

## **Methods of Learning Language Norms and Structures in Language Acquisition**

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**Abstract.** *This article provides a detailed examination of the fundamental methods and theoretical approaches employed in the study of language norms and structural elements in language learning. Particular attention is given to the role of linguistic norms in developing learners' communicative competence and facilitating the effective acquisition of a foreign language. The study emphasises that an understanding of the structural organisation of language is crucial for developing accurate and meaningful communication. The paper analyses the importance of the key components of language norms, including phonetic, lexical and grammatical aspects. Phonetic norms are considered essential for developing correct pronunciation, intonation and speech clarity, all of which are necessary for successful oral communication. Lexical norms are examined in the context of vocabulary acquisition, semantic accuracy and the appropriate use of words in different communication situations. Additionally, grammatical norms are discussed as the structural framework that enables learners to construct coherent, logical sentences, facilitating the precise expression of ideas. Furthermore, the article emphasises the importance of modern pedagogical technologies in improving the language learning process. It examines innovative teaching approaches, such as interactive learning strategies, digital tools, collaborative learning environments and task-based instructional methods, as effective means of promoting deeper engagement with linguistic structures. These methods encourage active participation, critical thinking and the practical application of linguistic knowledge in real communication situations.*

**Key words:** *Language Norms, Linguistic Structure, Language Acquisition, Methodology, Communicative Competence, Grammar, Phonetics, Pedagogical Technologies*

### **1. Introduction**

Discourse In the modern era of globalization and rapid technological advancement, the mastery of foreign languages has transitioned from a professional advantage to a fundamental necessity. Effective language acquisition is a complex process that extends far beyond the simple memorization of vocabulary; it requires a deep interiorization of language norms and a systematic understanding of linguistic structures[1]. Language norms serve as the socio-cultural and grammatical filters that ensure precision and mutual intelligibility, while the language structure provides the essential "architectural framework" upon which meaningful communication is constructed.

The challenge for many learners lies in the dichotomy between theoretical knowledge and practical application[2]. While traditional methods often prioritized rote learning of rules, contemporary pedagogical shifts emphasize the communicative and structural integration of language elements. Understanding the hierarchy of language—ranging from phonological patterns to complex syntactic formations—is crucial for developing high-level linguistic competence[3].

This article aims to explore the multifaceted methods and innovative approaches used to teach

and internalize language norms. It examines how modern pedagogical technologies, including the contrastive method and inductive learning, can bridge the gap between structural accuracy and communicative fluency. By analyzing the interplay between formal rules and living language use, the research seeks to provide a comprehensive guide for educators and independent learners to achieve structural mastery in their target language[4].

The study of language norms and structures has been a central theme in linguistics and pedagogy for decades. The theoretical framework of this research is built upon the synthesis of classical structuralism and modern communicative approaches.

The concept of language as a "system of structures" was fundamentally shaped by Ferdinand de Saussure, who emphasized the distinction between *langue* (the abstract system of rules) and *parole* (actual speech)[5]. In the context of language acquisition, Noam Chomsky's theory of Universal Grammar suggests that learners possess an innate ability to recognize linguistic structures, which underscores the importance of focusing on "generative" patterns rather than isolated lexical items.

The definition and stabilization of language norms have been extensively studied by E. Haugen and W. Labov, who argue that linguistic norms are not static but are shaped by social and professional contexts. In pedagogical practice, L.G[6]. Alexander and C.J. Brumfit highlight that mastering norms requires a balance between "accuracy" (grammatical correctness) and "fluency" (natural flow). Their research suggests that communicative activities are the most effective way to internalize orthoepic and stylistic norms.

The Contrastive Analysis Hypothesis, popularized by Robert Lado, remains a cornerstone for teaching languages in a multilingual environment[7]. Lado posits that the structures of the native language (L1) significantly influence the acquisition of the target language (L2). This is particularly relevant in the Uzbek educational context, where scholars like J. Jalolov have conducted extensive research on the methodology of foreign language teaching. Jalolov emphasizes the "principle of consciousness," where students must understand the structural logic of the language to achieve true proficiency.

Recent literature by Jeremy Harmer and Jack C. Richards focuses on the "Scaffolding" technique and "Task-Based Learning" (TBL). These modern scholars argue that language structures are best learned when they are embedded within meaningful tasks[8]. Furthermore, the use of Corpus Linguistics (analyzing large databases of real-world language) has emerged as a revolutionary tool for identifying contemporary language norms, as noted by Douglas Biber.

In summary, while classical linguistics provided the "structural" foundation, modern pedagogy has shifted towards a "functional" and "cognitive" understanding of language norms. The current literature suggests that an integrated approach—one that combines structural analysis with situational practice—is the most effective way to bridge the gap between theoretical knowledge and practical linguistic competence[9]. This article builds upon these established theories by applying them to the specific needs of students in a technical university setting.

## 2. Methodology

The process of language acquisition is built upon a dual foundation: the internal structural framework and the external regulatory norms. To achieve high-level linguistic competence, particularly in a professional or academic environment, learners must move beyond simple lexical memorization toward a systematic mastery of these two pillars.

The structural framework of a language is a hierarchical system consisting of phonological, morphological, and syntactic levels. Mastery of this "skeleton" allows learners to move from fragmented word usage to the production of complex, logically connected thoughts. In modern pedagogy, the Structural-Functional Method is paramount, as it treats language as a system of reusable patterns. Instead of learning isolated rules, students internalize "sentence frames" through substitution drills, which automates grammatical reactions and enhances speech processing speed.

