

METHODS OF CORRECTING LANGUAGE AND SPEECH ERRORS IN ORAL SPEECH IN A FOREIGN LANGUAGE

Pomasheva Yerkezhan Doszhankyzy

*Student of 4th course,
Eurasian national university by Lev Nikolay Gumilyev,
Kazakhstan, Astana*

Ibragimova Karlygash Yeraliyevna

*Master of Pedagogics, lecturer
Eurasian national university by Lev Nikolay Gumilyev,
Kazakhstan, Astana*

The appearance of errors at one or another stage of language learning is an integral and even natural phenomenon. Students' mistakes serve as proof that a student is experimenting with a language, trying new ideas, taking risks, trying to communicate, that is, demonstrating the presence of positive dynamics in learning a language. The study of the problem of errors and work with them is a long time. For example, authors such as S.G. Merkulova, M.G. Arkharova, I.L. Bim, T. G. Bogdanova, R. M. Efimova, G. M. Parnikova and many others considered various ways and approaches in solving them.

From the recent times, there are different points of view regarding whether to correct errors, when it is best to do this and which errors should be corrected. Thus, for example, according to R. Efimova, "a person who speaks a second, non-native language, regardless of his desire, will make mistakes in speech. The teacher, in turn, should caution, and if not, help get rid of errors ". [1] According to G.M. Greenhouse, "if the work performed by the student is of a communicative nature and focuses on the content, only those errors that impede understanding should be corrected. Repetitive errors must be corrected. When working on grammatical material, as well as when working on writing skills, attention should be paid to both strong and weak errors, including oversights. " [2]

Speaking about the correction of errors, we note that in most sources, authoritative linguists, as M. Arkharov summarizes in his article, share six types of error correction. “Explicit correction. An explicit correction, when the teacher directly points to the mistake, explains what it is, and gives the correct answer.

Recast. Periphrase - pronouncement / spelling of the original incorrectly shaped speech pattern without error, but without any explanations from the teacher.

Clarification Request. A 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.

Metalinguistic Cues. The use of terminology (for example, grammatical - the teacher uses the term: "time", "article", "preposition", "word order", etc.) is a reaction related to the student's statement, but not offering the correct form.

Elicitation. Stimulation of verbal thinking, the urge to correct and the subsequent “extraction” of the correct form. For example, the selection of the place where the error was made intonation or with the help of a pause.

Repetition. Repetition of a student’s incorrect statement by a teacher with a mandatory verbal emphasis in the part where an error was made ”[3]

Summing up, we note that - they learn from mistakes, and mistakes are the engine of further development and growth. Therefore, each teacher must determine for himself the most appropriate time and effective ways to correct errors. At the same time, it is important to create an atmosphere of mutual understanding and cooperation, eliminating any psychological pressure and placing emphasis on self-correction and corrections from other students.

References

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3. Causes of errors. URL: <http://www.studyexperts.ru/stds-663-1.html>