

**SPECIFICATION OF ERROR CORRECTION IN LANGUAGE LEARNING PROSESS**

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**Abstract:** Examines the sorts of mistakes that are examined during speech training and the forms of error correction that should be used. Attempts are undertaken to define the psychological influence of mistake correction on learner motivation.

**Key words:** error, mistake, language, foreign language, phonemic symbols; echo correcting.

Error correction is a method for developing language learners' competency in a second or foreign language. It may be used to gain conscious knowledge of a second or foreign language as well as to learn the language's rules. The goal of error correction is that students comprehend and get a handle on the objective language of an illustration, foster their language abilities, and develop their certainty and interest in language learning through our endeavors. Every effort should be made to fix errors. The goal is to recognize what is accurate and what has to be rectified. If you engage in the development process and have the right ingredients in place for success, the likelihood of mistakes will decrease with time. As indicated by Krashen and Terrell who fostered the Regular Methodology, blunder remedy is pointed toward realizing which is focused on a more proper information on the language and at something which is advanced deliberately ("discussing the language").

When a teacher corrects mistakes made by students, error correction is frequently performed by the teacher. Be that as it may, it is most likely more viable for understudies to address their own mix-ups. Students and teachers should have a common language for correcting errors in order to accomplish this. This helps the pupil remember the correction since they can figure out their own problems. This also promotes independence from the teacher and increases motivation and confidence in the pupil. This also encourages students to take responsibility for their own learning.

**There are three major types of error correction.**

- automatic repeat request;
- forward error correction;
- hybrid schemes.

There are two approaches to error correction: When a backward mistake is detected, the receiver requests that the sender retransmit the complete data unit. Forward error correction: In this situation, the receiver employs error-correcting code, which corrects the errors automatically.

Correcting written work can be done in three ways:

1. Correcting each error;
2. Giving a general impression of the work;
- 3) Highlighting errors and/or indicate the type of errors made, and then let students correct their own work.

With "Correction," the instructor stops a student when they give an incorrect response, explains and demonstrates how the correct response should be given, and helps students practice success. There are eight tips of error correction. They are:

1. Drawing a time line on the board;
2. Finger correction – shows the students where the error has been made;
3. Gestures and/or facial expressions;
4. Phonemic symbols;
5. Echo correcting;

6. Identifying the error;
7. Not correcting at the time the error is made;
8. Peer and self-correction.

When students correct themselves rather than having a teacher do so, this is called self-correction. By providing students with examples of good language use to compare to their own and more or less guidance regarding the location and nature of their errors, teachers can engage students in self-correction to varying degrees.

**When should the teacher correct students?**

Off-target mistakes ought to be adjusted when is advantageous, particularly assuming numerous understudies are making this blunder. However, doing so probably won't be worth interrupting a fluency task. You might want to let them know at a different quiet time later in the class if only one or two students made the mistake.

Corrective feedback, which is essential to the learning process, gives extra information to learners beyond whether or not their responses were right. Corrective feedback spans in complexity from simply providing students with right responses to discussing why an answer was correct or faulty.

After reviewing a brief history of the approach to the problem of error correction, each teacher of the English language must, first of all, answer to the questions:

- 1) to correct errors or not? 2) when should be corrected and how?

In the practice of teaching, one often had to deal with cases when student experience excitement and fear of foreign speech, fear of mistakes, especially in oral speech, when they do not have the opportunity to use reference material (dictionaries, notes). In this situation, constant persistent correction of mistakes by the teacher will not only slow down the process of utterance, his abilities, reduce his motivation to learn a foreign language. However, in the modern system of education, when all aspects of the educational process require confirmation of compliance with state standards, and written or computer tests, essays and other written forms of knowledge control, without correcting and correcting errors, a positive result cannot be achieved. Ignoring mistakes hinder progress in learning a foreign language. In 1978, J. Hendrickson formulated topical questions about the issue of error correction. To the first question on the list, we respond with "yes," teaching a foreign language necessitates correcting errors. Teachers are still confronted with other issues raised by J. Hendrickson.

