Research Article

VERBAL MISTAKES OF LANGUAGE LEARNERS AND THE PEDAGOGICAL PRINCIPLES OF THEIR ELIMINATION

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ABSTRACT

The pedagogical principles of working with verbal mistakes of language learners and their elimination are explained in the article. Opinions on the effective organization of the mistake correction process are presented. Types of correcting verbal errors are given.

KEYWORDS

Language learner, error, written mistake, mistake correction, positive, feedback, German language, teacher, assessment.

INTRODUCTION

In the process of learning foreign languages, language learners will definitely make verbal mistakes. Mistakes are a natural part of the learning process. Mistakes made by language learners must be corrected, because without mistake corrections, it will be difficult for language learners to improve their language skills. The fact that a language learner makes mistakes indicates that he is interested in the learning process.

LITERATURE REWIEW

The correction of verbal mistakes has been widely studied by world scientists. The article "Hilfreich oder ohne praktischen Nutzen?–Die Forschung zur mündlichen Fehlerkorrektur im Zweit- und Fremdsprachenunterricht" published in the journal Zeitschrift für Fremdsprachenforschung in 2011 by M. Schurman and T. Schlak is particularly noteworthy. Through their research, they tried to shed light on the issues of correcting verbal mistakes and their effective elimination in learning a foreign language and a second foreign language. According to them, it has been more

than thirty years since verbal Mistakes were considered as an object of foreign language studies . Scientists point to the work of M. Long s in 1996 as the first study conducted in relation to verbal mistakes. In addition, it is noted that the works of scientists such as R. Ellis, J. Truscott and L. Ortega are of practical importance in terms of correcting verbal mistakes .

According to S. Corder, there are mainly three reasons why mistakes occur in the process of language learning:

1. The mistakes made by language learners help the teacher to know what they have learned and what they have difficulty learning;

2. Mistakes serve to determine how language is learned and what strategies should be used for this;

3. Mistakes are also important for the growth of language learners.

H. Cordes, adding to the opinion of S. Corder, emphasizes the opinion that "language learners are there to make mistakes, researchers are there to analyze them, and teachers are there to correct the mistakes of language learners ."

The teacher corrects the mistakes because every teacher helps the language learners by doing so or understands that it is his duty as a teacher. According to A. Koll-Stobbe, "...language learning is a risk for students. " Therefore, the role of the teacher in this process is important, he helps and supports his students. It is also important for the teacher to create a language learning environment where there is no fear of mistakes. In this way, the teacher encourages language learners to take risks in learning this foreign language. For this reason, we consider it urgent to pay attention to the process of correcting mistakes, which are very common in foreign language classes, but are not paid enough attention to. Overcoming difficulties,

not being afraid of making mistakes in foreign language speech, the relevance of the student's speech to his personal life, using different work procedures (student-student, teacher-student, teacher-class, student student-class, etc.), such as holding games and language competitions are among the factors of increasing activity .

Correction of mistakes by the teacher - usually the teacher has the right to correct mistakes during the lesson. The teacher can correct mistakes directly or indirectly. In the process of direct mistake correction, the teacher makes a mistake when the language learner makes it. In this case, the teacher directly tells what the correct answer and solution will be. In indirect correction of a mistake, the teacher reminds the learner of the rule without giving the correct answer.

However, it is difficult for the language learner to remember such corrections made by the teacher. Therefore, it is appropriate to encourage language learners to find and correct their own mistakes. Through this, the language learner thinks again about the construction he is using and learns something. In many cases, when the mistake is corrected by the teacher, it is difficult for the language teacher to understand what was corrected. In this case, the language learner may repeat the correct answer, but not consciously implement it. Therefore, it is appropriate to use direct mistake correction when the solution or rule is not known to the language learner or when the correct form has not yet been learned in the lesson. Despite this, we would like to emphasize that it is important for the teacher to teach language learners to correct their own mistakes. Teachers prefer to be corrected by the teacher because it saves the teacher time. If language learners are given the opportunity to correct a mistake, some time is lost before they come to a decision and say the correct answer.

Mistake correction by the teacher can also be initiated by another language learner in the group. Of course, the teacher may not always understand all the mistakes. In this case, another language learner in the group can ask if their partner's answer is indeed correct, and then be corrected by the teacher if the answer is incorrect. .

In the process of direct correction of the mistakes made by the teacher, the content may change completely; in this case, it is often because the teacher did not understand what the language learner intended to say. Through this, the teacher moves from the thought of the language learner to a sentence with a completely different content. Therefore, it is important to clarify what the language learner is trying to say before directly correcting the mistake. In many cases, the teachers correct the mistakes of the language learners in a way that is convenient for them, and by this, the language learners remember the sentence that does not follow the same process, but is grammatically correct remains. This shows that mistakes appear under the influence of a foreign language lesson. So, the teacher is required to be more attentive in the process of correcting mistakes.

Correcting mistakes by other language learners in the group

Of course, mistakes can be corrected by other language learners in the group. But in order to correct such a mistake, language learners must have enough knowledge to be able to correct the mistake. Correction means that another language learner in the group finds his partner's mistake and then corrects that mistake. Of course, the mistake can be corrected by other language learners, in which case the teacher's question should act as a signal.

In many cases, language learners prefer to have their mistakes corrected by their peers rather than by the teacher. Because usually peers learn in a teaching group, it is easy for them to discuss their problems related to a foreign language and find solutions together, thereby expanding their knowledge of the language and learning new constructions. Another reason for this may be the authoritarian assessment of the teacher's role by language learners. Language learners are comforted by the fact that their peers make the same mistakes as they do, and that they have the same status.

