

everyday practice (every hour, daily). With this type of assessment, feedback must be provided to ensure progress in learning. Formative assessment helps the teacher track progress in the classroom.

Assessment using criteria allows you to make this process transparent and understandable for all participants in the educational process. The criteria contribute to the objectification of the assessment. The basis for the development of criteria for assessing the educational achievements of students are educational goals. Criteria can be prepared by the teacher or with the participation of students. Joint development of criteria (teacher – student) allows students to form a positive attitude towards assessment and increase their responsibility for achieving the result. It is important to always keep in mind the purpose and content of the lesson when developing assessment criteria. The criteria developed for the assessment of intermediate activities (formative assessment) should describe and assess only what is stated in the goal. Formative assessment is, first of all, feedback from the student, which provides information about what the students have learned and how they are learning at the moment, and to what extent the teacher has achieved the set educational goals. Pupils need to understand why they are learning, what they are learning, what are the deep connections between individual physical knowledge and how best to master it. Students need access to assessment, and the teacher, who has always remained a monopoly in the field of assessment, must share with the student the assessment tools, reveal to him the reasons or criteria by which the assessment is made, and give the opportunity to use the assessment results to their advantage.

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CORRECTION OF THE LEXICAL ERRORS IN ENGLISH TEACHING

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1. Introduction

Successful learning of a foreign language involves learning a grammatically correct and lexically accurate oral and written language. But it is impossible to achieve such a result without systematic work on correcting errors. If the errors are not corrected, the students will not be able to make statements in a foreign language in accordance with the norms of this language, their speech in a foreign language will be incomprehensible to the interlocutor. It is also important that, without knowing these standards, the student cannot cope with the requirements of the learning results presented in the control works. On the other hand, the correction of errors in oral speech disrupts

communication, turns the learning process into a formal execution of tasks disconnected from real life and children's interests. If the teacher constantly interrupts the student, trying to correct mistakes, the desire to express oneself disappears for fear of mistakes, there is a psychological and language barrier. This can lead to the belief that a student is unable to master a foreign language and will lose the desire to learn foreign languages. Therefore, every teacher is constantly forced to solve a dilemma: accuracy or fluency – correct all errors to get correct and error-free speech, or ignore errors for fluency of speech? Attitude to errors and their correction is an important problem in the methodology of teaching foreign languages.

2. Data

Vocabulary is one of the basic components of language when communication is regarded and it is also a central part of language learning. The development of lexical knowledge is considered by both researchers and teachers to be central to the acquisition of a second or foreign language (Read & Chapelle, 2001). Llach states that “language learning starts up with vocabulary, words are the first linguistic items acquired by the learner (in first and second language acquisition) ... and no language acquisition at all can take place without the acquisition of lexis”. Relevant research literature suggests a strong relationship between vocabulary acquisition and lexical errors which are generally considered a vital aspect of the acquisition process [1]. Lexical errors not only play a relevant role in the second language vocabulary acquisition process, but they also are among the most numerous types of errors in learners' performance. Therefore, providing observable learner language data, lexical errors are an important source of information about vocabulary acquisition [2]. Shin states that “the study of learner errors has been a part of language pedagogy for a long time. Language instructors are constantly concerned about the errors made by their students and with the ways they can improve language teaching” [3].

Thus, it is very important to identify and remedy lexical errors in foreign language learners' compositions because those errors appear to be one of the main causes of communication problems [4]

To solve this problem, we analyzed the goals and content of the teacher and students' activities in the classroom and identified the main categories of errors when learning a foreign language. There are two main reasons for errors. The first reason is the subconscious use of grammatical structures of the native language (target language) in the process of mastering a foreign language, i.e. there are violations in the construction of sentences (incorrect word order), incorrect grammatical tenses are used, etc. The second reason for the appearance of errors is the use of the wrong synonym, the wrong style of speech-this is due to ignorance of the linguistic and cultural features that are learned in the process of learning a foreign language.

In the educational situation of the introduction and primary development of language and speech material, the priority is the correctness of speech, since the purpose of this stage is to teach the use of vocabulary and grammatical structures. At this stage, the rules are studied and the material is worked out at the level of speech samples – phrases and sentences, less often-short texts of 2-3 sentences. Their small volume allows you to immediately correct errors and repeat the correct designs many times. Intensive and conscious practice in the use of language and speech material at this stage helps to prevent the appearance of errors in the future. In the situation of introduction and primary development of language and speech material, the main methodological problem for the teacher is the selection of exercises that would motivate students to perform this routine work. Here rhymes, songs and various lexical games come to the rescue. For example, for training in the use of the expression be fond of doing something, we play "Wave": all students sit with the cameras turned on and take turns saying their sentence. The one who failed to come up with an example or made a mistake becomes a "stone" and skips one round of the game. In this game, the one who tells the most sentences correctly wins.

