METHODS OF CORRECTING MISTAKES IN LEARNING ENGLISH AND RUSSIAN LANGUAGES

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Abstract: *The article deals with the problem of correcting mistakes in an oral and written speech in learning a second language. There were studied modern approaches to this problem. Also, there were analyzed the main reasons and factors provoking making mistakes. Finally, the article offers some ways and techniques for avoiding and correcting the most widely spread mistakes.*

Keywords: *interference; correction; clarification request; recast; slip.*

Аннотация: *В статье рассмотрена проблема исправления ошибок как в устной, так и в письменной речи при изучении языка. Были изучены современные подходы к исправлению ошибок. На основе исследований в этой области были проанализированы основные причины и факторы, влияющие на совершение ошибок. В заключении в статье предлагаются способы предотвращения и коррекции наиболее распространённых ошибок.*

Ключевые слова: *интерференция; исправление; просьба о пояснении; перефразирование; оговорка.*

Аннотация: *Мақолада инглиз тилини ўрганиш жараёнида оғзаки ва ёзма нутқдаги хатоликларни тузатиш методларига бағишланган. Муаллиф тилдаги хатоларни тузатиш устида олиб борилган тадқиқотлар ва замонавий ёндашувларга асосланиб кенг тарқалган хатоликларнинг олдини олиш ва тузатиш буйича уз хулосалари ва таклифларини беради.*

Калит сўзлар: *интерферренция; хатоларни тузатиш; тушунтириш сурови; парафразалаш; гапда янглишиб кетиш.*

The appearance of errors at various stages of language learning is an integral and even natural phenomenon. Students' mistakes serve as proof that the student is experimenting with the language, trying new ideas, taking risks, and trying to communicate, that is, demonstrating the presence of positive dynamics in language learning. Studying the problem of errors and working with them has been going on for a long time. For example, such authors as S.G. Merkulova, M.G. Arkharova, I.L. Bim, T. G. Bogdanova, R. M. Efimova, G.M. Parnikova, and many others considered various methods and approaches to their solution.

To date, there are different points of view as to whether errors need to be corrected, when it is best to do it, and which errors need to be corrected. For example, according to Stephen Krashen, a proponent of the natural approach, correcting mistakes in the process of teaching a foreign language is not only unnecessary but also

harmful, since it negatively affects the motivation of students. But with the emergence in the 1980s of a communicative approach in methodological research, the point of view was widely spread, according to which "when teaching adolescents and adults, error correction can serve as a positive factor" (1). For example, according to R. Efimova, "a person who speaks a second, non-native language, regardless of his desire, he will make mistakes in speech. The teacher, in turn, should warn, and if not, then help to get rid of mistakes" (5, 1). According to I.L. Bima, "Nothing reduces zeal and enthusiasm like constant correction of mistakes" (3, 20). T.G. Bogdanova believes that "ignoring mistakes hinders progress in learning a foreign language" (4, 67). According to to G.M. Greenhouse, "If the work performed by a student is of a communicative nature and the main attention is focused on the content, only those mistakes that hinder understanding should be corrected. Repeated errors must be corrected. When working on grammatical material, as well as when working on the formation of writing skills, attention should be paid to both strong and weak mistakes, including mistakes" (6,75).

In our opinion, the task of an experienced teacher in the process of teaching a foreign language is to try to prevent the occurrence of some errors, detect those that have arisen in time and choose the right tactics to eliminate them. Since the main purpose of teaching students a foreign language is to train future specialists who "should be able to use a foreign language for its intended purpose - to communicate and extract information and at the same time have a sufficient degree of literacy to achieve these goals" (1).

The issue of error correction, in our opinion, mainly depends on two determining factors: the methodology used by the teacher in his work, as well as on the type of speech activity during which errors are corrected. Let's consider this question when students learn the skill of oral speech. Based on our experience, working on speech literacy when fixing new material, it is better to correct errors immediately, while giving a detailed explanation. While in the process of oral practice, it is preferable not to interrupt the speaker, so as not to disrupt the productive process of performing a communicative task and not to hinder the formation of fluency of speech. Errors can be discussed only after the end of the work.

Work on errors begins with the establishment of the causes of errors and as a result of the necessary work to eliminate them. There are many reasons and factors that provoke errors in the speech of foreign language learners. Many scientific papers are devoted to this section. In our article we will review the most common of them.

1. The influence of the native language (Mother tongue interference). Typological differences in the structures of native and foreign languages should be taken into account here. Basically, these are errors related to the pronunciation of words, i.e. phonetic, with the use of prepositions and articles (article omission) (*in Monday, in the cinema, on the station), with the constructions of sentences There is\are (*In the room many tables), with the use (omission of a linking verb 'to be'). That is, the learner makes mistakes in speech because it is based on the norms of the native language.

2. Inaccurate knowledge of the rules or insufficient consolidation of the passed rule. (Errors caused by lack of knowledge\practice). That is, the speaker does not have a clear certainty of exactly how to say it correctly. The correct model or design is not firmly fixed in the mind and has not been worked out. A typical example of this type of error is the cases of non-use of '-s/-es' in the 3rd person of the Present Indefinite time unit (*she do, he go - she does, he goes). Many students, having passed the rule of adding the ending 'ed' to regular verbs in Past Indefinite Tense, often add it by analogy to irregular verbs (*driven, fallen) or confuse the rules for the formation of degrees of comparison of monosyllabic and polysyllabic adjectives (*more smaller, more badder, harder). Also, students often forget to use auxiliary verbs in interrogative sentences (*She worked? He arrived? You like? Where you live? What they do?).

