

## THE IMPORTANCE OF ERROR CORRECTION IN FOREIGN LANGUAGE LEARNING

*Djumanazarova Khalima, senior teacher  
Nukus state pedagogical institute named after Ajiniyaz*

There is nobody who is able to learn a foreign language without making errors during the phases of language acquisition. That is why this field of study deserves a great deal of linguists' attention. Teachers are an essential part of this learning process, as they are usually those who help students correct their errors and avoid them in the future. However, in time students also become active participants in their own learning process. It may seem that error correction is a simple procedure which does not need to be examined, but it is the opposite of the truth. Error correction is a complex procedure which needs to be examined further. It is necessary that teachers were well informed about how students perceive error correction in order to teach effectively. Errors are mistakes which students cannot correct without help – and which, therefore, need explanation. Errors occur when learners try to say something that is beyond their current level of knowledge or language processing. Because they are still processing and/or don't know this part of language, learners cannot correct errors themselves because they do not understand what is wrong. Error correction focuses on whether teachers should correct errors in student writing and what techniques they should use in correcting errors. Error correction has been proposed as a process that supports successful collaboration (Sniezek & Henry, 1989). It is inevitable for learners to produce errors during the phases of second language development. Therefore, the error correction in SL learning has been fervently discussed in the past decades with the respect to its form, context, utility and taxonomy. Linguists are still examining the five questions which Hendrickson put forth [2;387]:

1. *Should learner errors be corrected?*
2. *When should learner errors be corrected?*
3. *Which learner errors should be corrected?*
4. *How should learner errors be corrected?*
5. *Who should correct learner errors?*

The following is a list of the errors most commonly made: **Grammatical:** a) Verb Tense; b) Word order; c) Omission of article ; d) Subject-Verb Agreement; e) Pluralized adjectives; **Phonology:** a) Pronunciation; b) Intonation ; c) Word stress ; d) Sentence stress; e) Syllable omission; **Semantic:** a) Incorrect use of word collocation; b) Incorrect use of function.

Teachers must remember that the aim of correction is to help students overpass their difficulties and equip them with the necessary tools to advance in their learning process, avoiding learners' annoyance which may result in a prospective failure in the flow of communication or in their written productions. So, teachers should not insist on accuracy at the beginning of the acquisition process. Otherwise, the weak learners would be on the alert and have a high affective barrier accompanied with its sense of frustration. For the best students the affective impact of error correction can have a positive effect, whereas the lower achievers frequently need to be released from viewing errors as a form of failure, in other words, criticism should not weaken learners' self-esteem. Krashen argues that "Improvement will come without error correction, and may even come rapidly, since the input will „get in, the filter will be lower, and the students will be off the defensive"[3;87].

Lyster and Ranta combined different types of error treatment or correction feedback with students' responses to that feedback, or „learner uptake" [4; 37]. They described six main corrective „moves" - a move consisting of the teacher's action and reaction: *Explicit correction:* it is used to indicate that the student's production was incorrect, with the teacher providing the correct form. *Recast/ Rephrase:* the teacher implicitly reformulates the learner's wrong utterance except the error or gives the correct structure without openly referring to the learner's faulty utterance. Recasts include scaffolding help, i.e.: it is a way of backing the learner to attain a certain level of proficiency and the corresponding autonomy, with the teacher gradually stepping aside.

