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MISTAKES AND HOW TO CORRECT THEM

Darvishova Gulchehra Kenjabayevna

PhD in Philology,

The University of Public Safety of the Republic of Uzbekistan

Annotation:

Mistakes are a natural part of the language learning process. This article outlines the mistakes which are caused by the lack of knowledge of certain vocabulary or grammar items and also how to correct learners' errors in learning a foreign language.

Keywords: prevent, mispronounce, misuse, productive skill, variety, techniques, error.

It is natural while learning a foreign language that learners make mistakes. They make mistakes in auding when they misunderstand something in a text. They make mistakes in speaking when learners mispronounce a word, violate the order of words in a sentence, misuse a preposition, an article, use wrong intonation, etc.

Mistakes are caused by the lack of knowledge of certain vocabulary or grammar items: when the learners cannot recognize and understand a certain word or grammar structure and the lack of a certain productive skill: when pupils know words or structures but cannot use them correctly in speaking or writing.

The teacher's main aim is to prevent learners' errors. There is a good rule: "Correct mistakes before they occur." In other words, careful teaching results in correct English, i. e., learners make very few mistakes. However, they make them, and the problem is how to correct learners' errors.

If a learner misunderstands something when auding the teacher should do his best to ensure comprehension. He suggests that the learner should either listen to the sentence again; if he does not understand it properly the teacher or the classmates help him to paraphrase the sentence or translate" it, or see it written. The latter often helps if learners do not get used to hearing, if they are eye-learners. As far as speaking is concerned it is the teacher who corrects pupils' mistakes. It is a bad habit



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of some teachers to ask pupils to notice mistakes when their classmate is called in front of the class to speak.

This is due to the following reasons. Firstly, learners' attention is drawn, not to what the classmate says, but to how he says it, i. e., not to the content, but to the form. If we admit that the form may not always be correct, then why should we concentrate learners' attention on the form? Moreover, when learners' attention is centered on errors, they often do not grasp what the classmate says, and that is why they cannot ask questions or continue the story he has told them.

Secondly, the learner who speaks thinks more about how to say something instead of what to say. No speaking is possible when the speaker has to concentrate on the form. He makes more errors under this condition. More than that, he often refuses to speak when he sees the classmates raise their hands after he has uttered his first sentence. This does not encourage the learner to speak.

Accordingly, when a learner is called to the front of the class to speak, the class is invited to follow what he says so that they may be able to ask questions or to go on with the story when he stops.

There is a great variety of techniques at the teacher's disposal. He selects the one that is most suitable for the occasion.

1. If a learner makes a mistake in something which is familiar to him, it is preferable to correct it at once. But in order not to confuse the learner and stop his narration the teacher helps the child with the correct version.

Student: My brother gets up at 7 o'clock.

Teacher: I see, your brother gets up earlier than you.

Student: Yes, my brother gets up at 7.

2. If a learner makes a mistake in something which he has not learned yet the teacher corrects his mistakes after he has finished speaking.

Student: He first visited us in 1970. He is a good friend of ours since.

The teacher gives the correct sentence: He has been a good friend of ours since.

If many learners make the same mistakes, for instance, in prepositions (go in instead of go to), articles (the Tashkent instead of Tashkent, or Indian Ocean instead of the Indian Ocean), in tense forms (the Present Continuous instead of the Present Simple)



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the teacher makes note of them and gets the learners to perform drill exercises after answering questions.

The teacher should not emphasize incorrect forms in any way or they will be memorized along with the correct ones, for instance: Friends is. Do you say " Friends is"? We shouldn't say " Friends is". What should you say?

Student: The woman which I spoke to is my teacher.

Teacher: The woman who(m) you spoke to is your teacher.

Student: Botany is a branch of science who is concerned with the study of plants.

Teacher: Botany is a branch of science which is concerned with the study of plants.

Student: Jizzakh is the town that I went to school.

Teacher: Jizzakh is the town where you went to school.

Student: The drawer in where I kept my jewelry was open.

Teacher: The drawer in which you kept your jewelry was open.

In conclusion, mistakes are learning steps and the teacher should help pupils to deal with and learn from their mistakes. Teachers should be able to recognize different kinds of mistakes and deal with them in a way that supports learners' own language learning efforts. Mistakes shouldn't be regarded as punishable sins and that they are a natural part of the language learning process. Correcting mistakes should really serve only one purpose: to facilitate learners' learning.

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