

## THE TYPES OF LANGUAGE SYSTEMS

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**Abstract:** This is the most important aspect of language. Each language is based on a set of structural elements, phonology, morphology, syntax, and semantics; in other words grammar, vocabulary and pronunciation. These structures are combined with each other according to systematic rules. These rules can be established by observing and explaining how native speakers speak. Every language has a specific set of sounds that combine in a specific systematic way to produce words and then form meaningful utterances. If these methods are not systematic, all statements are random and therefore meaningless. No one can learn the rules, so no one can understand what someone else is saying.

**Keywords:** teaching language systems, vocabulary, grammar, teaching pronunciation, young learners, method, approaches, ability, interest, learning, interactive methods, literacy development.

These explanations describe language as a system, whether it be the language used by the most ignorant and affluent members of society, the language used by illiterate hunter-gatherers, or the language spoken in poorer parts of the world. This is evident from the fact that speakers of all languages can communicate intelligibly. Some individuals believe that some languages, or variants of the same language, are more elegant, precise, or romantic than others, or that some language variants are more relaxed, straightforward, less sentimental, or more romantic. I believe it to be more violent than other languages. Nothing here is accurate. All languages are equally systematic, and as a result, all languages are equally equipped to represent the ideas that their respective speaking communities find necessary.

Phonology or pronunciation. The study of sounds or phones used by native speakers. When someone speaks, his speech is delivered in a continuous stream. This continuous flow can be divided into discrete semantic segments. These segments are called phonemes. A phoneme is "the smallest unit of meaningful sound in language".

Perhaps the most important word in this definition is meaning. Humans can make a huge number of sounds with their mouths, but only some of them have meaning in a particular language. The average American only uses about 39 specific and distinguishable sounds (this number may vary depending on the particular dialect; many Western American English speakers probably only use 38). Other languages have their own set of phonemes that can be very different from those used in English, and some sounds are only used in some languages. For example, very few languages in English have a "th" sound.

These sounds are not a part of the English phoneme system, despite the fact that native English speakers may pronounce them and use them to express meanings like displeasure. They are unable to mix with other phonemes to create coherent words. It also includes the component of phonology that is transsegmental, or above the segmental level. Accent or tension is one of these higher segments and is crucial in generating meaning. To demonstrate how intonation may radically alter the meaning of a statement, repeat this sentence four times while emphasizing a different word each time.

DID you kill him?

Did YOU kill him?

Did you KILL him?

Did you kill HIM?

Therefore, English phonemes are systems. To create larger units, about 39 phonemes are merged in some fashion. The English phoneme system will disintegrate, become disorderly, and make communication with other English speakers impossible if English people cannot agree on which sounds are significant and which are meaningless.

Morphology. Morphology is the study of how language forms, or phonemes, are grouped into logical units called morphemes (morph means "form"). So, the concept of a morpheme and a phoneme are extremely similar. The smallest unit of lexical or grammatical meaning is called a morpheme. The word "walk" is one example of a morpheme. They can't be shrunk (like \*w and \*alk) and can't keep their grammatical or lexical meaning. However, the word "walks" can be divided into two smaller parts, the morphemes "walk" and "-s." The grammatical significance of the inflectional ending -s makes it a morpheme rather than a word. This indicates that the verb is present tense and in the third person singular. Some morphemes, such as walk, can stand on their own as separate words and are therefore called free morphemes, while -s are linked morphemes because they can only appear when connected to other morphemes. Many other related morphemes can be added to the word walk, such as walk-er, walk-ed, walk-ing, and walk-athon. There are two types of related morphemes. Words like -s, -ed, and -ing do not change the meaning of the word walk. Instead, it adds only grammatical information. They are called inflectional morphemes because the grammatical syllables we put at the end of words are called inflections. The -er morpheme that turns the verb walk into a noun designating "one who does the act of walking" is called a derived morpheme because it gives rise to an entirely new word with a new meaning.

"The consideration of the standards and forms by which sentences are built in specific languages" is what sentence structure is defined as. It includes not only how words are arranged but also what words can be used in what positions, how words relate to one another (such as a descriptive word and a thing or a thing and a verb), and other related topics.

One way to look at morphology is to consider a dialect's lexicon. The vocabulary of a dialect contains all of its morphemes, not just all of its words, like it were. It also includes all of the prefixes and postfixes used in that dialect. In this way, not only could the prefix un- and the suffix -y be used to create the term unfortunate, but good fortune could also be included in the English lexicon. Also included in the English language

are the prefixes -ed, -ing, and -s, which are only used to create the words strolled, strolling, and strolls. A dialect's vocabulary has lexemes in the same manner as phonology has phonemes and morphology has morphemes. No matter how many morphemes are used to create that meaning, a lexeme may still be a crucial component: As a result, the words walk, walks, strolled, strolling, and walker are all variations of the word WALK.