In the researches of K. Kleppin and F. Koenigs, it is said that language learners often prefer to have their mistakes corrected by the teacher . Older language learners, in particular, prefer to be corrected by the teacher rather than their peers. The opposite is the case with students. Based on this, it can be said that it depends on the age of the language learner who prefers to correct the mistake.

Correcting own mistakes initiated by others

Usually, self-correction is initiated by the teacher. It is hardly noticeable that other language learners in the group initiate self-correction. But theoretically it can happen. The purpose of introducing mistake correction is to encourage the language learner to find the correct answer on his own. Self-correction is effective for the learning process in which the language learner rethinks the Mistake, making the part of the answer more likely to be incorrect. pays attention and tries to correct the Mistake himself. According to H.Wulf , correcting one's own mistakes initiated by others is the most widely used type of Mistake correction. Below, we would like to touch on various options for correcting the Mistake presented by K. Kleppin .

Raise voice

If the teacher repeats the part of the sentence spoken by the language learner out loud, it serves as a signal

that there is a mistake in the sentence. In addition, the teacher can indicate a mistake by snapping his fingers, nodding or clapping his hands. Then the language learner realizes that he made a mistake somewhere and tries to correct his mistake.

A metalinguistic description

Metalinguistic description is also one of the ways to draw the attention of the language learner to the mistake he is making. Metalinguistic descriptions refer to adjectives, verbs, conjunctions, etc. If the language learner makes a mistake in his speech, for example, says "Ich möchte ein Hund", the teacher signals to correct the mistake by saying the verb. But the use of this method by teachers is almost invisible.

Audiolingual method

The teacher can also use the audiolingual method. Usually, this method was used a lot during the grammatical translation method. In this case, the new structure is first broadcast and repeated. After repeating the same situation many times, the rule is explained. This encourages language learners to repeat. Fingers crossed when it's time to repeat. This method was also used as a strategy to reduce mistakes during behaviorism. However, the effectiveness of this method has not led to significant changes and is not used now.

Nonverbal cues

Nonverbal cues can also be used to initiate self-correction. For example, when a mistake is made in the word order of a sentence, making a substitution sign with the hands and thereby warning about the word order in the sentence. A nod can also indicate a mistake. Mimics and gestures are also non-verbal cues that serve to correct mistakes. It is quite convenient to use facial expressions and gestures to warn of grammatical mistakes. But when the teacher uses non-

verbal signs, the language learner should be sure that he understands these signs and pay attention to the way he is looking at the teacher.

Explain the reasons for making the mistake

If we are talking about mistakes related to interference, it is appropriate to use the method of explaining the reasons for making the mistake. In this case, the teacher is required to explain the rule or word as much as possible, to compare it with the mother tongue of the language learner. If language learners know what causes a mistake, it will be easier for them not to repeat it later. As noted by J. Jalolov, it is very important to teach the student to control himself and eliminate his mistakes independently .

Explaining the reasons for making mistakes can help language learners develop their own learning strategies. In this case, the language learner begins to approach his language learning process more consciously than before. Emphasizing similar structures and words in the previously learned foreign language, comparing their similarities and differences, opens the way to introduce learning strategies familiar to language learners to the new language. In this case, it is important for the foreign language teacher to have an understanding of the native language of language learners and the foreign languages they have learned. For example, when teaching German to Uzbek language learners, it is effective to explain the reasons for making mistakes by comparing them to Uzbek, Russian, and in some cases, English.

The teacher can also explain to the language learners the difference between correctly and incorrectly constructed sentences. It is appropriate for the teacher to explain why the student's speech is structured incorrectly, why he may have made this mistake, and how it can be improved. After that, the correct and incorrect versions of the sentences are

compared. Using this method to correct mistakes related to grammar and word meaning is very effective. By doing this, the correct form is better remembered by language learners.

The next method of correcting oral Mistakes is self-initiated Mistake correction by the language learner.

Self-initiated mistake correction is when a language learner makes a mistake in the process of answering, but realizes his mistake at that moment and corrects it himself. is understood to growl. But this situation can happen even after long thinking. A language learner realizes his mistake with delays. The language learner starts correcting his mistakes at that very moment. In most cases, it is due to mistakes related to the order of words in the sentence, the classification of nouns in conjunctions, and the conjugation of verbs. is observed when l is set. It is noticeable that mistakes related to the meaning of the word are often corrected after the language learner has finished his answer.

According to H.Wulf, it is possible that the correction of one's mistake started by the language learner may not be realized . Because the language learner tries to correct his mistake, but he cannot do it.

DISCUSSION

Research shows that self-correction by the language learner is more effective than teacher-correction. The main reason for this is that the language learner will try to correct the mistake again and learn something, and in most cases the same mistake will not be repeated. In this process, it is necessary to pay attention not only to the fact that one language learner understands and does not repeat his mistake, but also to other language learners in the group to pay attention to the mistakes made by their partners and their efforts to correct them. Other language learners should also learn something from their partners' mistakes and the process of correcting them. Being able to correct one's

own mistakes should also serve to increase the interest of language learners in learning a language. The teacher is required to use Mistake correction for this purpose.

Prospective German language teachers are required to be familiar with mistake correction techniques to correct their students' Mistakes. This serves to improve their mistake-solving competencies.

CONCLUSION

In conclusion, it should be noted that teachers should think about the methods of correcting their mistakes, their attitude towards correcting their mistakes. A conscious approach to correcting mistakes helps foreign language lessons to be effective.

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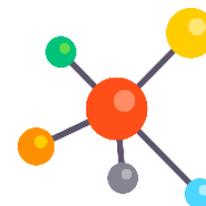
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