**When ought to bugs be fixed?**

Responding to this inquiry, the instructor should consider the objectives and goals of the illustration, as well as the types of learning exercises. Thus, while fixing linguistic material (action word tenses, levels of examination of descriptors, modular action words), it is fitting for the instructor to address botches understudies straightforwardly over the expression also, fix the right choice. However, when the objective is communication and the students are expressing their opinions in spontaneous speech (dialog or monologue), it is more reasonable and efficient for the instructor to correct errors and analyze them after the students have finished speaking. When the teacher analyzes and corrects errors a few days after the work (writing a test, essay, etc.) has been completed, we believe that the method of delayed correction is least effective. Correct only errors that prevent comprehension if the student's work is communicative in nature and focused on the material. Dreary blunders should be adjusted. While dealing with syntactic material, as well as while chipping away at the development of composing abilities, consideration ought to be paid to serious areas of strength for both powerless botches, including oversights. The teacher should keep in mind that there are various categories of errors, each of which has a different form, significance, and degree of impact on the communication process and the formation of competencies formulated in the main educational programs when planning methods and techniques for correcting errors.

According to a number of researchers, the following classification of errors is legal:

1. Reservations and errors (slips);

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2. In addition to slips, there is also the term "oversight, minor error" (mistake), which refers to a minor deviation from the norm that the speaker or writer can quickly correct themselves.

3. Blunders made in the material covered and communicating misconception by the understudy of those or then again other linguistic guidelines or lexical highlights (blunders);

4. Botches made in untaught material, in new designs, when the understudy doesn't can offer his viewpoints in a justifiable manner (endeavors).

Error correction is feedback in the process of teaching a foreign language, without which the teacher cannot adequately plan teaching methods and achieve positive results. In many sources by reputable linguists six types of error correction are given:

1. **Explicit correction.** Explicit fix when the teacher directly points out the mistake made, explains what it consists of, and gives the correct answer.  
recast.

2. **Paraphrase** - pronunciation / spelling original incorrect speech sample already without error, but without any explanations with side of the teacher. clarification request. Request for clarification, when the teacher makes it clear that he did not understand the student's statement. This is a common situation and in real communications.

3. **Metalinguistic Cues.** Use of terminology (for example, grammatical – the teacher uses the term: "time", "article", "preposition", "word order", etc.) - a reaction associated with the student's statement, but not suggesting the correct form.

4. **Elicitation.** Stimulation of speech and thought activity, motivation for correction and subsequent "extraction" of the correct form. For example, highlighting the place where the mistake was made intonation or pause.

5. **Repetition.** Repetition of a student's statement that is incorrect in form by a teacher with a mandatory verbal accent in the part where an error has been made.

How do teachers actually act? What are the error correction methods used most often?

Naturally, the process begins with the teacher. This process cannot be completed without his leadership. Each lesson, the teacher is confronted with students' mistakes, which he must categorize based on their frequency, quality, and ability to organize group activities to correct. Teachers are provided with food for thought by theoretical research and practical experience, but unfortunately, there are few recipes. The most well-known approaches to error correction are: self-correction (self-correction by the student of his mistakes); peer-correction (error correction by group members); teacher correction (correction of errors by the teacher).

It is well known that even native speakers often make mistakes in their speech. A person who speaks a second, non-native language will, regardless of his desire, make mistakes in speech, and the first task of the teacher is to form a positive attitude towards mistakes among students, explaining to them that they are an integral part of the learning process. Of course, the teacher must apply appropriate didactic techniques to help prevent mistakes, and if this failed, then help get rid of them. He must clearly define the causes of errors, develop methods for correcting errors, and most importantly, learn how to predict and prevent them. Having studied this problem, we can formulate the following conclusions:

-errors are an integral element of the process knowledge, an indicator of the assimilation of program material by trainees.

-failure to correct errors prevents progress in learning a foreign language.

-mistakes of trainees are material for understanding and planning corrective work.

-when planning corrective work the teacher must take into account the causes of errors, their categories, as well as the goals and objectives of educational activities. The mediation of the

instructor while amending slip-ups ought to be sensible, prudent and adequate, add to the development of positive inspiration and increment understudies' confidence.

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