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DISTANCE LEARNING:
CORRECTION OF THE LEXICAL ERRORS IN ENGLISH TEACHING

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Abstract. The article is devoted to lexical errors in distance learning. The article discusses the issues that reflect the features of selecting the content of English language teaching for distance learning, as well as the features of the organization of the educational process in a remote form. The article highlights the problems of vocabulary that students often make while learning languages.

Key words: distance learning, difficulties, English language, Internet resource, vocabulary, error correction.

Introduction

In the modern world, everyone knows that English is not a luxury, but a necessity. Knowledge of the language increases competitiveness in the labor market, increases the chances of finding a prestigious job and passing distance training from anywhere in the world. But what do those people

who combine work and study, people who have very little free time to attend offline classes, but have a desire to learn a language and develop? In such situations, it becomes relevant to learn English remotely, without contact with a teacher; the main criterion is to have access to the Internet.

E.S. Polat considers distance learning as a form and as one of the components of the entire education system. "Distance learning is a form of learning in which the interaction of teachers and students is carried out at a distance and reflects all the components inherent in the educational process (goals, content, methods, organizational forms, learning tools), implemented by specific means of Internet technologies or other means that provide for interactivity" [1].

Teachers should develop mechanisms for how to work in a new format. It is necessary to draw up a new schedule, provide all the necessary services. Teachers shouldn't just sit in front of the computer and speak to the camera. It is necessary to ensure that there is a good sound, a good picture that will not be annoying. Classes should be interesting, emotional, with humor. When teachers send assignments to students by mail, consisting of 50 tasks, this is no longer distance learning. When children are sent homework without explaining the topic, this is also not distance learning, but self-education. Real online learning is when contact with students is maintained for 24 hours. Thisis a very complex format, but this format is achievable with proper planning.Distance learning opportunities help the English teacher to competently create an individual program for each individual student in accordance with the specific goals and tasks facing the student.

English, first of all, is related to the fact that the leading component of the content of teaching a foreign language is not the basics of science, but the methods of activity – teaching various types of speech activity: speaking, listening, reading and writing. Academician Shcherba L. V. points out that teaching a foreign language is teaching a certain activity, and the specificity of the subject is to master speech, communication, and the formation of speech-thinking activity [2]. In the second half of the twentieth century, the work "General methods of teaching foreign languages in secondary schools" for the first time identified a special group of subjects whose task is to form skills related to communication. These subjects include languages: native and foreign. Another feature of the subject "Foreign language" can be considered pointlessness, understood as the ability to communicate on any topic that corresponds to the age and interests of students. This term was proposed by I. A. Zimnaya [3], later it was clarified by I. L. Bim from the point of view of the selection of topics for communication in a foreign language.

A language is a carrier of information (information about the history and culture of the country of the language being studied, information from other areas of knowledge, etc.). The Purpose of teaching a foreign language is to form communicative skills (communicative competence), and not to study a certain range of ideas and concepts. The exception is linguistic concepts and knowledge of the language system that are necessary for the functioning of the language as a means of communication. Thus, a foreign language acts both as a goal and as a means of learning.

To successfully learn English, you must complete training in grammatically correct oral and written speech, which is impossible without systematic work on error correction. If mistakes are not corrected, students will not be able to correctly express themselves in English in accordance with the norms of this language; their foreign language speech will be incomprehensible to the interlocutor.

Errors in the use of English vocabulary are very common, along with grammatical errors. Only the abundance of lexical errors far exceeds any other types of errors, because the vocabulary of the

language is a very large area of knowledge, moreover, it often changes. Therefore, in order to fully speak English, it is necessary to minimize the number of lexical errors made.

At the level of vocabulary, mistakes due to ignorance and attempts to use more complex vocabulary than the level of language proficiency allows are frequent. This may be due to the fact that students use words in their own speech before they fully understand their meaning and usage.

Wrong Word Choice

The most common mistake of non-native speakers of any level, but especially beginners, is the wrong choice of words. This error occurs when students try to translate words from their native language themselves using a dictionary. Unfortunately, not everyone can immediately distinguish the types of words, and do not know what meaning to choose, choosing the first one that comes across in the dictionary.

For example, one of my students had to write a short text about a person's character as a homework assignment and then talk about it in class using their notes. The student tried to use as many "difficult" words as possible, and after looking up the word "shy" in the dictionary, he chose the longest (and, as it seemed to him, complex and beautiful) word "embarrassing" instead of a simple, short, but accurate "shy", simply because this word was the first in the dictionary. The result was «I am embarrassing to talk to new people». To avoid this problem, you must first teach beginners to use the dictionary, look not only at the first word, but also at others, and most importantly – at examples!

2) I am writing in response (instead of response) to your advertisement. This error is caused by the fact that the student knows the lexical meaning of the word, but made a mistake in its grammatical meaning (used a verb instead of a noun). Also at the lexical level there are often fixed errors.

Literal Translation

Another mistake of students is the literal translation of phrases, words and expressions, which leads to the appearance of rusisms in English speech. For example, "meet the New Year", because we are "celebrating the New year". The problem is that expressions in your native language and English do not match in 90% of cases, so it is important to learn not just words, but also expressions, collocations, and words chunks, so as not to make such mistakes in the future.

