WAYS OF DEALING WITH PRONUNCIATION ERRORS OF EFL LEARNERS IN SCHOOL

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Abstract: Learning a language is a long process, during which the student inevitably makes a lot of mistakes. It is no secret that even native speakers make mistakes in speech, and foreign language learners, regardless of their desire, make mistakes both in oral and written speech. From the point of view of the methodology of teaching a foreign language, mistakes are different, and they also need to be corrected in different ways.

Key words: foreign languages, mistakes, speakers' languages, ESP classrooms, communication, motivation.

Introduction. Many teachers believe that students whose speech is constantly being corrected become more constrained and can avoid speaking, a language barrier is formed. This leads to the opposite result from the original goal of learning communication. Some students mistakenly believe that mistakes should be avoided by all means, as something bad, why punishment will follow. But after all, if a student makes a mistake, it does not mean at all that he is not ready for classes, or is unable to learn languages. It is worth treating a mistake first of all as an opportunity to learn something new, because everyone makes mistakes when they learn to speak a foreign language. It is better to speak a foreign language with mistakes than not to speak at all.

Discussions and results. One of the main goals of teaching a foreign language is the ability of students to express their thoughts freely and correctly by means of a foreign language. At the same time, teachers face the problem of speech errors. It becomes obvious that they need not only to be corrected, but also to prevent their subsequent appearance, because the presence of errors in the communication process makes it difficult, and in some cases makes it impossible to understand, which leads to communication failures. Error is an integral part of the learning process and can be perceived by both the student and the teacher as a natural phenomenon. On the one hand, it helps to draw attention to gaps in knowledge and skills. On the other hand, it sets the direction of the learning process, focuses the teacher's attention on the student's speech, and at the same time encourages the student to pay more attention to his speech. Applicable to speaking English, mistakes are given a special place in the learning process. Such methodologists as Julian Edge, S.G. Merkulova, Y. M. Kolker, N.D. Ivitskaya, O.I. Trubitsina and a number of others contributed to the development of the problem. Both the theoretical basis concerning the problem of preventing and correcting errors and practical tasks are considered from different sides by the works of outstanding methodologists. However, exercises for the prevention of errors in oral speech in English can be developed in accordance with a single classification of errors. Thus, they will have a narrow focus and will be able to optimize the work of students in the classroom, which determines the relevance of this course work. The object of the study is the process of teaching correct speech; the methods of error prevention are the subject of the study.

Oral communication can take place in the form of monologue and dialogic speech. Monologue speech depends on the intention of the speaker, who builds a detailed statement depending on the chosen strategy. Dialogic speech is characterized by the interaction of two or more partners, where the speech intentions and strategies of all its participants are implemented. Dialogic speech in a foreign language is more difficult than monologue, since it must involve not

only speaking skills, but also listening skills. The interlocutors cannot predict each other's remarks, and therefore train concentration and quick reaction.

In real life, we enter into dialogues much more often than we read monologues. In this regard, when teaching a foreign language, more and more attention is paid to the formation of dialogic speech skills. As Z.N. Nikitenko notes, dialogic speech is the primary form of communication, in comparison with monologue, and is characterized by:

1. situativeness (dialogic speech is connected with the situation in which the conversation takes place and with the relations of communication partners);

2. contextuality (each next statement is conditioned by the previous one);

3. reactivity (a replica is a speech reaction to a speech or non-speech stimulus);

4. simplicity of syntactic construction and ellipticity (use of incomplete sentences, reduction of linguistic means);

5. spontaneity (which manifests itself in pauses of indecision, repetitions, therefore it is important to teach children to use various kinds of conversational formulas in speech);

6. emotionality.

In contrast to the dialogical form of communication, oral monologue is a detailed type of speech. In a monologue as an organized form of speech, individual thoughts and a monologue utterance as a whole are programmed in advance. A monologue is a form of speech that is generated by one person; he himself determines the structure, composition and linguistic means of expression.

The general linguistic concept of "error" can be perceived in different ways, since this term can be applied to different levels of language. First of all, it should be noted that the most important and important kind of error is the one that makes it difficult to understand. For example, «She seen it with dignity» instead of «She looked at it with dignity» Julian Edge identifies the following categories of errors from the point of view of the teacher

1. Mistakes are reservations (slips). This type includes errors that the student can correct himself if they are pointed out. Example: She left college two years ago and now works as a secretary. I decided to do it and forgotten about it.

2. Errors made in the material covered (errors). This type includes mistakes that the student cannot correct himself, even if he points them out, but the class is familiar with the correct form. Example: That was the first English film which I have understood it. He doesn't know about the war, doesn't he?

3. Mistakes made in unexplored material (attempts). This type includes mistakes made in unfamiliar structures, or when it is not clear what the student wants to say and what form he is trying to use in a sentence to express his thoughts. Example: This no really for always my time... With time it appeared more clearly. According to Julian Edge, this classification can be effective for teachers who know the language level of their students, because for one, an error in a similar kind of sentences can be slip, for another – error, and for a third – attempt. And it can also be a student's advancement in language learning from attempt to slip. S.G. Merkulova considers the issue of error classification from a linguistic point of view. There are three main types of errors: semantic, grammatical and phonetic errors. Since the distortion of meaning interferes with mutual understanding, semantic errors can be considered the most serious and require correction.

