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ЧЕТ ТИЛДЕРИН ОКУТУУДАГЫ КАТАЛАРДЫ ОҢДОО ЫКМАЛАРЫ

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ИСПРАВЛЕНИЕ ОШИБОК В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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ERRORS CORRECTION IN FOREIGN LANGUAGE TEACHING

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Макалада чет тилин окутууда каталарды оңдоо ыкмалары жана анын мааниси жөнүндө сөз болот. Макалада чет тили мугалимдерине каталарды кантип жана качан оңдоо керектигин көрсөтөт жана ошондой эле чет тили окутуучуларына чет тилин үйрөнүүчүлөр жана чет тилди практикада колдонуучулар тарабынан кетирилген типтүү каталарды көрсөтүүгө жардам берет. Экинчи тилди өздөштүрүү жараянында каталарды оңдоо – өтө негиздүү маселе. Мугалим окуучунун катасын түзөтүүдө анын өзүнө болгон ишенимин жоготпогондой кылып оңдоосу керек. Тактап айтканда, макалада чет тилин окутууда окуучунун кебинде кетирилген каталарды четтетүүнүн мааниси чоң экендиги баса белгиленет жана каталарды жоюунун этаптары, ыкмалары чет тили мугалимине жардам катары сунушталат.

Негизги сөздөр: каталар, каталарды анализдөө, тилдер аралык каталар, тилдик ички каталар, ачык түзөтүү, кайрадан түзөтүү, перифраза, металингвистикалык кыйытуу, көрүнүш, өз алдынча түзөтүү.

В статье рассматривается исправление ошибок и его значение в преподавании иностранного языка. Он указывает учителям иностранных языков, как исправлять ошибки и когда их исправлять, также пытается помочь учителям и преподавателям иностранных языков ознакомиться с наиболее частыми ошибками, совершаемыми учащимися иностранных языков и ведущими языковыми практиками, для рассмотрения некоторых очень важных вопросов, касающихся понимания важности исправления ошибок в процессе освоения второго языка, таких как: как необходимо внести исправления, на каких этапах учитель должен исправить ошибку и как учитель может исправить ученика, не вызывая у них неуверенности.

Ключевые слова: ошибки, анализ ошибок, межъязыковые ошибки, внутри язычные ошибки, явное исправление, перифраза, металингвистические намеки, выявление, само исправление.

The article is considered an error correction and its importance in the teaching of foreign language. It indicates EFL teachers how to correct the errors and when to correct them. It also tries to help EFL teachers and educators to become familiar with the most frequent errors committed by EFL learners and lead language practitioners to consider some very important issues about understanding the significance of Error Correction in the process of second language acquisition such as: how much correction should be made, at what phases the teacher should correct the error and how the teacher can correct the learner without de-motivating him/her.

Key words: error, error analysis, inter-lingual errors, intra-lingual errors, explicit correction, recast, paraphrase, metalinguistic cues, elicitation, self-correction.

I. Introduction.

Like all teachers, I paid more attention to correct the students' mistakes, analyzing them, thinking through and organizing additional training in order to prevent them further. On this way, I have questions and doubts. Sometimes the error correction work leads to positive results, but sometimes the applied error correction methods, successful in one case, do not work in another: formally, students respond to teacher correction of errors during the lesson, but this correction does not integrate into speech practice, mistakes are repeated and even strengthened.

I felt professional need to study the theory of the issue of correcting mistakes in the process of teaching a foreign language in order to achieve greater efficiency and positive results in learning English by students in everyday work. Particularly important is to correct organization of the work, to correct mistakes are seen in connection with the need for each teacher of a foreign language to find a reasonable balance in their work. The task of finding this balance is very difficult: students should not be afraid to speak, should be able to use a foreign language for its intended purpose - to communicate and extract information, and at the same time should have a sufficient degree of correctness of the language. The problem of correcting mistakes in the process of teaching a foreign language has a very controversial history. The question of correcting errors or not, and if correcting, how, in many respects depends on the methodology that the teacher adheres to in his work, as well as on the type of speech activity during the training of which error correction occurs (or is absent). In 1950–1960, the need to correct errors at any cost was emphasized as part of the audio-lingual teaching method. By 1970–1980, the position of scientists and teachers changed. Many of them, in particular, supporters of the so-called natural approach, headed by Stephen Krashen, began to say that correcting mistakes in the process of teaching a foreign language is not only unnecessary, but also harmful. They believed that this negatively affects student motivation. The teachers did not correct errors in spoken language, and the correction of errors in written works was left to the students themselves. The communicative method that appeared in the

1980s and is still widespread today does not consider error correction as a matter of primary importance, focusing on fluency of speech and the acceptability of using language forms. Modern methodologists, however, are inclined to believe that, within the framework of the developing communicative method, error correction and reliance not only on content but also on form can contribute to the effective teaching of a foreign language, especially when teaching teenagers, young people and adults.

