



METHODS OF ELIMINATING GRAMMATICAL ERRORS IN ENGLISH LESSONS

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ANNOTATION This article examines modern methods of eliminating grammatical errors among technical college students in learning English. The study analyzes the causes of grammatical errors, their classification, and pedagogical approaches for their identification and correction. Special attention is given to the use of direct and indirect correction, feedback, interference analysis, communicative exercises, and interactive technologies. The role of systematic monitoring and individual approach in improving grammar acquisition is highlighted.

Key words grammatical errors, error correction, English language teaching, technical education, correction methods, error analysis.

АННОТАЦИЯ:

В данной статье рассматриваются современные методы устранения грамматических ошибок у студентов политехникума при изучении английского языка. Проанализированы причины возникновения грамматических ошибок, их классификация, а также педагогические подходы к их выявлению и коррекции. Особое внимание уделено использованию прямой и косвенной коррекции, обратной связи, анализа интерференции, коммуникативных упражнений и интерактивных технологий. Отмечена роль систематического мониторинга и индивидуального подхода к обучению в повышении эффективности овладения грамматикой.



КЛЮЧЕВЫЕ СЛОВА: грамматические ошибки, устранение ошибок, преподавание английского языка, политехническое образование, методы коррекции, анализ ошибок.

INTRODUCTION

Nowadays, the issue of teaching foreign languages, particularly English, is considered one of the priority areas in the education system. English serves as the primary means of modern technology, science, production, and international communication, and it plays a crucial role in the future professional activities of technical college students. Therefore, in technical colleges, developing students' language competence, especially their grammatical literacy, is one of the urgent pedagogical tasks.

Fixing Grammatical Errors

Elicitation

Teacher prompts student to self-correct by restating up to the point of the error.

Why?

- clearly communicates that an error has been made.
- helps the student locate the error.
- usually leads to an attempt at a repair.

Student makes an error that interferes with the message.



Teacher restates what the student said up to the point of the error.



Student becomes aware of the error and attempts to self-correct.



If student self-corrects, communication continues.



If error is not repaired, try other forms of feedback.

Lyster, R., & Ranta, L. (2007). Corrective feedback and learner uptake. Studies in second language acquisition, 30(2), 37-66.



Grammar is a fundamental component of the language system, ensuring the correctness, clarity, and logical structure of speech. Insufficiently developed grammatical knowledge leads to various errors in students' oral and written communication. In particular, technical college students often make numerous mistakes in mastering English grammar, including issues related to tense usage, articles, passive voice, modal verbs, and sentence structure. Practical observations indicate that grammatical errors frequently arise from students' mechanical memorization of English grammatical rules, their inability to apply these rules correctly in speech, and the strong influence of their native language (interference). Additionally, traditional lessons tend to emphasize theoretical grammar over practical application, and the integration of grammar into communicative practice is often insufficient. As a result, students may know the rules but fail to use them correctly in real communication.

Modern linguistics and pedagogy consider grammatical errors a natural part of the learning process. Researchers argue that grammatical errors reflect students' developmental stages in language acquisition. Therefore, it is important to analyze grammatical errors not merely as shortcomings but as significant indicators of students' progress in the language learning process. The error analysis approach serves precisely this purpose. Addressing grammatical errors requires a thorough methodological approach from the English teacher. In addition to direct correction of errors, it is crucial to develop students' skills in recognizing, analyzing, and independently correcting their own mistakes. Particularly in technical colleges, teaching grammar using professionally oriented materials and linking lessons to real technical situations proves highly effective in reducing grammatical errors.

From this perspective, the identification, analysis, and correction of grammatical errors in English lessons constitute a pressing scientific and pedagogical issue. This article scientifically examines the causes of grammatical



errors, modern methods for their elimination, and the possibilities of applying these methods in the context of technical college education.