Correction of errors in oral speech.

1. If the student made a mistake in using a temporary verb, it will be appropriate not to interrupt the student's speech, and at the end of the oral answer, use the Jumboard and the tenses scheme to explain the use of this temporary verb. This strategy is effective, because not only the speaker, but also all participants will have the opportunity to repeat a particular grammatical structure and try to avoid mistakes in their further answers.

2. ECHO-type error correction strategy, help the student quickly correct a minor error in speech. With this strategy, the teacher repeats the wrong word with an interrogative intonation, and the student can quickly correct the error himself. This tactic is possible if the teacher is sure that the student will react quickly to this ECHO.

3. Tactics for clarifying what has been said, for example, ARE YOU SURE? allows the student to stop, realize that he made a mistake, then correctly repeat his statement and continue the speech.

4. The strategy of correcting mistakes by groupmates is a way to involve everyone present in the work. The teacher can stop the student who is speaking and ask the audience about how best to make a sentence, etc. This adjustment allows the students to feel their independence from the teacher.

5. There is a way of paraphrasing an erroneous word or sentence, i.e., repeating an utterance, but with the corrected word, with the correct tense form of the verb. For example, if a student said "*We went tomorrow to the cinema*" the teacher might respond: "*Yes, you are right! We will go to the cinema tomorrow*". This strategy allows the student to feel supported by the teacher, and he feels more confident.

The suggested error correction methods are optional. The teacher can apply various error correction techniques at his own discretion. We should not just forget that when making comments, we should try to make the correction reasonable, timely, and not infringe on the merits of the student.

Sometimes microgroups of 2-3 students jointly correct errors from the list they received and then explain them to their classmates. The participation of the children themselves in fixing and correcting mistakes helps students to improve their language skills. The game "Observers" is aimed at solving this problem. The class is divided into groups of 4-6 people. While one group discusses a problem in English, the other group sits silently and follows the discussion and writes down all the errors. After the discussion is over, the students jointly correct the recorded errors. The groups then switch roles so that all students can perform both functions. The goal of this game is to teach children to notice mistakes in someone else's speech, which is an important step towards their own literate speech. This situation also dictates the strategy of individual delayed correction (delayed correction) [5, 7]: the teacher makes the necessary notes during the students' answers and later organizes their correction in the self-correction mode, with the involvement of other students or the teacher's explanation. If such work is carried out constantly, students are calm about the fact that the teacher keeps notes while speaking. At the same time, an important factor is the degree of influence of the error on the success of communication: non-rough errors can be ignored. If mistakes make it difficult to understand the statement, then, as in real communication, you can ask again or suggest the correct option using a leading question (reformulation strategy [6]). If there is a calm and comfortable atmosphere in the classroom, such an intervention does not interrupt the thought process and does not interfere with the successful completion of the speech act. In this case, the explanation of the nature of the error occurs in the deferred correction mode. Attention, especially in conditions of time scarcity, is paid to the most typical or important mistakes from the point of view of successful communication. Usually, 5-7 minutes are allocated for error correction work at the end of the lesson.

3. Conclusion

Thus, the way to solve the problem of error correction depends on the training situation. A friendly atmosphere in the classroom, the teacher's interest in the success of students – the conditions for effective work on the prevention and correction of errors.

It is also very important in the work of a teacher to analyze the work of students. You can provide information about achievements and problems in learning the language in an individual conversation. The analysis of the student's achievements motivates them to further study a foreign language, encourages them to work independently, and information about problems in the study of the material makes them pay attention to ways to solve these problems.

The analysis should be balanced, specific and useful. Balanced, which means that the analysis should note both the positive aspects of the student's work and the aspects that should be improved. Specific, therefore, when analyzing, it is necessary to note the topics or grammatical structures that should be worked on. Useful, then, to offer the student ways to solve problems in the successful development of a foreign language.

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ESSAY WRITING DIFFICULTIES OF ESL STUDENTS

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The article is devoted to the issue of the formation of writing skills in a foreign language among schoolchildren. Learning English writing is one of the most important and challenging aspects of language learning. An essay as one of the varieties of written text is a certain genre that has its own characteristics, therefore it is necessary not only to study the characteristic features of the language and style, to understand, analyze and explain the choice and structure of linguistic units, but also to know the rules and limitations that determine the structure of the essay in English. In order to write at a certain level, you need not some special talent, but knowledge of technical techniques. [1, p. 189]