsang, seni o'zim yotgan koloniyaga chaqirtirib olaman. Agar "ehtiyotsizlik oqibatidagi qotillik" bilan ketsang, uch-to'rt yilda seni binoyi qilib tarbiyalayman. (If you are imprisoned, I will take you to the colony where I am staying. If you go with "negligent homicide," I'll raise you well enough in three or four years.)

-Agar"qasddan qilingan qotillik"ni bo'yningga qo'yishsa, ko'proqqa ketasan. "Professor"lika etishing uchun sakkiz-to'qqiz yil etadi. Ko'chada yurganingda odamlar

soyangga salom beradigan bo'lishadi. Qamalmasang, o'n yildan keyin ham sho'ltayib yuraverasan. Hayotni qamoqda o'rganish kerak. Ko'rayotgandirsan, bu erda o'tirganlarning hammasi mendan qo'rqadi (T.Malik "Padarqush"). (If they put a "premeditated murder" on your neck, you'll go further. It takes eight to nine years for you to become a "professor". As you walk down the street, people will greet your shadow. If you are not imprisoned, you will continue to languish in ten years. Life needs to be learned in prison. You see, everyone sitting here is afraid of me.) (T.Malik "The Patricide ").

Sentences such as *"negligent homicide", "premeditated murder"* by a life-sentenced member of the criminal world, "Qorakuya", the degree of "***professor"*** in the criminal world was incomprehensible to Sahib, who got lost in prison as a result of slander. Furthermore, although Sahib has not yet "tasted" the pain of imprisonment, it is unthinkable for him to be imprisoned on charges of killing his father rather than in prison, a situation that is common for 'korakuya'. The reason is that there is a social inequality between them.

In this sense, too, "communication requires partly alternative and partly incompatible in the subjective perception of reality" (Safarov, 2008). The example shows that "in order for a communicative act to be complete and perfect, the level of social knowledge of the speakers must also be equal. The inequality of social knowledge obscures the gnostic function of language (Khojialiev, 2001).

We have briefly discussed the communicative activity and its possibilities above, but its object of study is very broad. While recognizing the communicative process as a branch of pragmalinguistics, we consider it necessary to define its subject and object of study and to organize them from a scientific point of view. Based on the above analysis, we can say that communicative activity as an independent direction consists of:

a. subject - encoder (speaker), decoder (listener) and code (language) or verbal means.

b. object of study - language knowledge (knowledge of grammatical levels), speaking skills, speech content, listening skills.

c. possibilities - objective and subjective factors influencing the speech process, interpersonal relationships and speech situation, speech act, subjective knowledge, nonverbal means and its connection with other areas of linguistics (psycholinguistics, sociolinguistics, linguoculturology, cognitive linguistics).

It is known that the coder (speaker), decoder (listener) and code (language) are important tools for the implementation of communicative activities, and through these tools the remaining processes take place. First of all, the function of the linguistic sign and the study of its users is the subject of the direction. The level of knowledge of the speakers of the phonetic, morphological, and grammatical aspects of language and the laws of their application, enhancethe ability of the speaker to convey his ideas to the listener, his speaking skills, the content of the information and how well it is understood by the listener.

In the process of realization of language means can be influenced by external subjective and objective factors, and as a result of this influence different attitudes and different situations may arise between their implementers. It also carries out the process of interpersonal understanding not only through linguistic but also through concepts such as nonverbal means, subjective situation, sociality, and these basic concepts constitute the possibilities of communicative activity. Thus, speech activity is a complex and multifaceted phenomenon. Due to this, communication between individuals takes place on different topics, in different situations. In the process of communication, a person's culture, his social background, inner and outer world, imagination, level of knowledge, etc. are the factors that give rise to speech and ensure its content. In this regard, it is possible to study it in connection with other areas of linguistics.

With the expansion of the communication process, the process of researching it has also become more complex (Hakimov, 2001). In linguistics, as in other subjects, a new network, a new object of research, began to emerge. The concepts of communication and pragmatics in pragmalinguistics today, which are the main object of linguistics - the field that studies language and its relationship to the subject - require a specific research method. As we have noted, just as the object of study of communication is the unit of communication, the object of study of pragmalinguistics is the situation that arises as a result of activated communication. It goes without saying that the pragmatics of the process of communication studies the speech situations in this process, the subjective states in the process of receiving and transmitting information. Apparently, the pragmatics that interpret the situation and the information-sharing communication are directly related to each other.

