

Methods of Working on Grammatical Errors in Teaching a Foreign Language and Eliminating Them

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Abstract: This article talks about how to work on grammatical errors and how to eliminate them in foreign language teaching. This may lead to difficulties in full development. Usually, a language learner tries to avoid making mistakes in grammatical rules during the conversation in the language he is learning, which causes him to get distracted and confuse the content of the thought being spoken. This leads to the listener not being able to fully understand the idea.

Keywords: grammar mistakes, Grammar Corner, "Chain exercise", Virginia Evans, grammar rules

INTRODUCTION

Another problem faced by young learners who have just started to learn foreign languages is their fear of making mistakes while learning and using this language. Of course, avoiding making mistakes in the process of language learning forms the ability of language learners to be responsible for the language, but this process slows down language learning and the learner gradually loses the ability to speak the language. This may lead to difficulties in full development. Usually, a language learner tries to avoid making mistakes in grammatical rules during the conversation in the language he is learning, which causes him to get distracted and confuse the content of the thought being spoken. This leads to the listener not being able to fully understand the idea. It should not be forgotten that there are mistakes and shortcomings in any newly started work, it is natural. Pronunciation disorders and grammatical errors in the speech of new language learners can be solved by constant self-improvement and practice of speaking the given language.

Another mistake made by new language learners is that they become too dependent on the teacher's support and avoid working on themselves. Of course, it is optimal to rely on the teacher's explanations and help in the process of language learning, but it is a solution to minor complications related to language learning that occur in the process of independent work, when students avoid working on themselves or work less on themselves. Failure to find them will lead to slow learners' language learning skills and poor results. It should not be forgotten that foreign language skills cannot be built based on the speech of one person, because usually the speech of teachers in that foreign language is very different from the speech of indigenous people who speak that foreign language. One of the best ways to avoid such problems is to watch movies and listen to podcasts and radio broadcasts in that language. One of the problems faced by new foreign language learners is the overabundance of foreign language programs and the inability of young people to choose the most suitable training programs and then transfer them to training programs. This is the inability to get away.

MAIN PART

Sometimes, which method is more effective in learning foreign languages, face-to-face with a teacher or in groups? This question arises in front of young people who have just started to learn the language. Observations show that the above two methods of learning foreign languages have their own advantages and disadvantages. For example, by learning foreign languages in groups, it

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is possible to quickly develop the ability to speak a foreign language, and to strengthen the information learned in the lesson through mutual questions and answers. However, during the study of foreign languages in groups, it is also possible to face problems such as the time allotted is not enough to work with all the students, the information given in the lesson is not equally understandable to everyone [1, 2]. In the process of learning foreign languages alone with the teacher, the learner should have the opportunity to get answers to all the questions that arise in relation to the language, the subject should be relatively understandable and not be distracted by unnecessary things during the lesson. will have amenities. But learning a language prevents the development of speaking skills in this language. Regarding this problem, Tony Robbins states that "Even the best methods and rules are only 20 percent of success, and the remaining 80 percent depends on human psychology." It should not be forgotten that the key to success is hard work and effort.

Learning a foreign language is an interesting process, but at the same time it is a difficult process. The main reason for this is that students do not have a sufficient language environment, lack of vocabulary and do not fully know the grammatical rules of the Uzbek language. In such cases, students make grammatical mistakes in the process of composing sentences.

What should be done for the teacher and student to reduce and prevent grammatical errors in language learning?

Many foreign experts have worked to overcome this problem, for example, American scientist Jenny Dooley wrote the following "Fix it yourself!" recommended using the method: I. "Fix it yourself!" method

Step 1: The teacher writes two sentences on the board: one is grammatically correct and the other is grammatically incorrect. For example:

I play football every day. I play football every day.

Students are instructed to find the correct sentence from these sentences. The student writes down the sentences in his notebook and marks "y" for the correctly formed sentence and "x" for the incorrect sentence. For example:

I play football every day "X" I play football every day Correct answer: the second sentence is a correctly structured sentence.

Stage 2: At this stage, the teacher explains what rules make a grammatically correct sentence correct.

Stage 3: The teacher instructs the students to make additional sentences based on the knowledge they have acquired so far and practice more.