2. Teachers' Attitude to Errors.

Teachers are often afraid of their students' making errors. They feel that students might learn their mistakes and so they must make sure that everything they say is correct. Although teachers and students have a slightly different attitude to error correction, according to research, on average, less than 4% of students would not want their mistakes corrected during the lesson. The majority of students of foreign languages note that the constant correction of errors does not help them. They would prefer that the teacher noted fewer errors, but more clearly, that each correction would be given more time and a variety of strategies and resources would be used. Teachers, on the contrary, consider it unproductive to devote a lot of time to correcting mistakes, and also to do this emphasized and clearly because of the fear of provoking fear in students of a foreign speech. Nevertheless, both parties consider error correction an important part of the process of learning a foreign language. So, mistakes in the process of teaching a foreign language need to be corrected.

- When should errors be corrected?

In order to correct a mistake, it is necessary to take into account the goals and objectives of the lesson: postponement is possible only when attention is focused not on the form, but on the content (the most obvious example is spontaneous speech of a student during a discussion, expressing one's own opinion, especially when this speech is emotionally colored character). Scientists, researchers, based on statistical data, agree that the more delayed the correction of errors, the less effective it is. Thus, work on errors a few days after the control work largely loses its functions. Students' independent work on mistakes is considered by many scientists as the least effective form. In his book, "How to Teach Grammar", methodologist S. Thornbury considered 12 different ways a teacher responds to a grammatical error, examining the relevance and effectiveness of each of them. He emphasizes that error correction is most effective in the context of real action when the student uses the language in his communicative function. The author compares this correction of errors with the actions of the driving instructor - of course, the instructor can make a list of errors

made by the student driver during driving and comment on them at the end of the lesson. But the true student will pay attention to these errors when it is most important - while driving. In both cases - both in driving training and in language training - the art of the teacher is to get involved in the process, but not to interfere with it.

What mistakes should be corrected?

Errors are classified according to aspects of the language (phonetic, lexical, grammatical). Clear and unknown errors are highlighted. Depending on the influence on the understanding of speech, strong and weak errors are distinguished. Inter-language (linguistic interference) and intra-linguistic (for instance, over-generalization - convey of the studied rule to exceptions) errors are distinguished. Additionally the errors (in English "errors"), there is also the term "mistake, minor error" ("mistake"), a deviation from the norm with the chance of quick self-correction of the speaker / writer (disclaimer, slip of the tongue).

If the student's work is clearly communicative and concentrate on the content, only those errors that slow down understanding should be corrected

- How should errors be fixed?

Error correction is an expression of negative feedback. Many sources cite six types of error correction recognized by reputable linguistic scientists:

1. *Explicit correction*. An explicit correction, when the teacher directly point out a mistake, make clear what it consists of, and gives the correct answer.

2. *Recast. Paraphrase* - pronouncing / spelling of an initial incorrectly shaped speech sample without error, but without any clarification from the teacher.

3. *Clarification Request*. 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.

4. *Metalinguistic Cues*. The use of terminology (for example, grammatical - the teacher uses the term: "time", "article", etc.) is a reaction connected with the student's statement, but not offering the correct form.

5. *Elicitation*. Stimulating speech and cognitive activity, prompting correction and subsequent "extraction" of the correct form. For instance, the teacher repeats the student's statement to the place where the mistake was made. The teacher can come with his words with finger coding: count down each spoken word with your fingers, marking the "finger-error".

6. *Repetition*. Repetition of the student's incorrect statement by the teacher with a mandatory verbal accent in the part where the mistake was made. If you do not emphasize the mistake in your voice, the student may think that the credibility of the statement is being questioned.

3. Ways of Correction:

There are many ways of correction that can be implemented in the classroom.

Self-correction:

After the student recognizes what is incorrect in his/her answer, s/he should be able to correct him/herself. Self-correction is the best technique, because the student will remember it better.

Peer correction:

If the student cannot correct him/herself the teacher can give confidence other students to supply correction. This method is to be applied tactfully, so that the student who originally made the mistake will not feel humiliated. In the case of errors, it is benefit if after peer correction the teacher goes back to the student who made the error and gets him/her to say it correctly. Edge (1990) mentions the following benefit of peer correction:

- It strengthens cooperation, students get used to the idea that they can learn from each other.

- Both learners (who made the error and who corrects) are absorbed in listening to and thinking about the language.

- The teacher gets a lot of relevant information about the learners' ability - if students learn to practice peer correction without hurting each other's feelings, they will do the same in pair-work activities. However, it may occur that whenever the teacher asks for peer correction from the whole class, it is always the same students who answer. In this case the teacher has to confide that other students are absorbed as well.

Teacher correction:

If no one can correct, the teacher must understand that the point has not yet been learnt well. In that case the teacher can explain again the unclear item of language, especially if the teacher sees that the most of the class has

the same problem. There might be more repetition and practice necessary. We must not omit that the main purpose of correction is to assist the students to learn the new language item correctly. That is why it is relevant that after correction the teacher has to ask the student who originally made the error or mistake to give the correct response.

4. Conclusion:

Theoretical research and the experience of practitioners provide teachers with information for reflection, but, alas, there are very few recipes. When confronted with a mistake, the teacher must quickly find an effective, methodologically justified and psychologically correct way to deal with it.

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