On the pragmatic interpretation of communicative units, it is well known that verbs, question sentences, commands and wish sentences are "communicative categories of speech". That is, they serve to "encourage the speaker to convey certain information or desires to the listener in the speech process, to ask the listener about a certain event, to encourage the interlocutor to narrate certain information or to produce a certain action" (Makhmudov & Nurmonov, 1995). Hence, these categories perform a communicative function. It is well known that in the

communicative function of a sentence, the word means to convey information, the interrogative sentence means to receive information from the listener, and the command sentence means to motivate to act. But in addition to the communicative function of the types of speech according to the purpose of expression, there is also a pragmatic function, in which not only the purpose but also the situation is important for the speaker in expressing his opinion. Hence, pragmatically categorizing sentences according to the purpose of expression takes into account both the intention of the speaker and the situation in which he is speaking. Accordingly, we can also pragmatically classify the types of sentences according to the purpose of expression:

1. Pragmatic units that represent the content of information transmission. They can be of 2 types, respectively: a) actual (or feasible) units; b) unrealized (or unrealistic) units. Units refer to an action, an event that has taken place, or a reality-based proposition that can now take place. We can add words to this. Uncategorized categories refer to an unrealistic or unrealized process of an action, event. We can take the example of wishful thinking. For example, Qaniydi o'qishga kirsam. I wish I could go to university. Hozir bir lagan osh paydo bo'lib qolsaydi. I wish a dish with palov would appear.

2. Pragmatic units that represent the content of information - based on which we can include interrogative sentences. Soat necha bo'ldi? What time is it?

3. Pragmatic units that motivate action - command sentences can be included. Uy vazifangni bajar. Do your homework.

Also, each of these pragmatic units can express emotion. And these are usually marked with an exclamation mark (!) In the text. However, we can also understand in the context that there is emotion in the units: Yetti yil deganda o'qishga kirdim! In the seventh year I entered the university! (Emotional narrative sentence). Nega meni tashlab ketding? Why did you leave me? (Emotional interrogation). Qurolni hoziroq tashla! Drop the weapon now! (Emotional command speech).

In traditional linguistics, communicative units differ from each other on the basis of different characteristics as for example that communicative interrogative sentences do not convey information. Also, interrogative and verbal statements are indifferent to the expression of subjective modality. Modality is mainly important in command and desire sentences. The main task of the communicative process is to study the types of communication relationships between the speaker or listener, the transmission or reception of information (Makhmudov & Nurmonov, 1995).

If the information of the first person is present in the statements and requests, the interrogation and command sentences do not have such a character, or, conversely, the incitement of the second person to the action is present in the interrogative and command statements. We can see that modality exists in command and desire sentences.

Along with communication, pragmatics is also important in determining the relationship between form and content. In a pragmatic interpretation, it is not possible to draw a sharply different boundary between communicative units. Let us consider the difference between the pragmatic communicative units: If the information of the first person is present in the verb, it can also occur in the interrogative, the command, and the wish. For example:

1. Our country is beautiful. Yurtimiz –go'zal (narrative sentence).

2. Do you know that I am a student? Mening talaba ekanligimni bilasizmi? (Question sentence. I am informing the addressee about my studentship).

3. Get your passport. Pasportingni olib ol (the order sentence. Says that he will not be allowed without a passport).

4. I wish I could reach you. Qaniydi senga erishsam ((Desire. The interlocutor informs that he likes him).

Based on the above, we can say that there is a contradiction in the relationship of form and content in both communicative units of language and pragmatic units. As we encounter at all levels of language, we can also encounter a relationship of form and content in communicative units. Types of speech according to the purpose of expression are analyzed in pragmalinguistics as the occurrence of pragmatic meanings, in contrast to syntax. In syntax, we know that if the message expresses the content of the narration, the question represents the meaning of the question sentence, the command, request, advice represents the meaning of the command sentences. Pragmatic analysis is somewhat different from syntactic analysis, mainly because the speaker's activity is a goal-related event.

-Qani, giroy, ketdikmi?- dedi og'zidan tutun chiqarib. ("Well, hero, shall we go?" he said, smoke coming out of his mouth.) (O. Hoshimov) On syntactic analysis, the first part of this example belongs to the interrogative sentence type of the sentence (made using the -mi preposition). From a pragmatic point of view, this sentence has a more commanding tone (qani, giroy, ketdik - Well, hero, we shall go. Their departure does not depend on the response of the young boy hero-Muzaffar). It is well known that the types of speech according to the purpose of expression are purely verbal phenomena. Due to the fact that the situation of speech is used differently in different situations,

we encounter a disproportion of form and content in the types of speech according to the purpose of expression. (Kuning bitganini bilmaysanmi. - Do you know that you dead! (Kuning bitgan. yoki kuning bitgan! -you dead!)

