



## Role of a communicative approach the to correcting mistakes made in oral speech in teaching english

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### ABSTRACT

In this article, a communicative approach to correcting errors in oral speech, in English classes, is considered.

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#### **Keywords:**

communicative approach,  
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errors.

## Ingliz tilini o'qitishda og'zaki nutqda yo'l qo'yilgan xatolarni tuzatishda kommunikativ yondashuvning o'rni

### ANNOTATSIYA

#### **Kalit so'zlar:**

kommunikativ yondashuv,  
og'zaki nutq,  
fonetik xatolar,  
intonatsiya,  
pauza,  
tezkor o'qitish,  
grammatik va leksik xatolar.

Maqolada ingliz tili darslarida og'zaki nutqdagi xatolarni tuzatishga kommunikativ yondashuv muhokama qilinadi.

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## Роль коммуникативного подхода к исправлению ошибок, допущенных в устной речи, при обучении английскому языку

### АННОТАЦИЯ

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**Ключевые слова:**

коммуникативный подход,  
устная речь,  
фонетические ошибки,  
интонация,  
пауза,  
интенсивное обучение,  
грамматические и  
лексические ошибки.

В данной статье, рассматривается коммуникативный подход по исправлению ошибок в устной речи, на занятиях английского языка.

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The concept of “communicative ability of a language learner” requires special attention when teaching communication in a foreign language. The opinion that it is enough for the student to know the vocabulary clichés in teaching communication is not justified (1). Even an adult student is much more difficult to teach a clichéd speech at the elementary level. Because the desire to express one’s own thoughts does not correspond to the linguistic capabilities of the reader. As soon as he enters into extensive communication, he inadvertently violates the phonetic, grammatical or lexical norms of the language. Within the framework of intensive education, a revision of the existing concept of error in the methodology is required.

The act of communication is determined by the reaction of the listener, the ability of him to understand or not to understand the received verbal message. In the process of communication, it is not necessary to pay special attention to the withdrawal from the norms of language. The teacher must admit that the speech should not be without errors. Mistakes are also inherent in the native language. It is enough to go far in search of an example and listen to the radio without sitting or watching the TV. Mistakes that are made by language owners, selected and classified by linguists, constitute huge roofs. Error – free speech is a more aesthetic feature than functional demand. As L. Yakubovits fundamentally pointed out, “even with much more syntactic and phonetic errors, effective communication can take place. (Jakubovits 1976:124).

In the process of communication, students often encounter the problem of whether they should pay attention to the importance of speech, or whether it is meaningful. We have seen that the second factor is more significant for adult students. Observation of the process of formation of children’s speech shows that usually adults only correct mistakes in the meaning of the sentence. As an example, let’s pay attention to the fact that Rodgers Brown watched his daughter’s speech at the age of three or four:

*Daughter: Walt Disney comes on Wednesday.*

*Mother: Not Tuesday, Eve, but on Thursday.*

Although the girl incorrectly used the verb in her speech in the past tense, her mother did not pay attention to the grammatical error and continued to communicate. Because the error in this sentence did not interfere to the understanding of the sentence.

Therefore, K.A. Michurina pointed out two types of errors that could occur in communication:

1. Mistakes that make communication difficult.
  2. Errors that destroy communication.
- (K.A. Michurina 2001:77)

All traditional classes of errors (phonetic, grammatical, lexical) can be included in one of these types or, if the message is correctly understood, cannot be considered an error at all. The communicative approach requires changing the attitude towards correcting mistakes. At the phonetic level, logical stress, intonation, pausing are more important than individual sounds. Grammatical errors in subject – verb agreement (*She has a large flat*) or incorrect selection of the verb form (*She didn't become famous*) or errors in the degrees of comparison of adjectives (*I want a bigger salary*) often do not interfere with the understanding of the utterance expressed. But incorrect use of the article completely changes the contents of the phrase (*I don't like the fish*). At the lexical level, for example, the incorrect use of the preposition makes it difficult to understand the meaning of the sentence (*The cat jumped on/upon the bed*).

Let's give an example of the first kind of error: *He is interested in chemistry*. If the beginning of the sentence means that he is an interesting person, then it will have a different meaning at the end. Or errors in selecting the verb forms in tenses: *"The alarm clock is ringing. I'm jumping out of the bed and I'm running into the bathroom"*. It is hard to believe that three actions occur continuously at the same time. Or incorrect use of passive voice leads to the opposite location of the phrase – *"The episode was written about in the newspaper"*.

In the examples below, the listener is forced to confirm his correct understanding.

- *It was a small shop ... in every street.*
- *I see, there were shops everywhere*

But sometimes it is difficult to understand what the teacher or another listener has heard. For example, the meaning of the phrase *"The hero is the louds keeper of the author"* is obvious only after the clarifying questions are asked, that is, the speaker refers to *"the mouthpiece of the author"*.

In correcting mistakes, the teacher and the group should be equally involved. Because every participant in the team is an equal participant in communication. For example, when referring to England, students say *'I like this country'*. The teacher turns to the group, then asks a question *'Does Mr. X Like Britain?'* Having received the answer *Yes*, develops the situation: *How do you know? He has never mentioned this. He says he likes Uzbekistan*. With these sentences he gives explanations. In the process of correction it is natural to ask questions in the style *Do (did) you mean to say ...* This will help the listener to determine what the student understands correctly, and the teacher-to say the right option. The help of the teacher should also be of a communicative nature. For example, the reader tries to express an unfamiliar word to himself: *"Queen and her relatives"*. Here he willingly accepts the teacher's replica as a help *"Oh, you are talking about the royal family"*.

Urgent intervention of the teacher in the correction of communicative errors is not necessary. It is necessary to allow the speaker to say his opinion in other ways. Sometimes this can happen through two or three attempts. In the communicative approach, the corrective step is "adjusted". When the error occurred, the method of immediate correction did not justify itself. The listener must wait for the end of the sentence or the text of the sentence. And of course, after that it is important to give the material correctly and conduct a speech exercise.

Based on the opinions above, we can draw the following conclusions:

1. Errors can be divided into communicative significant and communicative insignificant types.
2. It is necessary to abandon the correction of communicative insignificant errors.
3. Errors that are difficult to understand or violate the content must necessarily be corrected.
4. Correction of the error in the communicative approach should be carried out after the end of the text (thought).
5. The teacher must formulate skills on the methods of checking the comprehension of the thought expressed in the students, since the answer of the listener is the main condition for communication.

In our opinion, a communicative approach to the correction of errors requires further research.

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