

Difficulties in language learning and types of errors**Saliyeva Shakhlo**

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Annotation: As it is known that learning and teaching a foreign language can be a difficult matter because of different pronunciation, grammar and sentence structure of languages. It is not an easy matter to avoid such mistakes and errors while learning languages. However, there are a number of ways for solving language problems in teaching. The work is devoted to errors and difficulties in language learning and solutions for this matter.

In linguistics, according to J.Richard et al an error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning. It is considered by Norrish as a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong. However, the attempts made to put the error into context have always gone hand in hand with either language learning and second language acquisition processes.

Key words: error analyses, language, sound, images, systematic deviations, target language.

Hendrickson mentioned that errors are signals that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.

All the definitions seemed to stress either on the systematic deviations triggered in the language learning process, or its indications of the actual situation of the language learner themselves which will later help the monitor be it an applied linguist or particularly the language teacher to solve the problem respecting on of the approaches argued in the error analyses, the occurrence of errors doesn't only indicate that the learner hasn't learned something yet, but it also gives the linguist the idea of whether the teaching method applied was effective or it needs to be changed.

According to Corder errors are significant of three things, first to the teacher, in that they tell them, if he or she undertakes systematic analyses, how far towards that goal the learner has progressed and consequently, what remains for him to learn. Second, they provide the researcher with evidence of how language is learned or acquired and what strategies or procedures the learner is employing in his discovery of the language. Third, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. The occurrence of errors is merely signs of the present inadequacy of our teaching methods.

There have been two schools of thought when it comes to errors analyses and philosophy, the first one, according to Corder linked the errors commitment with the teaching method has adequate, the errors would not be committed the second school believed that we live in an imperfect world and that errors correction is something real and the applied linguist cannot do without it no matter what teaching approach they may use.

Chomsky made a distinguishing explanation of competence and performance on which later on, the identification of mistakes and errors will be possible, Chomsky stated that "we thus make a fundamental distinction between competence the speaker-hearer's knowledge of the language and performance the actual use of language in concrete situations. In other words, errors are thought of as indications of an incomplete learning and that the speaker is judged by means of errors that concern the amount of linguistic idea he or she has been exposed to, however, performance which is the actual use of language doesn't represent the language knowledge that the speaker has. According to Richard et al people may have the competence to produce an infinitely long sentence but when they actually

attempt to use this knowledge to perform there are many reasons why they restrict the number of adjectives, adverbs, and clauses in any one sentence.

The actual state of the speaker somehow involves and influences the speaker's performance by either causing a good performance or mistakes.

Thus it is quite obvious that there is some kind of interrelationship between competence and performance, somehow a speaker can perform well if he or she had already satisfied linguistic knowledge. As a support to this Corder mentioned that mistakes are of no significance to the process of language learning.

Thus the need for broadening the repertoire of tools for analysis and interpretation increases. In modern society, texts probably play a more important role than in any earlier period of time. This means that producing texts and understanding texts also play an important role in young people's lives, and constitute a necessary competence for their access to participation in society. They live in a world dominated by language and texts. These texts include both traditional text forms as well as, to a large extent, new genres and multi-modal texts consisting of different modalities: language, sound and images. Learners need to master all these text forms. The impact for LS learning and teaching is multiple: if LS aims to enable learners to participate in and understand the complexity of text forms in society, the aims for the subject must be altered in many curricula. This again may lead to revisions of literary canon and to changes in work forms and perspectives. Needs for practical competences and less obvious but equally important needs concerning personal growth and aesthetic values should all be taken into consideration. Identify the causes of learner's errors that is investigating the motives behind committing such errors as the first attempt to eradicate them. Third, to obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of the teaching materials.

Two major causes of error, coined by the error analyses approach are the interlingual error which is an errors made by the learners Linguistic background and Native language interference and intralingual error which is the error committed by the learners when they misuse some target language rules, considering the error cause lies within and between the target language itself and the learners false application of certain target language rules.

Even if all school subjects contribute to LE competences in different ways, LS is considered the most distinct subject for developing language and text competence. In most European countries LS will have a long and specific tradition of national and political history, and the aims of this subject have often been closely connected to national or political purposes. In many countries and for many individuals this subject is the national language, and often also the mother tongue. On the other hand, this is not always the case. A country may have more than one national language and an individual may have a different mother tongue from that of the subject LS, or indeed, more than one mother tongue. The language of LS might the learner's mother tongue or it might be a second language. In both cases the learner needs to develop an advanced competence. The diversity of relationships with the language and cultural base for LS in various countries renders complex any general description of aims and content.

We may assume that the general aims for LS in the member states are based on a common philosophy and cultural tradition. However, we may find local variations of emphasis on content and approaches. Most European countries have a long and distinct LS tradition based on their national and political history and, accordingly, set different purposes for the subject. We can assume that these purposes have changed over the years and that content and approaches have changed accordingly. We cannot, however, take for granted that this development has followed the same path in all countries and that the aims and content of LS are identical. But although languages are different and language competences involve different skills and different challenges, we can still assume a common basis for *participation* and *access* to language competences. And we may still be able to describe

society and education in terms that are sufficiently similar to distinguish certain common features that influence LS in a modern society.

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