

THE LANGUAGE SYSTEM AND ITS MAIN STRUCTURAL FEATURES

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This paper issues language as a systematic phenomenon and structured phenomenon with emphasis on the major structural features. The concept and use of language has been defined as a set of rules whose complexities are interrelated levels: phonology, morphology, syntax, semantics, and pragmatics. The paper will describe the role played by every structural level and how they interrelate to bring about meaningful communication. The necessity of studying the language system in the context of learning and teaching English language is specially taken into consideration. In the paper, the author offers a theoretical framework that is backed by pedagogical consequences and it outlines the necessity of interwoven language teaching in both academic and educational situations.

Key words: linguistic structure, language system, phonology, morphology, syntax, semantics, syntax.

Introduction

Language is considered to be one of the most important elements of human cognition and social interaction. It enables the people to share ideas, to communicate feelings as well as engage in cultural and intellectual life. Linguistically, language is not a mere system of words or sentences but very well ordered and structured. It is a system that is controlled by rules that govern interaction of sounds, creation of words, sentence as well as interpretation of meaning.

Linguists refer itself to the system of language since the elements of language are interconnected and work in unison. The alteration of one of the levels of language tends to influence the others. As an example, a shift in pronunciation can have some effect on meaning, whereas syntactical structure can have some effect on interpretation. Thus, language should never be learnt but in a whole as opposed to segments.

The traditional system of the language is further subdivided into a number of structural levels: phonology, morphology, syntax, semantics, and pragmatics. All levels are interrelated but each level has study objects and tools of analysis. These structural features are critical both in theory and practice, in areas like teaching of the English language, translation and discourse analysis.

This paper will set out to give a comprehensive analysis of the language system and its principal structural characteristics. It talks about the role of every part, how they interact with each other, and their importance to English language education.

Methodology

The theoretical research method that is used in this study is qualitative. The study is conducted according to the deep analysis of the existing linguistic theories and scholarly sources, as opposed to the gathering of empirical evidence. This research method is suitable due to the fact that the focus of research is to articulate and generalize theoretical ideas concerning the framework of language.

The methodology of the conducted research is divided into a number of steps. To begin with, a literature review was performed by referring to the traditional and recent studies in the fields of linguistics and applied linguistics. These sources gave the definitions, classifications, and other definitions of the key elements of the language system.

Second, the structural analysis was used to explain each and every of the linguistic levels in detail with its role and functions taking center stage in the whole system. Third, it considered a comparative view to consider the way various linguistic traditions view language structure, structural and functional approaches. Lastly, the study takes into consideration pedagogical implications which feature on how language learner knowledge on language organization could inform on effective English language teaching.

By using this methodology, it is possible to explore the language system in a comprehensive and methodical way.

Findings: The Structure of the Language System

As per the analysis, language is a hierarchical system that is interconnected. All the levels of the structure contribute to communication in a certain manner, and none of them can be operated alone.

3.1 Phonology

Phonology is dealing with language sound system. It examines the arrangements, arrangement as well as the use of speech sounds in order to differentiate the use of meaning. Phonology encompasses the study of the phonemes, stress, rhythm as well as intonation. Accuracy of these features is indispensable in the presentation of intelligibility and communication.

In English, meaning can vary with phonological differences e.g. length of a vowel or the accent of a word. In the case of language learners, phonological awareness would play a significant role of ensuring that the individual acquires precise pronunciation on the one hand and learning to listen on the other hand.

3.2 Morphology

Morphology is the study of the internal makeup of a word and the principles that are involved in the production of words. It is oriented to morphemes which are the smallest units of meaning in any language. Morphology is the name of how words should change their form to reveal the grammatical category of a tense, number, comparison, and possession.

Good knowledge on morphology aids in vocabulary development and comprehension of readings. In the case of English learners, prefixes, suffixes, and root words can be used to acquire pattern and increase lexical resources.

3.3 Syntax

The manner in which words are arranged into phrases and sentences is handled in syntax. It describes the structure of words, the arrangement of the sentences, and the grammars in the relation of the sentence components. The syntax makes the sentences correctly grammatically arranged, and logically organized at the same time.

English has syntactic rules that identify subject verb agreement, structures of clauses, and type of sentence. The intent mastery of syntax is crucial to written and spoken language production in which language is clear and coherent.

3.4 Semantics

Semantics involves the study of language meaning. It concerns itself with the meaning of words, phrases and sentences without considering the context. Semantic analysis involves the meaning of words, sentence meaning and words relationships including synonymy, antonymy and ambiguity.

Semantic competence enables speakers to comprehend language that is meaningful and generate such language. To the learner, semantic knowledge becomes crucial to the understanding, right interpretation, and the correct choice of words.

3.5 Pragmatics

Pragmatics looks at the influence of context, intent of the speaker and social conventions on the development of meaning. It transcends literal meaning to describe the process by which language may be applied in actual communicative processes. Speech acts, politeness strategies, implicature and discourse conventions are pragmatics.

The pragmatic competence is particularly relevant in the intercultural communication. Students without pragmatic awareness cannot form grammatically correct sentences but which are socially unfit or misleading.

Discussion

The results demonstrate the significance of learning language as a system. All the levels of structure play a role in communication and, any weakness in any level may influence the general language performance. As an example, grammatically correct but pragmatically incompetent communication can lead to effective or inappropriate communication.

Language education has seen educating learners on the structural elements of language on their own, which can restrict the growth of communicative ability of the students. A more efficient strategy is achieving an integrated approach between phonology, grammar, meaning, and use. The language style is indicative of how language is utilized in the real-life communication.

The knowledge of the system of language also brings about learner autonomy. As learners learn to comprehend how language functions, they will be able to diagnose their own mistakes, make capable linguistic decisions, and gain more confidence about the use of language. This is even more significant in the education, as well as professional settings, where the appropriate and correct use of language must be employed.

Conclusion

A language is an elaborate, patterned and rule-organized mechanism consisting of unstructured parts. Phonology, morphology, syntax, semantics and pragmatics collaborate in allowing meaningful and effective communication. The knowledge of these structural features is primary to the linguistic theory and English language learning.

In this article, the author highlights that it is necessary to have a holistic view of the language system in case of an effective learning and teaching of language. Incorporating structural knowledge in teaching, teachers can assist students to amass preciseness, fluency and communicative ability. The interaction of these structural parts to other languages and in other learning situations is a topic that could be further investigated in the future.

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