Semantics is the study of the meanings associated with these lexemes. Semantics deals with how words can be harsh, where their meanings come from (such as from mental images, usage, etc.), and how they can change or evolve through time. The essential question when considering signs is how the signifier relates to and concentrates on the implied.

The term "graphic" refers to a dialect's compositional structure. Phonetics frequently ignores dialectal nuances since they are not usually among its fundamentals. All things considered, in expert social orders, the writing structure can greatly influence the dialect components discussed. In other words, it alludes to an innovation. Examples is made up of the types of writing (letter set, symbolic representations, etc.), the spelling (orthography), the framework of accentuation, etc., as techniques utilized to record dialect.

YLL research has frequently concentrated on aging-related variables. Children are thought to acquire languages readily, which has led to the widespread notion that "younger equals better" and the growing interest in language training for young learners around the world.<sup>1</sup> Children are also supposed to be unafraid, motivated, interested, and optimistic.<sup>2</sup>, and therefore less likely to experience FLA<sup>3</sup>. The notion that starting English teaching at a young age would have long-term benefits for acquiring language competency and, more precisely, that younger is better, have both been debunked.<sup>4</sup>. In addition, studies have found evidence that not all YLLs are

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<sup>1</sup> Singleton & Pfenninger, 2019, p. 30

<sup>2</sup> Nikolov & Mihaljević Djigunović, 2019; Singleton & Pfenninger, 2019

<sup>3</sup> Edelenbos et al., 2006; Johnstone et al., 2009; Keaveney & Lundberg, 2014

<sup>4</sup> Baumert et al., 2020; Cadierno et al., 2020; Singleton & Pfenninger, 2019

positive towards English instruction<sup>5</sup> and that initial enthusiasm may be short-lived<sup>6</sup>. Furthermore, contrary to previous assumptions, FLA is prevalent also in the primary language classroom<sup>7</sup>. Generalizations about early 9 language instruction are therefore simplistic<sup>8</sup>.

As was already mentioned, language learners of any age are not all the same. Children go through ongoing, unique transformations<sup>9</sup>. Thus, it is impossible to simply transfer the cognitive, psychological, social, and linguistic characteristics of young learners into their chronological age.

Second, environmental variables are now more commonly recognized<sup>10</sup>. Obviously, both the quality and the quantity of instruction are significant factors while learning a foreign language in a formal context. Certain motivational or attitudinal traits of young learners have been attributed to particular age groups whereas, in reality, circumstance has a greater impact on these traits.<sup>11</sup> Children are largely motivated by their current experiences in the here and now, as opposed to adults, who may be driven by long-term dreams and goals. Additionally, because YLLs often take a holistic and utilitarian approach to language learning, they heavily rely on the current contextual affordances to enable meaning-making.<sup>12</sup> The teaching, the teacher, and the activities in the classroom are of highest importance and must provide high-quality instruction according to their degrees of maturity. These contextual variables interact with age parameters. The goal of the current thesis is to contribute to such advances.

Given the significant demand from parents, stakeholders, and policymakers to do so, the question of whether to provide English as a foreign language in primary schools is irrelevant; what matters is how to improve the environment for early foreign language instruction..<sup>13</sup> Scholars have argued in recent years that it is important to

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<sup>5</sup> Muñoz, 2014, 2017

<sup>6</sup> Singleton & Pfenninger, 2019

<sup>7</sup> Liu & Chen, 2013; Mihaljević Djigunović, 2009

<sup>8</sup> Copland & Yonetsugi, 2016; Muñoz, 2017; Pfenninger & Singleton, 2016

<sup>9</sup> Mihaljević Djigunović, 2009, 2015

<sup>10</sup> Enever, 2018; Pfenninger & Singleton, 2016

<sup>11</sup> Pfenninger & Singleton, 2016, 2019

<sup>12</sup> R. Ellis, 2020; Pinter, 2017

<sup>13</sup> Enever, 2018; Garton & Copland, 2019

reevaluate the uncritical acceptance of strategies designed for adult learners, such as CLT or TBLT.<sup>14</sup> Such teaching methods must be reviewed in connection to the needs and interests of the students and adapted or created to suit the age group. They cannot simply be copied.

Despite the fact that maintaining motivation was once thought of as an individual requirement for learning, national policy documents now place a strong emphasis on these goals. According to academics, primary education must be based on a holistic perspective of children, which calls for meeting their emotional needs, such as the desire to feel protected and heard and the need to acquire a sense of agency.<sup>15</sup>

### LITERATURE

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<sup>14</sup> Copland & Ni, 2019; Enever, 2018; Garton & Copland, 2019; Ohashi, 2015

<sup>15</sup> Copland & Ni, 2019; Dufva, 2013; Kumpulainen et al., 2014