

**ОБ ОСОБЕННОСТЯХ ПРОГНОЗИРОВАНИЯ И ИСПРАВЛЕНИЯ  
СТУДЕНЧЕСКИХ ОШИБОК В РЕЧИ В ПРОЦЕССЕ ОБУЧЕНИЯ  
ИНОСТРАННЫМ ЯЗЫКАМ**

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*В статье рассматриваются проблемы методики преподавания иностранных языков — различные причины возникновения ошибок в речи обучающихся и методы их прогнозирования и предотвращения. Различные системы классификаций ошибок рассматриваются и анализируются. Описаны рекомендации по предотвращению и исправлению ошибок. Даются основные методы коррекции.*

*Ключевые слова:* иностранный язык, ошибка, прогнозирование, исправление, преодолевать, предотвращать, избегать, правильный, подсказывать, подход.

**ABOUT PECULIARITIES OF MISTAKES PREDICTION AND CORRECTION  
IN STUDENTS' SPEECH IN THE PROCESS OF FOREIGN LANGUAGES  
TEACHING**

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*The article deals with such problems of foreign languages teaching methodology as different motives of mistakes occurrence in students' speech and methods for predicting and preventing them. The different systems of mistakes classifications are considered and analysed. Recommendations for errors preventing and correcting are described. The main correction strategies are given.*

*Key words:* foreign language, error, prediction, correction, overcome, prevent, avoid, correct, prompt, approach.

Mistakes in students' oral responses and written works are a negative, but integral part of the learning process for any subject. This is especially true of mastering a foreign language, since in this case we speak not only about new knowledge, but also about the need to encode this knowledge into another language system. To minimize errors, it is necessary not only to correct them, but also to predict them, to warn them beforehand, so predicting and correcting errors is an important tool for optimizing language education, and studying the causes of their occurrence and the mechanisms for their prevention does not lose its relevance [1].

We should notice that errors can be divided into two categories:

- associated with the influence of the native language (interference).

- errors, such as “disease of growth ,” associated with the process of learning and comprehending a foreign language, up to the advanced level, errors can manifest themselves as a result of incorrectly interpreted or independently developed patterns in all aspects of the language. For example, students very often add the ending “-ed” to irregular verbs when they convert them to the past tense [3].

If we speak about error correction - technology to overcome errors, a foreign language teacher should, firstly, be fully aware of why these errors occur, what their origins are; secondly, he or she is to find the necessary and most effective methods of preventing errors in order to predict them, and if they have already arisen, then to find and develop effective methods of overcoming them; thirdly, a teacher should create such teaching materials in which all the difficulties would be taken into account. Finally, fourthly, the teacher should conduct scientifically-based choice of language and speech material.

Timely acquaintance with typological differences in the systems of two languages can warn, and if it cannot, it can help to get rid of some errors. Of course, it is impossible, mastering a foreign speech, to avoid mistakes completely, but to strive for their minimization is indisputably necessary [2].

I always try to cheer up my students, trying to chat them up and not be afraid to make a mistake, because everyone makes mistakes. But this fear of error adversely affects speech, its fluency and, of course, informative side of the expressed opinion. Mastery of the teacher should prompt him or her correct approach to work on the errors, and what is more important is mistakes prediction and prevention.

If we continue to speak about classification of errors, classification by Julian Edge should be taken into account. Julian Edge distinguishes the following categories of errors from the teacher's point of view:

- Errors - reservations (slips).

This type includes mistakes that the student can correct himself, if you specify them. Example: I decided to do it and forgotten about it.

- Errors made in the material that was studied (errors). This type includes mistakes that the student can not correct on his own, even if you specify them, but the class knows the correct form. Example: That was the first English film which I have understood it. He does not know about the war, does not he?

- Errors committed in unexplored material (attempts). This type includes errors made in unfamiliar structures, or when it is not clear what the student wants to say, and what form he or she is trying to use in the sentence to express his or her thoughts. Example: This is not really for always my time [4].

We should mention that according to different categories of mistakes there are many methods of error correction that can be combined into six basic types:

1. Explicit (direct) correction, when the teacher directly indicates the error that was made by the student, explains this error and gives the correct answer.

2. Periphrasis in the corrected form, recast - pronouncing / writing an incorrect student's statement by the teacher without an error, but without any explanations.

3. Clarification request, when the teacher shows that he or she did not understand the statement of the student. In this way misunderstanding of statement is usually expressed in real communication.

4. The use of terminology (metalinguistic cues), for example, grammatical - tenses, articles, etc. The teacher identifies grammatical category, used erroneously, but does not offer the correct form.

5. Stimulation of verbalization, the urge to correct and the subsequent "extraction" of the correct form (elicitation). For example, the teacher repeats the student's statement to the place where the error was made. Some teachers accompany their words with "finger coding": counting by a finger each spoken word, indicating "finger-error". Using this way you can visually mark the error in the word order, showing the place of each word «by the fingers».

6. Repetition of the incorrect statement (echo correction) of the student by the teacher with the obligatory verbal emphasis in the part where the mistake was made [2].

And if we speak about grammar, syntactic or morphological mistakes, the choice for their correction depends on the situation in which it was made: if it was made in an oral training exercise, you can correct it immediately and make sure that the student repeated and remembered the correct variant; also it is possible, by leading questions, to draw the student's attention to an error and stimulate self-correction. If we are talking about an error in the process of speaking teaching during the performance of oral creative tasks, in this situation we are to observe a balance between the requirements for cleanliness and fluency, that is, you cannot correct all errors at once; sometimes you can skip the error to give the student the opportunity to express a thought, and come back to it later [1].

In conclusion, it seems necessary to emphasize the positive aspect of such a seemingly negative phenomenon as student errors. Errors are an indicator not only of gaps in students' knowledge, but also of their real progress in language learning, in movement from simple models to more complex ones. With proper organization, error correction can make a significant contribution to optimization of language education, develop a careful attitude to language in students, encouraging them to identify made mistakes by themselves and correct them, as well as to prevent possible slip-ups.

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