The speaker enters into a verbal communication with the listener to convey the purpose. Verbal communication serves to shape his inner intention but relies on the external situation to express his intention in a certain way (this includes factors such as the place, environment, person in which the speech process takes place). In such cases, the communicative factor with the subjective goal may be mutually compatible, or incompatible with the pragmatic factor.

In this case, the subjective goal and the communicative factor are directly proportional to each other, the subjective goal and the communicative factor are inversely proportional to the pragmatic factor. That is, the speaker conveys his goal to the listener, and as a result a communicative process occurs, but under the influence of external factors, the process of the subject's expression of his opinion (expression of purpose) changes slightly. That is, the pragmatic situation is affected. While the listener and speaker are important for the communicative factor, the listener and speaker situation is important for the pragmatic factor.

For example, Sanjar Gulnoraga yakshanba kuni uydagilari sovchilikka borishini aytmoqchi bo'ldiyu, uning ahvolini ko'rib jurat qilolmadi. Lekin bu xabarni unga aytib qo'yish kerak edi. Sekingina: "Uydagilar yakshanba kun boraversinmi?" –deb qo'ydi. Bu gapni eshitib Gulnor Sanjarga yalt etib qaradi. Gulnor uning bu savolidan "uydagilarimiz yakshanba kuni boradi" degan fikrni tushundi. (Sanjar tried to tell Gulnara that her family was going her home as suvchi on Sunday, but he did not dare to do so after seeing her condition. But the thing had to be told to her. Silently, "Can my family go to your home on Sunday?" He said. Hearing this, Gulnor looked at Sanjar getting surprised. Gulnor understood from his question that "our family is going on Sunday.")

In this context Uydagilar yakshanba kuni boraversinmi? (Can my family go to your home on Sunday?) has the meaning of question sentence. Uydagilar yakshanba kuni boradi (our family is going on Sunday) has the meaning of narrative sentence. Under the influence of external factors, there is a mismatch between the material and intangible purpose of the subject. This causes one species to be exchanged for another in sentences expressing a goal. So, from the point of view of pragmatic analysis, the types of sentences differ drastically in form and content according to the purpose of expression.

Therefore, the types of sentences cannot be strictly limited according to the purpose of expression. The pragmatic factor is primary in determining the asymmetric states between them.

For example, -Yura qolsang-chi, hali-zamon bozor tarqab ketadi! (Be quick, or else the bazaar will be closed.) (O.Hoshimov "Dunyoning ishlari") (Tezroq yur! Be quick! Command sentence).   Yoki –Aytmadimmi? –dedi oyim quvonib. –Acha xolaning foli to'g'ri chiqadi demaganmidim... ("Or did I not say?" said my mother happily. - Didn't I tell you that Aunt Acha's fortune comes right...) (O.Hoshimov) This statement, which is made with a questionnaire, means a message from the content: Aytgandim. I Said.

Example, Qayoqdan bilaman. Qo'y bolam, akang boshqasini yasab beradi. (How do I know? Let go, son, your brother will make another.) (O.Hoshimov)

The phrase made with the word interrogation actually represents the message: Men bilmayman. I don't know.

CONCLUSIONS

The study of the field of pragmalinguistics is relevant because it allows us to understand how meaning is established in verbal communication. Unlike semantics, which focuses on the literal meaning of words and sentences, pragmalinguistics considers meaning in a broader sense, considering the context, the communicative situation, and the implications that derive from the interaction. Pragmalinguistics allows us to analyze how speech acts are constructed, how utterances are interpreted based on context, and how meanings are negotiated between interlocutors. In addition, the study of pragmalinguistics is essential to analyze and understand the social and cultural aspects of communication. Language is not simply an abstract system of rules and structures but is deeply embedded in culture and society. Thus, pragmalinguistics helps us understand how language use reflects and constructs power relations, social identities, and cultural norms.

As was analyzed, the speaker not only expresses an opinion in the process of speech, but also pursues a specific goal. Thus, the communicative process serves to convey information, receive information, or express the emotion of the speaker. Accordingly, in linguistics, according to the purpose of expression, there are different types of sentences, such as preposition, interrogative, imperative, prepositional. But there can be no sharp boundary between them, but fuzzy. According to the laws of dialectics, everything in reality consists of a unit of event-form form and content. Form and content reflect different but closely

interrelated aspects of something. As a linguistic unit, its form and content play an important role in the formation of speech. But within the laws of language units, we encounter a discrepancy between the rules of form and the rules of content. It seems that when we interpret both types of sentences according to the purpose of expression, both pragmatically and communicatively, we may encounter exceptions in the form and content relations between them. Indeed, pragmatic-communicative categories are a phenomenon related to speech (context).

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