

IMPLEMENTATION OF EFFECTIVE ORAL CORRECTIVE FEEDBACK IN ENGLISH LANGUAGE CLASSES

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Annotation

Modern renewal of the content and structure of education requires radical revision of the relationship between the teacher and the student, in particular profiling of a teacher from the head of educational activities which should control the process of mastering knowledge by students, in an equal participant in this process. In order to feel confident in this role, the teacher must be well acquainted with the methods and technology of such training, test and experience it for you. Creation of favorable a pleasant learning environment is impossible without the implementation of feedback, which allows the teacher to regularly monitor and adjust the process obtaining knowledge by students. The following article is devoted to delivering corrective feedback effectively in foreign language classes.

Keywords: feedback, method, visual feedback, oral feedback, content, format, gesture, emotion, error.

Introduction

Feedback acts in two directions: on the teacher and on the student. Feedback, acting towards the teacher, gives him information about the level of students' progress. The teacher analyzes information about the presence of deficiencies, monitors deviations in speech activities of students, reveals the degree of compliance with the chosen strategy and tactics for teaching real needs. This enables timely assess the methodological situation and make the corrective changes opinions on the selection of techniques, methods and methods of training, the choice of exercises, determining the mode and duration of their implementation, sequence organization of all educational work with students.

Feedback towards students gives them information about the result of their educational activities in mastering foreign language skills and abilities. Thus, students are informed about the strengths and weaknesses in the learning process. The ways in which feedback is provided are varied. The traditional way is to complete printed copies and follow-up review of the student's work. Usually this method is lazy, so it should be avoided when instantaneous feedback is provided. Students can ask questions to the teacher, for example, after explaining grammatical material or to

clarify the correct pronunciation lexical units during practical classes and get instant feedback.

The teacher can give the student homework to solve problems, problematic situations or the performance of test tasks. Students who are active in practical classes and perform worthwhile work, the teacher should always select tasks for both feedback sintering. In this way, activity and interest are maintained student's resilience.

The easiest way to get feedback is provided by the power of memorizing basic concepts and self-testing knowledge. The teacher should be sure that the main concepts are stated concisely and clearly.

Computer programs are able to check the level of knowledge of students, for example, using security questions. The teacher chooses mechanisms for providing feedback, taking into account student reactions. It is important to help students understand their role in choosing these ways, be able to recognize and contribute to their implementation.

To be effective, feedback should be kept sequential in its organization.

The first step is to evaluate academic performance, the degree of assimilation of the material by the student and setting goals;

on the the second stage - assessment, self-assessment, assessment of work in pairs;

on the third stage - monitoring of achievements by students, reflection.

Effective feedback has three aspects: - structure (goals, venue, time, orientation of the student in the holding the material);

– Content (constructive, differentiated);

– Format (oral, written, graphic, video presentation). Because corrective feedback, known as correction errors, or grammar correction, is the main tool for teaching teacher in the work on the mistakes of students, distinguish between oral and written corrective feedback between teacher and student in the process studying IA.

Feedback is one of those incentives that will solve several problems at once: it will point out to the student his mistake, let him know what to focus on, offer a solution to the problem, and motivate him to move on.

Feedback can be provided in three forms: oral, written and visual. Let's look at the types and benefits of these approaches.

#1 Oral feedback

Every teacher has ever used this type of feedback in the classroom: in the form of praise, agreeing with the words of the student or simply the words “Yeah, that’s a good one, Jane!”, “Great!”, “Fantastic!” Giving positive feedback is easier than giving negative feedback. But what do you do when you need to report a bug or problem

Instead of saying "No, you're wrong" right away, give the student another chance and say "Try again". Thus, the student will understand that he made a mistake, but it will be much easier to accept his mistake psychologically.

Often, the “language barrier” is built by teachers with their direct criticism and remarks, instilling fear and discouraging students from all desire to speak. Even if a

student has made an unacceptable number of mistakes, you can always find positive points and submit them first. For example, “Well, thank you. I really like that you used new vocab, good job! Now, let's take a look at this sentence (student's wrong sentence). Is everything right? Maybe you want to change it somehow?”

In this case, you will note the student's efforts and strengths, as well as break the problem together by offering a two-way discussion. Don't forget about the sandwich method, when one negative comment needs to be wrapped with two positive ones.

For example, after you've dealt with a student's problem, you could end the previous feedback with: “Overall, I like how you're dealing with this topic, I appreciate your efforts. Keep it up!”

Do not forget that verbal feedback should be given on time, try to use “positive” words, be extremely precise, engage in dialogue and monitor the student's emotional state so as not to say too much.

This is what we leave in notebooks and on the written work of students. Feedback written on paper can serve as a memorable message from you that the student will keep for a long time.

Written work is an ideal chance to point out correct answers, strengths, complex structures and shortcomings that are worth paying attention to.

When checking written work, I recommend using the green pen method. This is a technique when you check the work not with a red pen, but with a green pen or any other colored marker and highlight the correct answers and sections of the text that you especially like.

For example, in spelling lessons for younger students, you can circle the most successful letters, in vocabulary homework - the most complex and tricky words in terms of spelling, in grammar - all successful temporary constructions.

The task is to show what exactly the student does well and what level he should adhere to. Thus, the student will remember and retain in memory only successful formulations and concentrate on his achievements. In no case do not highlight errors in the text so that the positive effect of this method does not disappear.

What to do when mistakes are critical and unacceptable in the context of your lesson? You can paste a small note in the student's work and put these errors on it with a request to repeat this material, provide useful links or printouts, or even ask the student to come in person to discuss the topic together after the lesson.

Visual feedback

There are two types of feedback here: again, stickers or your face and gestures. With stickers, everything is clear. Now there are so many of them that for any human reaction there is a picture, phrase or meme to convey emotion without further ado.

But with emotions on the face you need to work. Pupils, especially children, are very good at noticing changes in the face, voice and gestures of the teacher and take it personally. It is very important for teachers to practice the pokerfaced skill in order

not to show their disappointment/anger/criticism during the lesson. Yes, sometimes you just want to roll your eyes or put your hand to your face.

But this, firstly, is not professional and not ethical. And secondly, it can completely demotivate the student and let him know that you are mocking him. It is advisable to gather an arsenal of positive and neutral gestures that will signal approval or failure. You can completely do without words, as if playing a pantomime and pushing the student to the correct answer.

Gestures can also be introduced in class that only you and your students can understand. Create a cipher for yourself that adds an element of fun and reduces the stress of making mistakes.

It doesn't matter what kind of feedback you use in your English class. It is important that you keep students updated on their progress and help correct them in the learning process without ignoring their mistakes. And also maintain a positive atmosphere in the classroom, instilling a love for the learning process.

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