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Abstract: *This article is about working on oral speech performance. In this article, you can learn how problems arise in oral speech and how to fix them. It explores how to get better at speaking by fixing mistakes. It talks about the challenges of correcting errors during speaking compared to writing. By trying different ways to fix mistakes and considering how students feel, teachers can help everyone improve at speaking confidently.*

Keywords: *errors, speech, written, correct, method, oral, sentences, language, reader, teacher.*

Introduction:

The art of effective oral communication is paramount in today's world. Whether it's delivering a presentation, participating in a debate, or simply engaging in a conversation, the ability to articulate thoughts clearly and confidently holds significant importance. However, mastering oral speech comes with its challenges, one of which is addressing errors that may arise during communication.

Understanding the Nature of Errors

Errors observed in oral speech differ significantly from those found in written communication. In written form, errors can be corrected through meticulous planning and editing. Writers, along with their teachers or editors, have the luxury of time to identify and rectify mistakes. However, the dynamics shift in oral speech, where speakers must think on their feet and correct errors in real-time.

Errors observed in oral speech differ from errors in written speech by certain features. Correction of errors in written speech is done by pre-planning. In this case, the teacher and the student will have enough time to think about the mistakes, to analyze them. The reader can work again on the written text, correct any errors, make

changes in one place or another. As the teacher corrects the mistakes, each student will be able to use different methods depending on their level of knowledge and abilities. By this way he can give students additional guidance and advice, explain the nature of the errors.

Such cases take on a different appearance in oral speech. During the speech process, the reader can correct the mistakes on his or her own, but there will be limited time to re-structure the sentence based on existing rules, replacing the ambiguous spaces with the correct sentences. For example, if students focus on correct pronunciation during the reading process, the grammatical features of the language will be in the center of their attention when performing grammar exercises. But when speech is freely applied, these rules become generalized.

Much research has been done on speech errors and ways and means to correct them. These guidelines and recommendations cover all stages of the course and are theoretically scientifically based. However, it is not always easy to apply them in the classroom. Therefore, it is natural that the urge to use this or that method does not justify itself. It is advisable for each teacher to use the optimal ways of correcting mistakes for the current situation based on the level of knowledge and psychology of their students.

How to correct mistakes in oral speech. To find the answer to this question, it is necessary to determine the following.

- What is the purpose of correcting mistakes?
- When should errors be corrected?
- How to correct mistakes?

Methods of correcting errors in oral speech are determined directly on the basis of the following methods of foreign language teaching:

1. The grammatical-translation method mainly implies the correctness of the form of the language. The peculiarity of this method is that the teacher first explains the grammatical rules. The students then perform the appropriate exercises according to this rule. Most of these exercises consist of translation exercises and correct mistakes in place.

2. Error correction plays an important role in audiolingual and audiovisual methods. In this method, errors in speech are eliminated as a result of constant repetition based on the correct pattern, the reader acquires the ability to this or that rule.

3. The main purpose of the communication-oriented didactic method is to teach students to communicate in certain communicative processes. In this case, the ability to communicate is primary, the grammatical correctness of the language is secondary. In this case, too, the teacher corrects mistakes. But the teacher should not cause this to interrupt the communication.

4. The alternative method does not support error correction. Under this method, errors can disappear spontaneously over time, just like in the native language.

5. Another alternative method is called suggestopedia, in which a free environment is created for students, that is, it is introduced into the language environment being studied during the first lesson.

No matter what methods the teacher uses to correct verbal errors in the classroom, it is natural that this will affect the students. The psychological characteristics of students also play a special role in this. Observations show that students' moods of fear and insecurity are not only caused by correcting mistakes, but also that students become excited by watching their peers correct their mistakes. This indicates that students have developed a general understanding of mistakes. From the above, it can be concluded that there are different ways and methods of correcting verbal errors, and teachers use this or that method in the course of the lesson, depending on the level and goals of students' knowledge and skills. It should be noted that the ways and means of correcting mistakes in oral speech, as well as in written speech, serve to increase and strengthen students' knowledge in the field of language.

Challenges in Correcting Oral Speech Errors

Unlike written communication, oral speech offers limited time for error correction. Speakers must swiftly identify and rectify mistakes while maintaining

the flow of conversation. This challenge is exacerbated when considering the myriad aspects of language, including pronunciation, grammar, and vocabulary.

Effective Strategies for Error Correction:

To address errors in oral speech, it is essential to consider various strategies tailored to different teaching methodologies:

1. **Grammatical-Translation Method:** This traditional approach emphasizes the correctness of language forms. Teachers elucidate grammatical rules, and students practice through translation exercises and error correction drills.

2. **Audiolingual and Audiovisual Methods:** These methods focus on repetition and mimicry of correct speech patterns. Through continuous practice, learners internalize language rules and minimize errors.

3. **Communication-Oriented Didactic Method:** Prioritizing communication over grammatical accuracy, this method encourages students to express themselves freely. While errors are still corrected, teachers aim to maintain the flow of conversation without disrupting communication.

4. **Alternative Methods:** Some approaches, such as the alternative and suggestopedia methods, advocate for a more natural learning process. Under these methods, errors may be left uncorrected, allowing learners to self-correct over time or through immersion in the language environment.

Considerations for Error Correction:

Teachers must tailor their approach to error correction based on the needs and preferences of their students. Factors such as language proficiency, learning goals, and psychological factors should inform the choice of correction methods.

The Psychological Impact of Error Correction

While error correction is essential for language improvement, it can also evoke feelings of fear and insecurity among students. However, observing peers correct their mistakes can foster a supportive learning environment and normalize the idea of making errors as part of the learning process.

Conclusion:

In conclusion, addressing errors in oral speech requires a nuanced approach

that considers the nature of the error, teaching methodology, and learner characteristics. By implementing effective correction strategies, teachers can facilitate language growth and enhance students' oral communication skills. Remember, while errors may be inevitable, they serve as stepping stones towards linguistic proficiency and should be embraced as part of the learning journey.

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