Stage 4: Students are given homework to memorize these repeated grammar rules and correct sentences.

In this way, grammatical errors in language learning can be reduced and avoided. The advantages of this method are as follows: - the student can develop accuracy and concentration in language learning; - can see and correct each other's mistakes and shortcomings; -students participate in this process themselves and develop the skills of activity, the ability to think independently and freely grows; - the student's confidence in his knowledge increases. In addition, according to the linguist Virginia Evans, he showed how to work on students' grammatical errors through the "Mixed sentence" method. II. "Mixed sentence" method According to this method, the words in one sentence are written on the handouts divided: For example: have, I, mother, a. The teacher divides the students into groups and the students type the words in the correct grammatical order. After

that, group participants check their corrected sentences based on their abilities and knowledge. In the presence of the teacher, students take turns presenting their corrected sentences based on correct grammatical rules. Pupils acting as speakers take part in it and make oral presentations. After the presentation, the teacher evaluates the students and gives incentives for correct answers and penalties for incorrect sentences. In this process, the teacher identifies and encourages the winning group. The positive aspects of this method are as follows;

- students will have the opportunity to develop logical thinking when correcting sentences;
- students can work freely and friendly in a group;
- can check each other during work and fill in the answers;
- in this type, the students are at the center of the lesson, which creates the ground for more students to participate and exchange ideas.

III. "Grammar Corner" method This idea serves as a guarantee of high efficiency in my experience, I use it from time to time. The teacher creates a "Grammar Corner" next to the blackboard according to the age of the students. Every day, the teacher writes down and explains grammar rules and sentences based on the subject of the lesson during the lesson. Of course, in this corner, students will explain the grammatical rules with examples, and thus they will be able to improve their oral speech. The advantage is that this grammar corner is engaged in at the end of the textbook section, at the end of the quarters and at the end of the school year, making it easier for students to improve their knowledge of a foreign language and increase their knowledge of this subject. IV) "Verb is king" ("Verb - king") method The following method is also very important in my work, because without verbs and actions, we cannot make any sentences or stories. It is known from linguistics that the main meaning in a sentence is given by the verb-word group. Therefore, I recommend it to my colleagues. The teacher distributes the same text to the students. Students get to know the text and underline the verb group. For example: This is my family. I have a father, a mother and two sisters. My father is a doctor and my mother is a teacher. My sisters are pupils. I like my family. After that, the students read this text and they list the verbs. For example: is, have, is, are, like In addition, students make their own sentences for these verbs as reinforcement. For example: My family is small. I have an apple. My books are interesting. Through this, students repeat verbs such as "to be", "to have", "to do". The teacher asks the students to repeat these verbs and make sentences, "Chain exercise" is conducted and they strengthen their knowledge. At the next stage, the teacher asks the students to create a story based on the given text using such verbs, and in this way, the students will increase their knowledge of grammar. At the last stage, the teacher himself first teaches how to turn the sentences composed by the students into a question form.

Teacher: I live in Uzbekistan. (positive sentence)

I live in Uzbekistan. Do you live in Uzbekistan? (interrogative sentence) Do you live in Uzbekistan? To form the interrogative form of the sentence, the auxiliary verb "do" comes at the beginning of the sentence and "mi?" It is explained by emphasizing that it means. When expressing the 3rd person, he mentions that it is grammatically appropriate to use the "does" form, and the teacher says: Does your friend live in Tashkent? Does your friend live in Tashkent? Yes, she does. Yes. No, she doesn't. No Students make sentences and turn them into questions based on the example, the teacher checks their answers and gives a grade, at the end of the process, the teacher distributes a list of different verbs as homework, and students They memorize them and practice at home based on the rules. In the next session, the students will be determined to what extent they have mastered the task given by the completed exercise in the notebook and by asking quick

questions. These exercises are appropriate if they are used as repetitive exercises during the academic year.

CONCLUSION

In conclusion, it can be said that in order not to make mistakes and face problems in the process of learning foreign languages, it is necessary to be more responsible for language learning, to work on oneself regularly. Consistency is necessary to achieve success not only in language learning, but in any task. Only then can you achieve complete mastery of the language being studied.

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