3. Mistakes made due to inattention (mistakes). The so-called slip errors (slips). As a rule, these are minor mistakes made due to either absent-mindedness, or haste, or fatigue, or other personal problems. Such errors can be independently corrected by the speaker or the writer himself. For example, the use of similar-sounding words (*expect - except; *world - word).

Speaking about error correction, we note that in most sources authoritative linguists, as M. Arkharova summarizes in his article, share six types of error correction (cit. by: 2):

"Explicit correction. Explicit correction, when the teacher directly points out the mistake made, explains what it is, and gives the correct answer.

Recast. Periphrasis - pronouncing /writing the original incorrect form of the speech sample without error, but without any explanations from the teacher.

Clarification Request. A request for clarification when the teacher lets you know that he did not understand the student's statement. This is a common situation in real communication.

Metalinguistic Cues. The use of terminology (for example, grammatical - the teacher uses the term: "time", "article", "preposition", "word order", etc.) is a reaction associated with the student's utterance but does not offer the correct form.

Elicitation. Stimulating speech-thinking activity, prompting correction and subsequent "extraction" of the correct form. For example, highlighting the place where a mistake was made intonationally or using a pause.

Repetition. Repetition of a student's incorrect statement by a teacher with a mandatory verbal accent in the part where the mistake was made" (1).

Referring to the above classification, we will suggest several ways to prevent and correct the most common errors.

1. Prevent a mistake. At the beginning of the explanation of a rule, the teacher informs the students in advance about the differences existing between their native language and the language being studied, visually and verbally demonstrating possible mistakes made in this rule. After the explanation, the teacher gives various exercises,

games and tasks for fixing, the essence of which is the detection and correction of errors. Let's look at a few of them.

Find the error. Students are divided into teams. Each of the teams receives a sheet with sentences, some of which have grammatical errors in the material covered. Students should detect and correct these errors (preferably with a red pen). Then each team presents their work to the whole group with explanations. This exercise allows students to feel a little like teachers, which generally creates a favorable mood, gives confidence and raises their self-esteem.

Hear the mistake. Students are divided into teams. Each is given a script with a small scene based on the material just passed, in the text of which there are errors (errors are marked so that the participants themselves know about them). Having learned their roles, each team presents its own scene, and the rest of the participants should hear and write down all the mistakes made. Then all this is discussed by the whole group. This exercise promotes the emancipation of students and the disclosure of their creative potential.

Notice the mistake. The teacher, using a PC and the PowerPoint Presentation program, demonstrates slides with suggestions to the group, some of which contain errors. Each slide is held for 10-15 seconds. Students should detect and record the error. After that, the teacher demonstrates these slides again, dwelling in detail on each mistake. This exercise greatly develops the speed of reaction, the speed of thinking and visual memory.

We also recommend the following exercises, which have proven to be very effective in correcting phonetic errors, that is, in pronunciation. Based on our own observations and the exchange of experience with colleagues, we found that there is a whole list of so-called frequently mispronounced words. For example: exam, idea, develop, law, follow, consider, discipline, create, image, and many others.

The best way to prevent pronunciation errors, in our opinion, is to lay the phonetic foundation correctly from the very beginning and teach students how to use the transcription system correctly and work with the dictionary. For correction, we offer the following methods.

2. Visualize the error. Students are divided into groups, each of which produces posters with incorrectly pronounced words, with a highlighted accent and their correct transcription. The list of words and their transcription is compiled by the teacher in advance and distributed in equal numbers to each group. After finishing, students hang posters around the classroom and say these words out loud in all possible forms. Nouns in mn. and units of numbers, verbs in all persons, numbers and tenses. Example: idea - ideas; follow - follows, following, followed (he has many interesting idea - he has many interstin ideas, he follows this rule - he follows this rule, she goes to the office - she goes to the office).

3. Beat the error. Students are divided into groups, each of which receives a list of previously mispronounced words (5-7) and prepares a small scene (role-play), in

which the incorrect pronunciation of these words and the corrected version must necessarily sound. This can be played out in the form of a lesson, or parents correcting children, etc.

4. Use mistakes. Students are divided into groups, each is given 5-6 previously mispronounced words. Within 5 minutes, each group should make at least 2 - maximum 3 logically related sentences, using all these words and read to the rest of the groups. The team that was able to correctly use all the words is the winner. Development - there has great development in the system of education in Uzbekistan recently. Parents - Nick has met his parents at the station.

5. Recognize the error. The teacher announces dictation and warns students that he may mispronounce some words, and asks students to correct themselves. During the dictation, the teacher pronounces as many words as possible that were previously incorrectly pronounced by students, intentionally making mistakes. For each correctly corrected word, the student receives one point. At the end, the winner is determined.

Summing up, we note that Discite ab erroribus - people learn from mistakes, and mistakes are the engine of further development and growth. Therefore, each teacher should determine for himself the most appropriate time and effective ways correct mistakes. It is important to create an atmosphere of mutual understanding and cooperation, excluding any psychological pressure and focusing on self-correction and correction by other students.

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