RESEARCH METHODOLOGY

The Concept and Types of Grammatical Errors. Grammatical errors are deviations that occur when students incorrectly apply English grammar rules, and they naturally arise during the learning process. Researchers classify grammatical errors according to various criteria. Phonetic interference errors – the influence of the native language's pronunciation and sound features on English. Morphological errors – incorrect use of grammatical forms of verbs, nouns, and adjectives. For example, *He go to school yesterday* instead of *He went to school yesterday*. Syntactic errors – violations in sentence structure and word order. Lexical and semantic errors – incorrect use of words or confusion of their meaning. In technical college students, the most common errors are related to tenses, articles (*a, an, the*), passive voice, and modal verbs. These errors often result from native language interference, insufficient practical exercises, and lack of independent use of language in communication.

Analyzing errors is an essential part of the pedagogical process. The error analysis methodology includes the following steps:

- Identifying errors – detecting mistakes in written and oral texts, tests, and exercises.
- Classifying errors – distinguishing between morphological, syntactic, lexical, and phonetic errors.
- Determining causes – such as native language interference, inattention, misunderstanding of rules, and other factors.

Developing strategies to correct errors – at individual, group, and general levels.

Through error analysis, the teacher can tailor lessons to an individual approach, identify students' weaknesses, and determine effective ways to correct them.



The methodology for correcting grammatical errors is implemented through several main approaches, which can be classified as follows, the teacher points out the error and provides the correct form. This method is especially effective when teaching new topics but contributes less to developing students' independent thinking.

The student is given the opportunity to identify and correct the error independently. For example, the teacher may ask: *"Is this correct? How can we improve it?"* This method develops students' critical and logical thinking. Through written and oral feedback, students recognize and correct their errors. Constructive feedback encourages awareness and correction of mistakes. Comparing the grammar of the native language with English helps reduce errors. This method is particularly effective for correcting phonetic and syntactic errors. Exercises based on dialogues, role-plays, problem-based learning, and real professional situations allow students to apply grammar in practical communication. This approach reduces errors and enhances students' language competence. Using diagrams, tables, and online platforms to display errors, along with automated correction tools, enables students to quickly identify and correct their mistakes.

For technical college students, linking grammar to professional texts is one of the most effective approaches. For example:

- Teaching articles and verb forms through texts related to technical subjects.
- Practicing tenses using technical diagrams and instructions.
- Reinforcing grammar through professional communication scenarios.

Additionally, group work and independent assignments reduce students' errors and help them develop independent thinking and accurate speech formation.

The process of correcting errors requires regular monitoring. Students are evaluated through written and oral work, tests, and exercises. Formative assessment helps identify students' weak areas and apply an individual approach. This process ensures that students consciously assimilate grammar rules.



CONCLUSION AND RECOMMENDATIONS

The conducted theoretical analysis and pedagogical reflections indicate that systematically identifying, analyzing, and correcting grammatical errors in the process of teaching English grammar in technical colleges significantly enhances the quality of education. Grammatical errors should be considered a natural stage in students' language acquisition, as they indicate which grammatical topics the learner struggles with, thereby allowing for an individualized approach.

Among the effective methods for correcting errors, direct and indirect correction, constructive feedback, interference analysis, communicative exercises, and the use of interactive technologies stand out. These methods not only help reduce errors but also foster students' independent thinking, as well as their logical and critical reasoning skills. In particular, teaching grammar in technical colleges through integration with professional disciplines, providing exercises based on real technical texts and situations, significantly improves students' ability to apply grammar correctly in practical communication. Furthermore, when the monitoring and assessment of grammatical errors are conducted systematically, students' language competence is strengthened, and they acquire grammar rules consciously. Formative assessment, group work, and independent assignments help identify students' weak areas and support their development in an individualized manner.

In conclusion, the systematic and interactive application of methods to eliminate grammatical errors in English lessons increases the effectiveness of the pedagogical process, enhances students' interest in the language, and prepares them for effective communication in their future professional activities. Therefore, technical college teachers should regularly improve their qualifications in error analysis and correction and continue using innovative and interactive methods. Future pedagogical research should focus on exploring the use of digital and AI technologies to correct grammatical errors, developing individualized adaptive methods, and further integrating approaches with professional disciplines. This will



elevate the quality of English language education in technical colleges and further strengthen students' linguistic and professional competencies.

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