Grammatical errors are the second group of errors that are often corrected by teachers. The last type of error is phonetic. Frequent correction of phonetic errors uproots children's confidence in their abilities already at the very initial stage of language learning; therefore, it is necessary to approach this problem differently. Depending on which language norms are violated, in the classification of S.N. Tseitlin, speech errors themselves are divided into a number of categories. It is possible to distinguish errors: a) word-formative b) morphological c) syntactic d) lexical e) phraseological e) stylistic. Thus, there are many classifications of errors, since this issue can be

considered from different positions. Each classification helps to evaluate students' knowledge in a new way and provides an opportunity for teachers to assess how effective the training is and what needs to be done. In this paper, the classification of S.N. Tseitlin is used to analyze tasks for the prevention of speech errors. Methods and strategies for error correction. Despite careful prevention of errors, they cannot always be avoided. Mistakes should be perceived as an indicator that students are successfully learning a language and developing their language skills. Therefore, error correction is an essential element of teaching technique, and it needs to be given no less attention than the learning process itself. There are different approaches to the problem of warning or correcting errors. Let's look at some of them. On the one hand, there is an aggressively negative attitude towards mistakes.

Z.M. Tsvetkova calls such teachers "tigers in ambush" who anticipate a mistake "as another reason for pedagogical maxims." Such a teacher cannot support students in their desire to master the language and create an atmosphere of trusting communication, thus causing students to be afraid of making a mistake, hinders the communication process, and this leads to depression and unwillingness to speak out. This approach cannot reduce the likelihood of speech errors. On the other hand, there are methods that put the psychological looseness of the student in the first place. In this situation, little attention is paid to mistakes, since the student is allowed to express his thoughts regardless of the form; the very fact of communication in English is given priority, and not the means of its implementation. In contrast to the "tigers", Tsvetkova also singles out "indifferent" and "laying". The former ignore the mistakes of the students, and the latter, sensing any difficulty of the students, suggest the correct answer either as soon as the mistake is made, or without waiting for it to occur. However, these two extremes are smoothed out in the third approach to error correction. According to many methodologists and teachers, if an error occurs, the teacher should prompt the "zone" where to look for the right answer, and allow the student to solve the tasks independently. Sometimes, when the student himself can correct the error, there is no need to specify the "zone", and then the teacher uses such techniques as: - gesture: effective in correcting phonetic and grammatical errors. With a gesture, you can indicate the correct pronunciation of a sound, highlight its longitude or brevity, suggest the order of words, time form, number, etc. In each individual case, the gesture is unambiguous, i.e. it is assigned to a certain value, although its initial choice is relatively arbitrary.

Thus, the correction is combined with the warning of a similar error in the rest. Also, it is possible to identify ways to prevent speech errors. 1. The use of signs. For this technique, the most frequent mistakes are recorded on the card, and the teacher shows them during the lesson. 2. Use of benefits. Many typical mistakes in the oral speech of students can be prevented by using visual diagrams and plans. They are schemes that determine the content of the student's speech work. 3. Using guide commands. When students make a mistake, it is necessary to give him instructions to correct it, in no case to correct himself. You can say, for example, "change the pronunciation", "change the verb", "change the word". 4. Eavesdropping. While students work in groups or in pairs, the teacher should note the mistakes; write them down in a notebook. At the end of the lesson, write incorrect sentences on the blackboard so that students correct mistakes during the discussion. 5. Finger coding. When performing this method, the fingers of one or two hands symbolize the words in the sentence and question. It is necessary to move those fingers acting as the word in which the mistake was made. This method is suitable for correcting incorrect word order, missing words, incorrect word selection. 6. Using gestures. It is necessary, together with the students, to come up with a gesture that would serve as a signal to the children to stop, think about the mistake they made, correct themselves before continuing to speak. The simplest gesture can be a raised finger. 7. Using a tape recorder. If there is a tape recorder, students' statements can be recorded on tape. Then listen and indicate erroneous words or constructions. 8. Observation. One part of the class in the

center of the room is discussing some problem. The other one sits around them and follows the discussion, writing down all the mistakes, and the others have to correct them. The students then switch roles so that all students can perform both functions. The exercise is aimed at ensuring that students learn to notice mistakes in someone else's speech and correct them independently. All these methods can be used to prevent and correct grammatical, phonetic, and lexical errors.

Finally, Julian Edge and many other proponents of a communicative approach to learning a foreign language emphasize that sometimes some mistakes should be ignored, since students always want to be heard and understood. First of all, students need support and interest from the teacher, and then the psychological barrier and the fear of making a mistake will be overcome. Thus, the correction of errors should be a hint to the standards of the English language, and not a reproach or criticism.

Conclusion. Firstly, monologue and dialogic speech in English poses various difficulties for students, causing fear of speaking out and making a mistake. Secondly, making mistakes in speech in English is due to many factors that need to be taken into account when working with students. The main ones are the students' knowledge and their willingness to communicate in English. And it is also necessary to take into account the causes of speech errors in order to eliminate them purposefully. Thirdly, for a clearer idea of what kinds of mistakes teachers and students face, it is necessary to consider the phenomenon of speech error, taking into account the causes, the aspect of language, violated norms and students' knowledge. Fourth, despite the fact that mistakes are an integral part of the learning process, they must be prevented. The variety of approaches, methods and ways of preventing errors in speech in English, illustrated in this chapter, can become part of any effective teaching methodology.

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