

Theoretical Issues of Mastering Language Levels

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Abstract: This article analyzes the content of the main levels in linguistics - phonetic, lexical, grammatical, syntactic, and pragmatic levels, as well as the problems encountered in the process of their assimilation. Linguodidactic and psycholinguistic factors influencing the study of each level are highlighted. Modern approaches, teaching methods, and technologies are also considered as a means of effective mastery of language levels. The importance of a tiered approach in the process of language learning and the problems encountered in mastering each level are analyzed. In particular, the content of phonetic, lexical, grammatical, syntactic, and pragmatic levels, methods of working with them, and their role in the formation of language competencies in students are highlighted. At each level, existing methodological approaches, the use of interactive technologies, and their effectiveness are discussed. At the end of the article, practical recommendations for effective mastery of language levels will be given.

Keywords: Language levels, phonetics, lexicon, grammar, syntax, pragmatics, language learning, methodology, linguistics, native language, linguistics.

Introduction: Language is the main tool of human thought and the culture of society. Each language has a complex structure, which is studied through certain levels: phonetic, morphological, lexical, grammatical, syntactic, and pragmatic. In the process of language learning, each level should be mastered and perfected at a separate stage. However, there are many psychological, methodological, and technological problems in this process. This article describes important aspects of language level acquisition and suggestions for their elimination.

Each language has its own levels, through which the substantive and formal aspects of the language are expressed. In linguistics, phonetic, lexical, grammatical, syntactic, and pragmatic levels are mainly studied as a separate system. Each of these levels has its own structural and functional features and plays an important role in the perfect mastery of the language.

In the process of language learning, it is required to consistently and deeply master each level. However, this process depends on many factors - teaching methodology, the learner's age and level of language proficiency, as well as the possibilities of using

technological tools. Due to the growing demand for learning foreign languages in today's era of globalization, the issue of effective mastery of language levels is recognized as a pressing scientific and practical problem.

In this article, methodological, linguistic, and psychological factors influencing the acquisition of language levels are analyzed, existing problems and ways to solve them are studied. The goal is to increase efficiency through in-depth analysis of the language learning process based on levels and the integration of modern approaches into the educational process.

RESULTS

The Uzbek language teaching subject prepares students to draw general conclusions from observing language materials, theoretical definitions and rules, and based on these, oral and written speech communication, correct writing and correct pronunciation. Students enter into live speech communication by practically mastering correct pronunciation and correct writing based on theoretical information, derive elementary theoretical rules by observing and analyzing language materials, and

consciously apply the learned and mastered theoretical rules to practice. The formation of phonetic and graphic skills is also based on this principle. Teaching phonetics and phonology, graphics in their interrelationship methodologically serves as a scientific and methodological basis for the formation of the following skills. Phonetics and graphics play a significant role in mastering spelling skills based on phonetic principles .

The phonetic level is related to the sound system, stress, and intonation of the language and plays an important role in the correct formation of pronunciation. Many learners have difficulty developing phonetic differences and phonemic hearing. Audiolinguistic methods, audio lessons, and interactive applications can help with this.

At the lexical level, students have difficulty remembering the meaning of new words, phraseological units, and expressions. Contextual study of words, visual images, and connotational approaches alleviate this problem.

The grammatical level depends on the structure of the language and includes such elements as tenses, genders, numbers, and cases. Syntax, on the other hand, forms the structure of a sentence. Many students, tired of the multitude of rules, cannot apply them in practice. In this regard, the "learning by doing" and competency-based approach are effective.

Pragmatics covers the social and cultural aspects of language in the process of communication. Mastering such concepts as secondary meanings, irony, will, sarcasm requires high cultural literacy from the language learner. This level can be reinforced through drama, role-playing, and multimedia.

Language, by its very nature, is a multifaceted and complex system. The process of studying it is carried out in stages based on levels. When mastering each level, specific methods, techniques, and approaches should be applied.

The phonetic level includes the system of language sounds, stress, intonation, and articulation. When mastering this level, it is necessary to correctly form pronunciation and pay attention to phonemic differences.

Problems:

- Influence of the phonetics of the native language (interference);
- Difficulties in distinguishing between sounds;

➤ Inability to use intonation correctly.
Solutions:

- Use of the audiolingual method;
- Phonetic dictations and pronunciation exercises;
- Interactive activities through mobile applications (for example: Elsa, Forvo, italki).

The lexical level consists of the vocabulary of the language, phraseological units, terms, and stable combinations.

Problems:

- Lack of context in word memorization;
- Inability to distinguish between synonyms and antonyms;
- Incorrect use of phrases.

Solutions:

- Contextual learning (words are learned in a story or situation);
- Visual cards and flashcards;
- Increasing activity through game-based activities.

The grammatical level encompasses aspects such as the morphological structure of language, tense, gender, number, person, case, and verb forms.

Problems:

- Numerous and complex rules;
- Inability to apply theoretical knowledge in practice;
- The grammatical model of each language should be different.

Solutions:

- Combination of inductive and deductive approaches;

➤ Interactive grammar exercises (Kahoot, Quizlet);

➤ Exercise based on model sentences.

Syntax studies sentence structure, sentence parts, and their interrelationships.

Problems:

➤ Violation of word order in sentence construction;

➤ Incorrect construction of complex sentences;

➤ Understanding the role of parts of speech.

Solutions:

➤ Construction and analysis of model sentences;

➤ Exercises for sentence reconstruction;

➤ Using sentences in a conversational situation.

The view that language consists of several interconnected and interdependent layers has a long history. In particular, the division of the structure of language into three parts in traditional linguistics, lexical and grammatical parts, and the division of linguistics, which studies these parts, into three sections, is a vivid example of understanding language as a whole of such layers. But before the formation of systemic-structural linguistics, such an understanding of the internal structure of language as a layer was the first results of practical observation, and the stratification of language was not scientifically substantiated. The formation and development of systemic-structural linguistics scientifically substantiated the peculiarity of the internal structure of language, the gradual development of internal structural units from simple to complex, the fact that the unit of the lower level shows its function within the unit of the higher level. The emergence of the concept of the linguistic level was prompted by the recognition of the dual nature of language, the fact that each of the formal and substantive aspects has its own internal structure, that each of them is a small system consisting of the relationship of its internal organs, thus, the structure of language is in the order of a system of

systems, and the relationship between them drives the language mechanism. Although the concept of the linguistic level was later recognized by a number of linguists, this term began to be used in a very broad sense.

CONCLUSIONS

Making a language perfectly is a complex and step-by-step process, and each of its levels: phonetic, lexical, grammatical, syntactic, and pragmatic components are important for the learner. The analysis showed that there are specific problems in mastering each level: pronunciation at the phonetic level, increasing vocabulary at the lexical level, correct application at the grammatical and syntactic levels, and communication appropriate to the context at the pragmatic level.

In the context of today's digital education, interactive technologies, multimedia tools, modern teaching methods, and individual approaches are of great importance for overcoming these problems. As a result of using separate classes for each level, tasks organized on the basis of real-life situations, role-playing games, and a virtual learning environment, the effectiveness of language teaching increases.

Mastering language levels is a complex, but very important process for both the language teacher and the learner. Each level requires a unique approach, methods, and tools. We offer the following suggestions:

- Textbooks should include a system of independent exercises for each level.
- The widespread use of multimedia and AI tools (e.g., ChatGPT, Duolingo, LingQ) contributes to faster mastery of language levels.
- Through interactive activities with students: role-playing games, dramatic exercises, video discussions, pragmatic and syntactic levels are effectively formed.
- Diagnostic tests and mechanisms for final assessment should be developed for each level.

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