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**ERROR CORRECTION AS AN INTEGRAL PART OF EDUCATIONAL PROCESS**

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*Abstract: The given article is about errors. Errors offered by foreign and domestic methodologists. Correction of errors of pupils - an integral part of educational process. Efficiency is a kind of activity, finally, defines efficiency of educational process as a whole. In practice of teaching of foreign languages the wide circulation was received by a correction method by means of the errors analysis.*

*Keywords. Errors, kind, activity, define, efficiency, educational, process, practice, teaching, foreign, languages, quantity, mistakes, use, formation, correct.*

When learning a second language it is natural for students to at first apply their knowledge of their native language to the target language. Depending on the similar or contrasting characteristic of these languages this may or may not be a successful strategy for the student. "In the beginning stages of learning a second language... (negative) interlingua transfer is a significant source of errors...as the native language is the only previous linguistic system upon which the learner can draw." (Brown) An example of this would be students applying their L1 grammar structure to the target language. Errors also stem from intralingual transfer, which is an indicator to the teacher that the student has moved out of the beginning stages of learning. There is a set of the reasons why pupils commit mistakes in the speech. One of the main reasons emergence of mistakes according to Natalyin V.P. is a of the corresponding speech skills and abilities. This reason can be tracked on an example of emergence of grammatical mistakes in oral speech of pupils foreign. So, for example: quantity of mistakes in the use and formation of temporary forms, in particular, Present Indefinite and Past Indefinite, a verbal sheaf of to be. Pupils commit these mistakes not because this grammatical structure but because at them skills and abilities weren't formulated corresponding grammatical speech both isn't familiar to them. If learning to specify an error, it in most cases corrects it, and, thus he can correctly explain the grammatical phenomenon more often.

As before teaching there is a problem of psychological character: the being trained are afraid to make an error (grammatical or in a word choice) that adversely affects registration of speech, its fluency and, of course, not least on the substantial party of the statement. Skill of teaching should prompt it the correct approach to a correction of mistakes, and the most important - to their forecasting and the prevention.

According to Ivitsky the teacher of a foreign language should know N of, why there are mistakes, what their sources, also should think over and find necessary and most valid receptions of prevention of mistakes for the purpose of their prevention.

As it established most the general reasons of emergence of mistakes. Unlike Natalyin

V.P. who considers that the majority of mistakes in English are the general and their emergence in speech doesn't depend on features of the native language.

Ivitsky the N of finds the main reason interpretation of the native language. In her opinion it is necessary to predict all types of mistakes, working over their prevention and overcoming, it is impossible to give a priority any to one of below listed aspects since they are interconnected.

- It is interesting that at the first grade level to the second foreign language more considerable interference of the first foreign language which weakens at more advanced stage is observed, giving way to an interference of the native language. It is explainable from the point of view of psychology: sub consciousness constantly reminds being trained that he speaks in a foreign language, removing an interference of the native language on more background and later grade level. Cases of the use of interrogative-negative offers instead of interrogative defining definition are frequent, it is necessary to use a definite article with nouns in shape both the only thing, and plural. However at this stage also there are difficulties - being trained not always can solve, whether definition is descriptive or defining and, as a rule, descriptive definitions are accepted to the defining. Here the feeling of language, and exercise to the aid can come to the article use - good assistants in its development.

One more example: the student, having acquired that the English suffix - ly forms an adverb (a suffix - ly forming adjectives, at that stage it was yet familiar), writes:

It was ear (instead of early), i.e., correctly believing that the pledged word, is an adjective, and remembering that in German the adjective doesn't differ in a form from an adverb, further working over mistakes it assumes new not less "interesting" option; it uses option without a suffix - ly; He got up earlily (and observing rules of spelling changes y for i).

Also Ivitsaya of N of revealed some other the reasons:

- a. Insufficient possession of the first foreign language.
- b. Linguistic incompetence.
- c. Feeling of language.

Classifications of the mistakes:

There are some classifications of the mistakes offered by foreign and domestic methodologists.

