

## Peculiarities of Error Correction in the Process of Teaching a Foreign Language

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**Annotation:** Successful teaching of a foreign language involves learning grammatically correct oral and written speech, which is impossible without systematic work on correcting errors. On the other hand, correcting mistakes during a speech act not only disrupts communication, but can also lead to a psychological barrier, unwillingness to speak in a foreign language. We consider approaches to solving the problem, identifying three types of learning situations and taking into account the degree of influence of an error on the success of communication. The article describes the methods of correcting errors in the oral and written speech of students.

**Keywords:** error, communication, oral and written speech, verbal communication, teaching writing.

### INTRODUCTION

As we know, sometimes lots of attention and time to correcting students' mistakes, analyzing them, thinking through and organizing additional training in order to prevent them further. Sometimes the work on correcting errors leads to positive results, but sometimes the applied methods of correcting errors, which are successful in one case, do not work in another: formally, students react to correcting errors by the teacher during the lesson, but this correction is not integrated into speech practice, mistakes are repeated and even strengthened. Successful foreign language teaching involves learning grammatically correct and lexically accurate oral and written speech. But achieving such a result is impossible without systematic work on error correction. If mistakes are not corrected, then students will not be able to produce statements in a foreign language in accordance with the norms of this language, their foreign speech will be incomprehensible to the interlocutor. It is also important that, without mastering these standards, a graduate will not be able to cope with the requirements for learning outcomes presented at the final certification. On the other hand, correcting errors during a speech act disrupts communication, turns the educational process into a formal performance of tasks that are divorced from real life and the interests of children. If the teacher constantly interrupts the student, trying to correct mistakes, the desire to speak out disappears due to fear of mistakes, a psychological barrier appears. This may lead to the belief that the student is unable to master a foreign language. Therefore, every foreign language teacher is constantly forced to solve the dilemma: accuracy or fluency - correct all errors in order to achieve error-free, correct speech or ignore errors for the sake of fluency? The attitude towards mistakes and their correction is an important problem in the methodology of teaching foreign languages.

### DISCUSSIONS

In order to solve this problem, we analyzed the goals and content of the activities of the teacher and students in the lesson and identified three generalized speech situations: the introduction and primary development of language and speech material; training in the production of oral statements; teaching writing. The specific characteristics of each of these situations determine the

difference in strategies for dealing with errors. The problem of errors requires careful consideration. The methodology has not yet developed a unified psychological and pedagogical approach to errors. One cannot but agree with some researchers who believe that this approach should be based on the following positions:

- 1) error is a normal phenomenon of the learning process;
- 2) it is necessary to correct mistakes, not the student;
- 3) it is impossible to correct a mistake made by a student at the moment of a creative act of verbal communication;
- 4) an error should be corrected when it distorts or makes the meaning of the statement incomprehensible;
- 5) Error correction should always be in the nature of presenting and repeating the correct form after the teacher.

In the educational situation of the introduction and primary development of language and speech material, the priority is the correctness of speech, since the purpose of this stage is to teach the use of vocabulary and grammatical structures. At this stage, the rules are studied and the material is worked out at the level of speech samples - phrases and sentences, less often - short texts of 2-3 sentences. Their small volume allows you to immediately correct mistakes and repeat the correct constructions many times. Intensive and conscious practice in the use of language and speech material at this stage helps to prevent errors in the future.

In the situation of introduction and primary development of language and speech material, the main methodological problem for the teacher is the selection of exercises that would motivate students to perform this routine work. It is very important to constantly evaluate the results, successes of trainees, do not forget to encourage them for daily small "wins". From the very beginning of the educational activity, the teacher must help the students develop correct and objective criteria for evaluating their results.

The student should get an idea about the complex system of the language, about the huge amount of knowledge that is required for fluency in it. The student needs to understand why it takes so much effort to master a foreign language, and to be properly oriented at each individual stage of learning. Then the trainee will be more objective and at the same time optimistic in assessing their modest successes.