They are unobtrusive and do not interfere with the flow of communication. *Clarification request*: phrases like „Excuse me” or „I don’t understand” are used to show bewilderment on the part of the teacher because the message has not been understood and a repetition and/ or reformulation is required. *Metalinguistic clues*: without providing the correct form, the teacher poses questions or makes comments related to the student’s utterance, such as „Do we say it like that?” *Elicitation*: the teacher directly elicits the correct form from the students. Elicitation questions require more than a Yes/No answer, for example „How do we say this in English?” *Repetition*: the teacher repeats the student’s error and adjusts the intonation to draw the learner’s attention to it. In the classroom, we use a mix of teacher correction, peer correction and self-correction. Sometimes we need to correct learners. Sometimes we indicate to them that there is a mistake and they are able to correct themselves or other learners can help them. Sometimes we ignore learners’ mistakes. We choose what is appropriate for the learning purpose, the learner and the situation. We can categorize correction into four broad areas. ***Self-Correction***: In this type of correction, the classroom dynamic shifts from teacher-centred to student-centred, i.e.: learners become active participants, experiencing an autonomous role in their learning process. Once students know how to work on their own, grammar books with answer keys are the ideal handy companions to foster learner independence. Edge states that “People usually prefer to put their errors right than be corrected by someone else. Also, self-correction is easier to remember, because someone has put something right in his or her own head” [1;69]. Accordingly, the teaching/learning situation is essential to promote learner autonomy in such a way that learners may become fully aware of their achievements and faulty results. ***Peer Correction***: The Communicative Language Teaching and Learner-centred Teaching has brought about students’ active participation in language learning. Peer correction has gained popularity among learners and has been remarkably valued as a learning tool in educational environments. Peer correction provides the ground for the enhancement of learner autonomy and participation, inter alia. Its affective advantage over teacher correction is that it is less threatening, less authoritarian, and more supportive- when correction comes from the teacher, it stresses teacher’s authority. As cognition deals with the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses it is important to pay attention in the development of these competencies.[5] This technique fosters learner independence, is student-centred and implies active student involvement in the learning process. It may also raise learners’ awareness of their strengths and weaknesses. Consequently, it changes the traditional teaching classroom situation from a teacher-centred to a learner-centred one, reducing learners’ anxiety and increasing their confidence. ***Group Correction***: Using this technique students make different comments from those of the teacher and get more self-confident. They can be effective at monitoring and judging their mates’ language production. Students doing correction, with the teacher only guiding and assessing them when necessary, strengthen their attitude toward self-correction. Collaborative effort in the group interaction fosters language learning and student participation is regarded as an important tool in any error correction attempt leading learners toward self-correction and an autonomous behaviour. ***Teacher correction***: It is important for students to feel that their needs are being taken into account by their teacher who is interested in their progress, and that they are given the possibility to understand the correction done. Not only do students want their errors to be corrected by the teacher, but they also prefer such correction to be comprehensive rather than selective. Using positive feedback the teacher can help his/her students to build up their self-confidence and realize the differences between their L1 and the target language. Teachers should provide either explicit or implicit correction depending on the class activities- the former is a detailed direct correction whereas the latter is an indirect one and means that teachers indicate the presence of errors and facilitate some sort of clues aiming at peer or self-correction.

In conclusion, error correction plays a vital role in the process of teaching and learning English. It not only helps learners recognize and understand their mistakes but also fosters language development by reinforcing correct usage. Effective error correction requires sensitivity,

consistency, and adaptability from educators. As the field of English language teaching continues to evolve, ongoing reflection and research into correction techniques will remain essential in promoting both learner confidence and competence.

#### **REFERENCES:**

1. Edge, J (1989). *Mistakes and Correction*. London: Longman
2. Hendrickson, J.M. (1978). *Error Correction in Foreign Language Teaching: Recent Theory, Research, and Practice*. *Modern Language Journal*, 62, 387-398.
3. Krashen, S. D. (1987). *Principles and Practice in Second Language Acquisition*. UK: Prentice-Hall International.
4. Lyster, R. and Ranta, L. (1997). *Corrective feedback and learner uptake: negotiation of form in communicative classrooms*. *Studies in Second Language Acquisition*. USA: McGill University. *SSLA*, 20, 37–66.
5. Тажиева А., Нурниязов Н. Implementing cognitive approach into English language learning classes //Преимущества и проблемы использования достижений отечественной и мировой науки и технологии в сфере иноязычного образования. – 2024. – Т. 1. – №. 1. – С. 387