In the beginning we will consider S. N. Tseytlin's classification.

Depending on the reasons of emergence of mistakes they can be divided on system, colloquial and composite.

Depending on the relation to two forms of speech - oral and written, mistakes are allocated:

- a. speeches peculiar to exclusively oral form - connected with a pronunciation (orthoepic) and with an accent (accsentology);
- b. peculiar to exclusively written speech (spelling and punctuation);
- c. the speeches peculiar to both forms which more precisely aren't depending on a

form of speech.

Consideration subject in this term paper are only errors of the last type.

Depending on what language norms appear broken, actually speech mistakes are subdivided into a number of categories. this classification is the leader in practice of school training. It is possible to allocate mistakes:

- a. the word-formation - consisting in an unjustified expressions or modifications of words of a standard language;
- b. the morphological - connected with substandard formation of forms of words and the use of parts of speech;
- c. the syntactic - consisting in incorrect creation of phrases, simple and compound sentences;
- d. the lexical - representing the use of words in substandard values, violation of lexical compatibility, repetitions, a tautology;
- i. the phraseological - connected with not corresponding to norm use of phraseological units;
- f. the stylistic - unities of style consisting in violation. Stylistic mistakes take a special place in this system as don't correspond with a certain circle of language and can be shown in the field of lexicon, morphology, syntax.

V. Lengo Nskal

Lengo Nskal offered the classification of mistakes. In his opinion, they can be subdivided:

- a. Admission of some necessary elements.
- b. Addition of unnecessary or wrong elements.
- c. Choice of the wrong element.
- d. Wrong word order.

Correction of mistakes of pupils - an integral part of educational process. Efficiency is a kind of activity, finally, defines efficiency of educational process as a whole. In practice of teaching of foreign languages the wide circulation was received by a correction method by means of the mistake analysis. It is reception it is successfully used at formation of skills of different types of speech activity in a foreign language and at different grade levels.

In the most general view proiznositelny mistakes according to Dubrovsky Pages of Century share on two groups: phonetic and phonologic. The phonetic treat not the correct articulating of sounds. For example, in English a pronunciation "dark" [L] instead of "light", an insufficient deepening [ ] or insufficient openness [ ], violation of a rule of item duration of a verb, namely not observance of gradation of duration public in a position of the end of a word, in a position before a sonant and in a position before deaf to concordats (lay-laid-late). Sound replacements belong to phonologic mistakes as in one sound system, and intersystem. Applicable and situations of learning of foreign languages of replacement in speech of pupils of sounds of studied language on sounds of the native language is intersystem replacements. Erroneous transfer of an accent in a

word as belongs to a phonologic mistake. Thus, phonologic mistakes can be sound and accent. To define pronunciation mistakes for school audience it is necessary to recognize that in the school program installation on formation of pronunciation skills isn't given. Skills of school students are formed by pronunciation at level of diaphonic compliances. It means sounds are replaced with sounds of the native language. the pronunciation in a foreign language is estimated by diaphonic replacements as quite satisfactory, so and correct. From this it follows that sound pronunciation mistakes in speech of pupils are reduced only to those cases of sound replacements where diaphonic compliance is broken.

Considering all this, terminologically correct will define pronunciation mistakes in school audience only as phonologic, and phonetic mistakes, i.e. the wrong articulating of sounds to recognize as impossible because pupils use sounds of only the native language.

Correction of pronunciation mistakes is carried out by providing and display of positions of the speech bodies, necessary for the correct articulation of sounds. This way of correction is convenient and effective, and therefore is standard when training students of language specialization. At school correction of mistakes by this way in view of the called reasons appears unacceptable. In practice pronunciation mistakes are corrected by imitation: the pupil is offered to repeat the correct option of sound sequence for the teacher.

For an assessment of efficiency of this way pupils were offered to read lists of unfamiliar words. During the first reading said mistakes were corrected traditionally by imitation; during the second reading - on the described way. Comparison of results of correction of mistakes showed that the way offered correction allows to reduce quantity of mistakes almost in 2 times.



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