Knowing the results of efforts plays a big role in learning, but the right balance between the specific level of the student's aspirations and the level of his actual achievement is especially important. It is this ratio that gives the result of activity the quality of success or failure. When a teacher regulates the level of students' aspirations, helping them to see their own opportunities and successes, or vice versa, since they are far from always able to evaluate them themselves, then the student learns to see the fruits of his labor and he has an incentive to do better work. All these considerations concern the psychological and pedagogical attitude to the mistakes of trainees. Today, many methodologists /Leontiev, Rivers, Bonnet/ are inclined to such an attitude towards mistakes, noting the importance of encouragement and support for students' faith in success. It is also necessary to dwell on the specifics of generating errors. The main goal is the absence of communication errors, i.e. those that violate understanding, and therefore communication. This does not mean that work is not being done on the correctness of speech, but at the same time we must remember that sometimes we demand from the student much more perfect statements than in

their native language. Here it is appropriate to raise the issue of those requirements for various aspects of speech that follow from the purpose of teaching, i.e., teaching students the practical ability to use a foreign language. Such an optimum of requirements was put forward by Leontiev. He proposes to consider the degree of "intelligibility" of speech as such a measure of requirements, i.e., its comprehensibility by an interlocutor who speaks a given language as a native one. This primarily applies to the pronunciation of the student.

As a linguistic basis for this requirement for phonetics, Leontiev cites the fact that phonemes and sound types do not coincide with each other in a language. With regard to vocabulary, Leontiev categorically denies the memorization of words, but suggests using such a property, a memory mechanism, as imprinting, when the tension of the "Speech Need" is created in the student and, supported by its satisfaction, imprinting takes place, which best corresponds to the conditions of live communication. In the process of listening and reading, new vocabulary is acquired effectively when encountering an unfamiliar word or expression creates a need to clarify understanding.

Erroneous pronunciation is considered as a deviation from the norm of literary pronunciation. It is typical for the norm of literary pronunciation that if there is a commonality in the perception and reproduction of words, phonemes and intonation, this language group crystallizes one of the pronunciations of the word / phonemes / or the type of intonation as the correct option, while allowing the coexistence of other options, also correct, but less common pronunciation .

From here, two types of norms are distinguished: violations and distortions.

A violation of pronunciation is such a deviation from the norm that does not destroy the generality of perception of the statement, preserves the semantic function of speech and does not interfere with mutual understanding. These are the ones that need to be corrected first. Any mistake made should be recognized by the trainees in terms of its semantic consequences, that is, how much it interferes with the correct understanding of speech. There is one correct way of dealing with error - this is the recognition of the need for a conscious analysis of errors. For trainees, especially adults, the path of conscious analysis of one's own mistake is the way of overcoming the mistake.

Some trainees often give not the exact equivalent of a word, but an approximate meaning, and it seems to them that they understand the general meaning. Others turn to the dictionary for every word: they write out all unfamiliar words, and only then translate them. Thus, the word appears in isolation, out of context, which leads to semantic errors. Many errors are associated with incorrect identification of parts of speech, with an attempt to find the given form of the verb in the dictionary, and not its infinitive. Therefore, much attention should be paid to the word-building elements of parts of speech, the order of construction of English phrases, and especially the formation of tenses of the verb. It is advisable to study the latter in groups (Indefinite, Continuous, Perfect), taking into account the active and passive voice. This principle helps to create a clearer idea of the verb system, to ensure the memorization of forms, to remove the impression of the "chaotic dispersion" of verb forms. The student should easily recognize and distinguish between Past Perfect or Present Continuous, etc. Therefore, it is recommended to start the study of tenses by demonstrating and analyzing the summary table of tenses of the English verb, paying attention to the difference in the use of the three verb groups of tenses.

The specific features of the work on correcting errors in written speech are determined by the fact that in this situation the teacher is not dealing with the process of generating speech, but with its result. There is no doubt that in written works it is necessary to correct all errors. But how to encourage the student to realize their mistakes, and not just see what mark is received? First of all, in the middle and senior grades, it is advisable not to correct, but only to emphasize mistakes, the

student himself must correct the mistakes. In the works of students with a high level of preparation, it is enough to indicate in the margins that there is an error in this line, the search for an error is a new challenge that contributes to language development. Marking creative work should be deferred, allowing students the opportunity to work on their mistakes. When teaching written speech, the game "Corrector" is used. After checking the written work, I write out 5-10 sentences with errors. In the lesson, students analyze the proposed material in groups. The group members who complete the task most successfully receive the title of "The Smartest".

## CONCLUSION

Thus, the way to solve the error correction problem depends on the learning situation. A friendly atmosphere in the classroom, the teacher's interest in the success of students is the conditions for the effectiveness of work to prevent and correct errors. So, the correction of errors in teaching a foreign language, of course, should be carried out: constantly - with the introduction and primary activation of educational material; selectively - in the process of speech practice, if this error disrupts communication.

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