

– Разработка и представление макета рекламного постера / клипа; составление опросника для проведения микроисследования мнений предпочтений определенного количества респондентов с последующей обработкой и представлением результатов.

– Презентации в виде интервью, ролевой игры, эвристической беседы.

– Учебные дебаты различных типов: индивидуальные (импровизационная речь, авторское исполнение), парные и командные (проблемные, экспресс-дебаты, обобщающие, дебаты Поппера, парламентские, судебные, дебаты Линкольна-Дугласа) [3, с. 6].

Опыт преподавания показывает, что применение кейс-метода служит развитию у студентов языкового вуза *дискурсивной*, социально-личностной, *социокультурной*, *стратегической* компетенций, а также позволяет использовать морально-этическую сторону учебного материала в воспитательной работе, способствует повышению уровня общей эрудиции обучающихся и побуждает их к познавательной деятельности и интеллектуальному развитию.

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#### СПОСОБЫ ИСПРАВЛЕНИЯ ОШИБОК

#### ERROR CORRECTION TECHNIQUES

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Исправление ошибок является неотъемлемой частью обучения английскому языку. Когда и как исправлять ошибки зависит от цели занятия. Существуют различные способы исправления ошибок: исправление учителем, исправление сверстниками и самоисправление. Методы исправления ошибок включают: извлечение ошибок, переформулировку, повторение, металингвистическую информацию, явное исправление, уточнение, подведение итогов и запись говорения. Учителя должны тщательно продумывать, когда давать обратную связь, чтобы не нарушать ход занятий и не демотивировать учащихся.

*Ключевые слова:* грубая ошибка; ошибка; исправление ошибок; методы исправления ошибок; немедленное исправление; отсроченное исправление ошибок.

Error correction is an essential part of teaching English. When and how to correct errors depends much on the goal of the class. There are different ways of error correction: teacher correction, peer correction, and self-correction. There are a number of error correction techniques: elicitation, recast, repetition, metalinguistic information concerning errors, explicit correction, clarification, end-of-class summary, and recording. Teachers should consider carefully when giving feedback as not to disrupt the flow of the class and not to demotivate students.

*Keywords:* error; mistake; error correction; error correction techniques; immediate correction; delayed correction.

Error correction is one of the most discussed and debated issues among the teachers of foreign languages. There is always some thinking about when and how to correct a student and if to correct him at all. Teachers fear of the two extremes: to overcorrect a student, which will discourage him to speak, and not to correct where necessary, which will lead students to rude and repeated mistakes. There are a number of views and ways of correcting errors and it needs time to find out what a student can feel comfortable with.

When we think about mistakes students make and teachers make, we realize that the term 'mistakes' implies different types and categories of mistakes. Julian Edge, an honorary senior lecturer of the University of Manchester, divides mistakes into three broad categories; 'slips' (these are the mistakes that students can correct themselves if they are pointed out to them), 'errors' (mistakes that students can't correct themselves because such mistakes still need explanation, and 'attempts' (a student makes such a mistake as he doesn't know the correct way of saying it or doesn't know the rule). Julian Edge comes to the conclusion that the most crucial mistakes are those that interfere with communication and meaning. Moreover, correct linguistic forms don't mean anything if they don't help to express what people mean. So, the category of 'error' is of great importance for teachers but at the same time the category of 'attempt' reveals students' current knowledge [1].

Teachers should know when to correct errors. It all much depends on what the goal of the class is: whether a teacher concentrates on fluency or grammar accuracy. As soon as a class discussion is planned, it is more sensible to pay attention to what students say and what they think about. And if it is a homework presentation or role-play, then it is appropriate to encourage grammar accuracy. But it is not only the teacher who should understand the goals of the class or the task but the students should be aware what to get ready for.

One can speak about the two broad types of error correction: immediate correction and delayed correction. There are some pluses and minuses of both. Teachers use immediate correction when they correct an error in context. On the one hand, it's useful because a student gets the teacher's personal attention and can request for some clarification if he has some misunderstanding. On the other hand, students quickly forget what errors/mistakes and how they have been corrected. Moreover, some students may feel embarrassed. When we speak about delayed correction, we mean that such correction doesn't interfere with students' speech or communication process, it is quite anonymous because students are not singled out. The minus is that sometimes not all students understand that it is their error that has been corrected [2].