Prepositions

Skipping prepositions in phrasal verbs and verbs with dependent prepositions, as well as substituting the wrong preposition (similar to the native language) – another difficulty for all beginners and continuing students. Prepositions are a complex topic in any language, since in every language, in addition to the direct meaning of the preposition, its use with certain words and expressions is also taken into account. In English, these are phrasal verbs and verbs with dependent prepositions. For example, students can often hear "listen music" without "to" (an error in the preposition with verbs with dependent prepositions), on the picture "instead of" in the picture (substitution of the wrong preposition by analogy with the native language). Sometimes students skip the necessary preposition in stable expressions that they have heard somewhere, but have not fully remembered, for example: "I fell in love with the place", missing an important part of the expression in the form of the preposition "with".

Misspelling

In writing, spelling often suffers, namely, students write one word with another in mind, or simply makes spelling mistakes. Example of the first problem: students confuse "than" and "then",

"its" and "it's", "witch" and "which", "where" and "were", etc., because for them these words sound the same (which is true in the case of "witch" and "which"). You can solve this problem by working on pronunciation and writing. In the modern world (especially in online learning), little time is spent on spelling, even native speakers make mistakes. However, if students need to continue writing in English, it is in their best interest to learn to write correctly immediately. Dictionary dictation should be conducted (short, at the beginning of the lesson), students should write down their thoughts (keep a short diary), notes. This will help them remember the spelling of repeated words and avoid spelling mistakes.

Collocation and idiom breaker

When students are at an elementary level and do not yet know the full collocations and idioms, but try to use them, they get incorrectly expressed idioms or stable expressions. The reason is a literal translation, omission of certain words, use of the wrong words. As a result, we get "on another hand", "love from the first sight", "make homework", "do mistakes", etc. We need to Deal with this first of all, explaining to students that it is not necessary to first complicate speech with expressions in which they are not sure. At the same time, it is important to teach them not just words, but also interesting expressions, phrases and idioms (the simplest) from the very beginning. You should pay special attention to the fact that they cannot change words to other similar ones; otherwise it will make no sense.

Word Formation

Students, not knowing the rules of word formation, try to come up with them themselves, which leads to various mistakes in the style:"different thinks and ideas" (noun from the verb "to think"), "Japan food" (using a noun instead of an adjective that the student does not know), etc. To prevent this, it is important when introducing a new vocabulary to sometimes give the student also the same-root words that represent other parts of speech, especially for the most common words. This will not only help them avoid making such mistakes, but will also help them develop their vocabulary faster.

Wrong register

Another problem is the use of informal words in formal situations and vice versa. For example, a student wrote in an essay that he had "tummy "because he knew the word, but the word "stomach" seemed scientific to him. The problem is that writing in English is a formal style, and therefore the word "tummy" cannot be used in it. To work on this error, it is important for students to indicate the degree of formality of the word at the stage of its first introduction.

False Friends

A false friend of the translator is also a problem. Students try to use the words "biscuit" for "biscuit", "salute" for "fireworks", "intelligent" for "intelligent", etc. The other side of the coin is using the word only in one of its meanings and not understanding the others. For example, "diet" in English is not only a diet, but also a diet, i.e. what a person basically eats. Students perceive it only as a "diet", so to the question: "Let's talk about your diet. What do you eat? — answer: "I don't have a diet", which is quite funny. To get out of this situation, you can explain to students that not all words that sound the same mean the same thing in English and their native language.

When learning and using a foreign language, we often tend to transfer our language habits to a foreign language system. Our native language, which is firmly ingrained in us, pushes us to false

analogies. The study of "wrong international" words helps the student avoid many mistakes caused by the similarity of the form of words with differences in their content.

"False friends of the translator", States V. V. Akulenko [4], mislead not only novice students, but also experienced students. In fact, as many researchers of this lexical category note, "false friends of the translator" are able to mislead not only people who are beginning to learn a language and have a poor command of it. This language phenomenon is also dangerous for people who use a foreign language confidently and practically satisfactorily, and even sometimes for philologists (including lexicographers, professional translators, and teachers).

To avoid false translation of the text, to all those who study Englishlanguage students can make the following recommendations:

1. When translating, they should always be careful and double-checkthe dubious meaning of the word.

2. The word can have different meanings when translating a sentenceit is necessary to choose one of these many meanings of the word.

3. When selecting a value, they must proceed from the general content of the thought,style and genre of the translated text.

Inappropriate synonyms

Teachers often recommend that students use synonyms to diversify their speech, especially in writing. Students are happy to try, carefully search for them in dictionaries, write or remember them and then use them in speech, but for some reason they do not always get to the point. Why? The fact is that as in other languages, in English synonyms do not always completely coincide in meaning — they are also words that are close in meaning. It often happens that words that are similar in meaning are from a different register, are not used in certain situations, and so on. For example "handsome" and"beautiful"seem to be synonyms, but they are used in different ways, and you can say" a handsome woman", but the meaning of such a phrase will be completely different. It is important to teach students to distinguish these meanings, check the examples in the dictionary when to use them, and specify these nuances when introducing a new vocabulary.

At home we were to repeat (instead of revise) *the rule.* This very common error is associated with an initially incorrect understanding of the meaning of the words "revise" and "repeat". In this case, it is not enough to just learn the translation of the word (the translation for both words is the same). In addition to translation, it is important to understand the specific usage of each specific word.

Whatever mistakes students make in the use of words and expressions, the solution to all problems is the same-learn vocabulary in context, enter not only words, but also word chunks, pay attention not only to the meaning of the word, but also to pronunciation, spelling, register, form, synonyms, single-root words, etc.

Thus, we can conclude that the ultimate goal of any work to correct errors at certain levels of the language is to improve the culture of speech of students, their general linguistic and pragmatic competence. This once again underlines the relevance of the topic and the need for further work to identify the most effective ways to prevent and correct errors in teaching a foreign language.

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