



CORRECTION OF MISTAKES IN TEACHING GERMAN AS FOREIGN LANGUAGE

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Annotation

In the article correction of mistakes in teaching German as a foreign language are discussed. The types of mistakes are clarified.

Keywords: correction, mistake, learning, teaching, German language, teacher, language learner.

Introduction

When you learn foreign languages, you often make mistakes. Mistakes are a natural part of the learning process and should also be corrected so that the The student's language develops as mistake-free as possible and the mistakes are not in the Stay a foreign language. Mistakes in the learning process also mean that the learner Form hypotheses about language, what in my opinion means that they want to learn too. According to Corder mistakes are of particular concern for three different reasons: First are they helpful to the teacher in the sense that they convey to him how much of the Student has already learned and how much he still has to learn; second, inform the Researchers make mistakes about how languages are learned and what strategies are used when Learning to be used; third, the mistakes are special to the learner himself important because they function as learning tools that the learner hypotheses form about the language and these (sometimes flawed) hypotheses while learning check. So the third reason means that mistakes are a kind of can form a learning strategy.

In addition to Corder, Kordes writes as follows: "Learners are there to make mistakes, researchers analyze and teachers correct them ". Teacher correct because they help their students through it, or because they think correcting is part of their role as a teacher. Koll Stobbe believes that "language learning is a risk that the Students enter ". So the role of the teacher is so important, because he helps and supports his students in language learning. It is also important that the teachers create a learning situation that is as "free from fear of mistakes" as possible, so that the encouraging students to take the risk of learning a language. In any case, I find it important to correct the aspects to take a closer look and the way in which the





correction is done closer to because they often appear in everyday classroom situations, man but pays little attention to them.

When we teach a foreign language, it is important to be aware of the mistakes focus. They are an important part of the learning process and when you can learn more about it she knows, one can also improve the acquisition process.

It is difficult at all to define what actually is a bug. Can a deviation from the target language can be interpreted as an mistake or as a result of which is a mistake in the language is recognizable as a mistake at all. Makes the learner one What happens when the teacher says there is something wrong with what he is saying? or

Do the textbooks used determine the norm of the target language? Usually is the mistake in the specialist literature as a violation of the linguistic system or described against the linguistic norm. It's still difficult to say who this norm then defines - a native speaker, the grammar, the teacher, that textbook or the curriculum?

Kleppin describes mistakes in competence as mistakes that the learner makes can not correct itself. These can occur in areas that have not yet been dealt with in class. Kleppin calls these mistakes Attempt, meaning that the learner is formulating something new tries. Mistakes are also among the competence mistakes, but they are those that the learner should no longer do. He may have forgotten the rule or it it may be that this rule has not been understood at all. He can also make mistakes The learner does not correct himself, he needs help from the teacher. In the case of performance mistakes, the learner himself recognizes that he has made a mistake has and can possibly correct his mistake - in any case then, when he is made aware of his mistake. These are from Kleppin et al. referred to as a slip. In written exercises, the Mistakes e.g. underlined and the learner can correct them himself, or with a incorrect oral utterance, he will be made aware that his utterance contains an mistake.

If mistakes that prevent communication occur, the other party can use the Not understanding the utterance at all. It can be content or lexical-semantic mistakes act because the utterance is in spite of some grammatical mistakes can be understood. So-called "serious" grammatical mistakes but can prevent understanding. Also the encounter with a foreign culture can lead to mistakes if the learner has certain culture-specific or regional concepts are used incorrectly or behave incorrectly. Such mistakes not only prevent communication, they can also be seen as rude. Some pronunciation mistakes are also those that prevent communication. Most of the time, however, one becomes perfect even without it pronunciation or even understood without perfect knowledge of grammar because the communication situation and various communication strategies (e.g. gestures and facial expressions) help. The communication-preventing mistakes can be exactly therefore they are described as





serious mistakes because they are communication prevent and you cannot communicate when such mistakes occur.

In my opinion, mistakes that prevent communication should always be corrected so that the correct content of the expression becomes clear. One of the most important The aim of learning a foreign language is to be understood in the target language. This mistakes are also not that common, so it takes relatively little time to correct them correct and deal with in class. Statements that do not contain a communication-preventing mistake will be understood. Although a mistake is made, the the meaning of the expression is clear to the interlocutor. Native speakers mostly tolerate better these mistakes than those who also have the target language as a foreign language.

This may depend on the native speakers being more proud of that their language is learned. But it must also be remembered that this too mistakes can be "serious" grammatical mistakes, although the meaning of the utterance is understood. This is what happens, for example, with so-called fossilizations or Pidgin languages, where the mistakes are established in a learner's language. Typical ones mistakes are e.g. verb inflections like "I go", "you go" etc.

The categorization according to language levels means that various mistakes violate various linguistic rules. Here it is checked on which language level the mistake is located. The following are these different language levels and more specific mistake types defined more precisely.

Phonetic and phonological mistakes

Phonetic mistakes mean pronunciation mistakes and phonological mistakes Spelling mistakes - or spelling mistakes. There my work relates to the oral mistakes, I'll refer to that here concentrate on phonetic mistakes, i.e. pronunciation mistakes.

Correcting pronunciation mistakes at the beginner level has a great one importance. The younger the learner is, the more capable he is, learn the pronunciation of a foreign language. If this mistake doesn't start to be corrected, it is more difficult to act on them later. The most important thing is there, a difference between the sounds in the mother tongue and those in the To do foreign language. This is most easily done when taught to learners where and how the sounds are formed, what e.g. by the position of the tongue in the mouth or by placing the hand on the neck can clarify. The rhythm and intonation of the foreign language should also be used be practiced, as these are different in almost all languages. That helps here Read aloud what the learner can practice at home. The sooner you get attention puts on pronunciation, the better it is learned.





Morphosyntactic mistakes

Morphosyntactic mistakes are mistakes in the morphology (e.g. verb endings in the conjugation) or mistakes on the syntax level (e.g. word order in the sentence). Morphological mistakes can also occur in the area of the vocabulary, such as the plural formation of nouns. Often however, morphosyntactic mistakes relate to grammar. Grammatical mistakes can be those that the learner does if he hasn't the correct rule yet knows. Here the learner tries something new and forms hypotheses about the language, which he then tests through experiments. The formation of hypotheses about the target language leads to a growing awareness of the foreign language system. The learner needs help and an explanation from the teacher because he has the correct rules does not yet know the rules. A direct teacher correction is therefore required. Also learners can help each other by explaining the rules to each other if one knows them and others don't yet.

Grammatical mistakes can also be those that the learner makes although he does should already know the correct shape. It may also still be the correct rule has not been fully understood or that the learner has since forgotten it has. In these cases the teacher can use non-verbal cues, such as through Hand signals for the rearrangement of words in the sentence, or signal the teacher can initiate self-correction, e.g. through metalanguage: "It's about Accusative". According to Kleppin the insertion of non-verbal cues is very easy for grammar mistakes, especially if the rules have already been discussed because the learner can react to these cues fairly easily.

Conclusion

When speaking freely, one should interrupt the utterance as little as possible, because then it is mainly about communication itself. Here it is then It makes more sense to collect the mistakes that have occurred first and only collect them after the discuss utterances.

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