When mistakes are made, it is quite often the teacher who corrects them. However, the important thing to remember is that the best way of correction is when students correct themselves, which is called self-correction. But it can occur only when a student is able to do it and is aware of the rule but has no much practice. Another way of correction is peer correction, i.e. when other students in class correct mistakes. Among the advantages of peer correction are:

- All students are involved in classroom activities.
- Students have to listen to what others are saying.
- It encourages thinking.
- It makes students cooperate.

But there are minuses in this way of correction:

- Other students can also make mistakes.
- A student being corrected may feel intimidated and humiliated by the fact peers know the rule and he doesn't. He may become demotivated.
- It may lead to conflicts between students.

What is useful about teacher correction is that it is quick, students hear correct forms, and it saves time. On the other hand, it makes the teacher dominate the class, it does not encourage thinking either, and it does not allow the teacher to understand if the mistake is a slip, an error or a mistake. **Anyway**, teachers should always be sensitive not to offend students. They should get to know their students better and find the right frame to correct them.

There are a number of on-the-spot error correction techniques: elicitation, recast, repetition, metalinguistic information concerning errors, explicit correction, and clarification.

Elicitation happens when a teacher elicits the correct form from the student by making a pause and allowing a student to complete some sentence that teacher has started. With this techniques students concentrate on the linguistic form and remember the correction. However, they have some

obscure knowledge and understanding of the structure used to use it after and be able to self-correct.

Recast means providing the correct answer without directly saying what the mistake is and what is wrong. It is inferred and doesn't interfere much in the conversation but students don't pay attention much to such a recast or reformulation and for them it is not quite clear if they have been corrected or not.

It is typically applied to correct pronunciation mistakes. A teacher may verbally repeat the sentence of a student to correct the mistake in it. For example, a beginning-level student may say *I know him*, pronouncing the word *know* as it is written; a teacher can repeat the word again and correct the students' pronunciation. It is immediate, students as a rule notice it. However, sometimes students fail to see what is wrong.

Metalinguistic information regarding errors technique is used when a teacher asks questions to explain and help students understand where a mistake is. A teacher can give comments or extra information, use gestures and signs. This technique can be beneficial for students but at the same time it may interrupt the real flow of the lesson.

A teacher uses explicit correction to offer the correct answer. It is immediate but it is not student-centered and doesn't motivate students to self-monitor.

Using clarification request technique a teacher usually tries to signal a student that there is a mistake for him to self-correct. It encourages students to self-correction and they will remember it. This technique works only when a student is able to self-correct.

There is also delayed correction or it can be called after-the-event correction.

The end-of-class error summary is a useful way to get into with your students. To do this, a teacher should take down notes of students' biggest or most common errors during the whole class and leave some minutes at the end of the lesson to go over some of them. But it shouldn't be the first when a teacher addresses mistakes, they should be paid attention to during the class and generalized at the end of the class. Usually the errors in the end-of-class summary are written down on the blackboard and students are asked to find them and make the correction. Students are given another chance to reinforce the rule and their knowledge. They are not teacher-centered that is why they are learned.

Sometimes teachers can record students' speaking when they do it either individually or in pairs/even groups. At the end of the speaking task students analyze their performance with the teacher. This form of error correction makes students pay more attention to what they say and how they say it. So,

students not only become more aware of gaps in their spoken English but also can see how their spoken English is getting better. [3]

A lot of research has been conducted into what, how and when to correct, however it is the teacher who decides how it is best to be done. Teachers should consider carefully when to give feedback in the way as not to disrupt the flow of the class. Teachers should always be careful not to demotivate students and, moreover, should not be afraid to offer peer correction to other students.

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### ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-РЕСУРСОВ В ПРЕПОДАВАНИИ ЮРИДИЧЕСКОГО АНГЛИЙСКОГО INTERNET RESOURCES IMPLEMENTATION INTO LEGAL ENGLISH TEACHING

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Сегодня интернет-источники стали неотъемлемой частью процесса преподавания и изучения иностранных языков. Обмен опытом использования цифровых материалов способствует повышению квалификации преподавателей и существенно экономит время подготовки к занятиям. Предлагается ряд интернет-ресурсов, которые успешно используются автором на занятиях по юридическому английскому.

*Ключевые слова:* интернет; цифровые технологии; навыки аудирования; специальная лексика; юридический английский.

Nowadays Internet resources are an integral part of foreign languages teaching and learning. Sharing experiences in digital materials implementation into a classroom promotes teachers' advanced training and saves lesson preparation time crucially. The report offers a number of