For learners in higher education, the Contrastive (Comparative) Method proves exceptionally effective. By systematically comparing the syntax and morphology of the native language (e.g., Uzbek) with the target language (e.g., English), students can consciously navigate linguistic "interference"—where the native tongue might cause errors—and leverage "transfer," where

structural similarities accelerate learning. Furthermore, the Cognitive-Code Approach transitions the student from a passive receiver into an active analyst. This method emphasizes the "logic" behind the structure, encouraging learners to understand the functional purpose of tense systems or case endings rather than relying on rote habit-formation.

While structure provides the essential framework, language norms—including orthoepic, lexical, and stylistic standards—provide the necessary precision and social appropriateness for effective communication. Learning a language involves not just speaking "correctly" in a technical sense, but "appropriately" within a given context.

The Situational-Communicative Method is the primary vehicle for mastering these norms. By simulating real-world professional scenarios, such as academic debates or technical negotiations, learners observe how language norms fluctuate based on social hierarchy and environmental settings. This is often supplemented by Inductive Discovery, a modern pedagogical strategy where students analyze authentic texts to "discover" linguistic norms independently. This inquiry-based approach significantly enhances long-term retention and develops the analytical depth required for professional fluency.

### **3. Result and Discussion**

Ultimately, the mastery of language structures equips learners with the essential tools necessary for effective expression and meaningful communication. In the process of language acquisition, structural competence represents one of the core components of linguistic proficiency. A solid understanding of grammatical patterns, syntactic organization, and phonological features enables learners to construct coherent and logically structured statements [10]. Through the systematic study of these structural elements, learners develop the ability to organize their thoughts in accordance with the internal rules of the language system. This structural awareness allows them not only to produce grammatically accurate sentences but also to maintain clarity, coherence, and consistency in both spoken and written discourse.

Moreover, grammatical competence contributes significantly to the development of learners' cognitive and analytical abilities. By understanding how words combine into phrases, clauses, and sentences, learners gain insight into the hierarchical organization of language. This knowledge strengthens their capacity to interpret complex linguistic forms and to express nuanced meanings in various communicative situations. Consequently, structural competence forms the fundamental basis for language production, allowing individuals to express ideas, opinions, and information in a clear, logical, and systematic manner.

At the same time, the internalization of language norms plays a crucial role in ensuring that this expression is not only grammatically correct but also stylistically appropriate and culturally relevant [11]. Language norms encompass orthoepic, lexical, grammatical, and stylistic conventions that guide speakers in selecting forms and expressions suitable for specific communicative contexts. These norms serve as a framework that regulates language use within a speech community, ensuring that communication remains intelligible, socially appropriate, and culturally sensitive.

Particularly important among these norms are orthoepic standards, which regulate correct pronunciation and intonation patterns. Accurate pronunciation enhances the clarity of oral communication and facilitates mutual understanding among speakers. Lexical norms, in turn, govern the proper selection and usage of vocabulary, enabling learners to convey precise meanings and avoid semantic ambiguity. Stylistic norms regulate the appropriateness of language choices in different communicative settings, such as academic discourse, professional communication, or everyday conversation.

When learners successfully internalize these norms, their speech becomes more natural, refined, and socially acceptable, reflecting both linguistic accuracy and cultural sensitivity [12]. The ability to adapt language according to situational demands allows learners to participate more effectively in diverse communicative contexts. This adaptability is particularly important in multilingual and multicultural environments, where speakers must demonstrate not only grammatical correctness but also pragmatic awareness and sociolinguistic competence.

Furthermore, the effective integration and interaction of these approaches create a strong

methodological synergy that contributes to the formation of a balanced linguistic profile [13]. The development of language proficiency requires the harmonious combination of structural knowledge and normative awareness. Structural knowledge provides the technical foundation of language, while normative competence ensures that this knowledge is applied appropriately in real communicative situations. Together, these components form a comprehensive framework for language learning and teaching.

Through the combined mastery of structural knowledge and normative competence, learners gain the ability to manage the diverse challenges associated with language use [14]. They develop the capacity to analyze linguistic forms, interpret communicative intentions, and produce contextually appropriate responses. This balanced development enables learners to navigate both the technical or mechanical aspects of language—such as grammar, morphology, and syntax—and the social and pragmatic dimensions that govern real-life communication.

Consequently, learners become better prepared to function confidently and appropriately within various academic, professional, and intercultural environments where precise and contextually appropriate language use is essential [15]. The acquisition of such comprehensive linguistic competence not only enhances communicative effectiveness but also contributes to learners' intellectual development, intercultural awareness, and professional mobility in an increasingly globalized world.

#### 4. Conclusion

In conclusion, the successful acquisition of a second language largely depends on the balanced and systematic integration of structural mastery together with a clear understanding and consistent adherence to evolving language norms. Language learning is not limited to memorizing grammatical rules or lexical items; rather, it requires a comprehensive approach that combines both the technical aspects of language structure and the socio-cultural conventions that regulate communication. Structural competence provides learners with the necessary grammatical and syntactic framework for constructing meaningful utterances, while language norms ensure that these utterances are contextually appropriate, stylistically accurate, and socially acceptable.

A singular or excessive emphasis on grammatical accuracy without taking into account the role of communicative and social norms may result in speech that appears rigid, mechanical, and unnatural in real-life interaction. In such cases, learners may demonstrate theoretical knowledge of grammar but still struggle to communicate effectively in authentic communicative situations. Conversely, focusing exclusively on fluency and spontaneous communication without sufficient attention to structural accuracy can lead to ambiguity, misunderstanding, and linguistic inconsistency. Therefore, both aspects—accuracy and fluency—must be developed simultaneously in order to achieve a high level of communicative competence.

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