



IMPROVING THE METHODOLOGY OF WORKING ON ERRORS AT A2 LEVEL IN TEACHING ENGLISH AT UZBEK SCHOOLS

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Abstract: The given article discusses the issues of improving the methodology of working on mistakes, while teaching reproductive skills (speaking and writing) in English classes in A2 level students. There discussed some points of errors that turned to right methods and giving correct methods in teaching language.

Key words: reproductive skills, errors, peer review, self-correction, global errors, local errors, positive reinforcement, Task-based, contextually, Peer Correction, innovative methods.

In English language teaching, reproductive skills (such as speaking and writing) involve the ability to produce language in a correct and coherent manner. Addressing and correcting errors in these skills is crucial to help learners improve and gain confidence.

We have been observing A2 learners in one of the regional schools (school №13 IN Surkhandarya, Termez) for five month and come across several errors in teaching methods (in Uzbek secondary school students) and we made some research, so we will explain several structured methodology for working on errors in reproductive skills at the A2 level.

First of all, as Rolf Donald states «Teachers should be aware of errors himself and initial step is helping students become aware of their errors. Teachers can raise awareness through focused activities that highlight specific error types such as tense errors, word order mistakes and etc» [2;]. Then teacher should use simple activities like peer review or self-correction exercises where students identify errors in written or spoken exercises. Secondly, teacher should analyse the types of errors. Errors in reproductive skills can be categorized into global errors (that affect understanding) and local errors (that do not significantly affect communication but make the speech or writing sound unnatural). At the A2 level, both types are common.

1-global errors: Major errors that affect communication, such as incorrect word order, tense mistakes, or use of the wrong form of a verb.

2-local errors: Smaller issues that do not greatly impact meaning but affect fluency or naturalness, such as article misuse or preposition mistakes. Understanding these distinctions can guide error correction strategies.

3. Immediate vs. Delayed Error Correction. Immediate Correction: For errors that significantly hinder communication or are habitual, immediate correction (especially during speaking activities) can be helpful. This prevents the reinforcement of wrong language patterns. Correct method is briefly correct errors during activities, but avoid interrupting too much. You can gently provide the correct form right after the student speaks, delayed correction: for minor errors, it's often better to wait until after the activity and provide feedback.

This helps learners focus on fluency without becoming overly anxious about making mistakes. Correct method is after a speaking activity, you can write down some common errors you observed and correct them during a follow-up discussion. Next one is error treatment strategies, repetition (Drill and Practice): After identifying an error, repetition helps reinforce the correct form. This is particularly useful for pronunciation

and grammar errors.

Correct method is teacher should ask the student to repeat the correct version of their sentence or word several times. This helps with automaticity in using the correct structure. Clarification requests: If the learner makes a mistake while speaking, ask questions or provide clues that lead them to self-correct. If a student says «I go to the store yesterday», you could ask, «When did you go to the store?» or provide a hint like, «Think about the past». Demonstrating the correct form or structure is a powerful way to correct errors. This can be done by the teacher or by other students in pair or group activities. Correct method is model correct sentences after the student makes an error. For example, if a student says, «I am playing football yesterday», the teacher can model, «I played football yesterday».

As Uzbek scholar G.T.Mahkamova notes “Peer Correction in task based learning is encouraging students to correct each other's mistakes is another effective method, especially in pair or group activities” [1, P.68].

In group activities, allow students to point out each other's errors in a supportive way and discuss the corrections together. Focusing on error patterns:For A2 students, errors often follow predictable patterns for example, misuse of verb tenses, incorrect prepositions and etc. Group similar errors together for focused practice.After identifying common error patterns, provide exercises that target those specific problems, like gap-filling or transformation drills. Next one is contextualized error correction: Instead of just correcting errors in isolation, it's helpful to correct errors in context. This will help students understand how their mistakes impact communication. Teacher should ask authentic tasks (like role-plays or story retelling) and give feedback on how errors may affect clarity or fluency. Using error correction codes (for writing) Error correction symbols: In writing tasks, teachers can use codes (e.g., «sp» for spelling, «gr» for grammar) to show students where errors occurred without directly correcting them.After marking the errors with the codes, the student can try to figure out what went wrong and correct it, encouraging autonomy.

«Error Correction with the help of Technology» [4. P. 215-264].Use of Apps and Software: There are several language-learning apps that offer immediate feedback on grammar and vocabulary. For writing, tools like ‘Grammarly’ can help students identify and correct errors. Teacher should encourage students to use these tools as a way to help identify and learn from their mistakes, but also ensure they don't rely solely on technology for correction.

As Uzbek scholar Kamola Alimova stated “Encouraging Self-Correction and Promote Self-Reflection: Encourage students to reflect on their own errors. This develops learner autonomy and makes them more aware of their language use.After a speaking or writing activity, ask students to review their work and identify any mistakes” [3, P.27]. Ask guiding questions like, «Does this sound right?» or «Can you find a better word here?»

Working on errors in reproductive skills at the A2 level requires a balance between helping learners become aware of their mistakes and providing opportunities for them to practice and self-correct. Teachers should focus on creating a supportive environment where errors are viewed as part of the learning process. By using a mix of immediate and delayed correction, contextualized practice, and positive reinforcement, students can gradually improve their speaking and writing skills in English. Those approaches we looked through promote a supportive and collaborative environment for error correction during group activities, individually working encouraging students to assist each other in identifying and addressing mistakes. They specifically target common error patterns among A2 students, such as verb tense misuse and incorrect prepositions, by grouping similar errors for focused practice. Teachers utilize exercises like gap-fills and transformation drills to tackle these issues. Error correction is contextualized through authentic tasks, such as role-plays and story retelling, highlighting the impact of mistakes on communication. Furthermore, error correction codes are incorporated indifferent tasks to help students recognize and self-correct their errors, thereby fostering independence in their learning process.

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