С течением времени метод проектов перетерпел небольшие изменения. Родившись из идеи свободного воспитания, в настоящее время он стал интегрированным компонентом довольно разработанной и структурированной системы образования. Но суть его поменялась мало. Как и прежде, педагоги стремятся учитывать интересы и личностные качества учащихся при распределении поручений внутри группы при коллективном выполнении проекта. Сохраняются и специфические особенности деятельности учащихся и функций учителя на различных стадиях совместной деятельности. Современными новшествами в проектном обучении следует считать большое количество видов проектов, более детальную регламентацию деятельности учителя на каждом этапе, преобладание теоретического материала над практическим.

В чем сегодня видят ценность метода проектов? Она в следующем:

– Учащийся имеет возможность применять принципы, изучаемые в школе или вузе, на практике.

– Он учится планировать работу, ценить время, труд и средства.

– Метод развивает инициативу при активной работе и приучает к разрешению проблем, учит правильным деловым принципам.

– Он дает возможность воспитать характер ученика, честность в сношениях с другими участниками проекта.

Ныне метод проектов применяется на всех этапах учебно-воспитательного процесса и в преподавании всех дисциплин. Большинство методических пособий указывает, что межпредметные связи способствуют развитию познавательной активности, воображения, самодисциплины, навыков совместной деятельности и умений вести исследовательскую работу. Задачей педагога при этом является тщательная подготовка и организация проектной деятельности, так как только она может обеспечить успешное выполнение проекта [3, с. 18].

1. Дьюи Дж. Демократия и образование / пер. с англ. – Москва: Педагогика-пресс, 2000.

2. Корнетов Г.Б. Метод проектов У.Х. Килпатрика // Инновационные проекты и программы в образовании. – 2020. – № 5. – С. 16–24.

3. Полат Е. С. Метод проектов. История и теория вопроса. Современные педагогические и информационные технологии в системе образования. – Москва: Академия», 2010

4. Рубцов В.В. Социально-генетическая психология развивающего образования: деятельности подход. – Москва: Изд-во МГППУ, 2008.

5. Томина Е.Ф. Педагогические идеи Дж. Дьюи: История и современность // Вестник Оренбургского государственного университета. – 2011. – № 2. – С. 361–370.

6. Уткин А.В. Исследователь исключительного дарования: к юбилею Павла Петровича Блонского // Историко-педагогический журнал. – 2019. – № 3. – С. 16–23.

ИСПРАВЛЕНИЕ ОШИБОК УЧАЩИХСЯ НА ПРИМЕРЕ АНГЛИЙСКОГО РАЗГОВОРНОГО КЛУБА

Э.К. Канунникова
бакалавр
А.С. Чернышева
канд. ист. наук, доцент

Владивостокский государственный университет
Владивосток. Россия

Возникновение ошибок является неотъемлемой частью любого образовательного процесса, и задача учителя заключается в том, чтобы процесс исправления учеников проходил правильно, не снижал мотивацию учащихся и не был чрезмерно перегружен. В данной работе проанализированы виды ошибок и способы их исправления. Так же, описаны результаты педагогического эксперимента на примере разговорного английского клуба с целью выявления наиболее эффективных способов исправления ошибок в разговорной речи учеников.

Ключевые слова: *исправление ошибок, виды ошибок, разговорный клуб, педагогический эксперимент.*

ERROR CORRECTING TECHNIQUES IN TEACHING ENGLISH SPEAKING CLUB

The occurrence of errors is an integral part of any educational process, and the teacher's task is to make sure that the process of correcting students takes place correctly, does not reduce the motivation and is not too over-loaded. In this paper, the types of errors and ways to correct them are analyzed. Also, the results of a pedagogical experiment based on the example of the English speaking club are described in order to identify the most effective ways of correcting mistakes in the students' spoken language.

Keywords: *error correction, types of mistakes, speaking club, pedagogical experiment.*

The purpose of the paper is to analyze the error correcting techniques and identify the best methods of error correction.

The urgency of the research is presented by the lack of surveys that illustrate the relevant error correction methods in teaching English speaking clubs.

The following **methods of research** were used: method of analysis, observation method, questionnaire based survey and methods of induction and deduction.

Formation of communicative skills is one of the key tasks in today's educational process. Development of fluent and accurate speech presents a challenging goal and for a teacher and for a student as well. Error correction is a necessary part of teaching process. Every teacher must be very attentive to this part of a lesson.

First of all, it is necessary to understand what is the difference between an error and a mistake. A mistake in language can happen in two ways, either by saying something unintentionally or by temporarily not being able to produce language properly. These errors can occur when a learner is tired or when they forget to use correct grammar while speaking. Generally, mistakes are quickly noticed and corrected by learners themselves. However, if they are not able to correct their mistakes, a teacher or classmate can help them to recognize and fix the error. On the other hand, an error is a repeated mistake that shows a lack of understanding or inability to apply a language structure properly. To sum up, a mistake is a superficial error, while an error is a deeper problem with language comprehension [1].

In addition, errors are also divided into several types, which allow to recognize them more efficiently and smoothly. Productive skills errors occur in spoken or written skills include vocabulary, pronunciation, and grammatical errors, as well as errors in producing intelligible language that can be understood globally. Receptive skills errors could be met in listening and reading skills include misinterpretation of content, misunderstanding of words, or simply the inability to comprehend someone's speech in total [2].

Correcting errors for a teacher is challenging as it requires not only correcting their mistakes while also addressing gaps in the students' knowledge. Although it is essential to correct errors, it is important to do so in a structured and timely manner, without disrupting the flow of the lesson. The correction should also provide guidance to students on the proper way to phrase the language. Here are the main types of error correction:

- Self-correction: the teacher may help the student recognize his mistake/error and may also help him correct it.
- Peer-correction: A student may be aided by his peer in identifying and correcting his mistake/error.
- Class-correction: The entire class may pay attention to the utterances of students, identify the mistakes in them, and correct them accordingly.
- Teacher-Correction: When spotting a mistake made by a student, a teacher may intervene in order to correct it [3].

Based on the studied theoretical material and on the personal experience of organization the English speaking club, we have identified the following practical strategies to error correction:

Repetition: this is typically used to correct pronunciation mistakes. A teacher may verbally repeat the student's statement in order to correct a mistake in it. For example, a student may say "I slept eight hours today", pronouncing the word "hours" as it's written. According to this method, the teacher repeats this statement but with the correct pronunciation.

Reformulation: a teacher may reformulate a mistaken sentence in order to correct it. Example; "I like to riding horse"; student's statement. Based on this method, the teacher may say: "oh, so you like to ride a horse".

Visual cues: the teacher may use body language and facial expressions to hint at a mistake to the student. Sometimes, simply raising your eyebrow can help students realize that they've made a mistake and it gives them a chance to correct themselves.

Students' repetition: when a student makes a mistake, the teacher can ask him to repeat the statement again and stop at the moment of making a mistake for self-correction.

Note-taking: the teacher writes down the repeated mistakes of the students in order to analyze them later and take corrective action to correct them.

Self or Peer-correction: ask the student again or ask the audience if they agree with the answer.

We organized an English Speaking Club for grades 6–7. During which an experiment was conducted to determine the effectiveness of certain error correction methods. There were two groups of students in total and each one took part in the speaking club three times.

For **the first option** were used such practical strategies for correcting errors as repetition, reformulation and errors were corrected as soon as they were made. For **the second option** were used such strategies as visual cues, student repetition, and note-taking which allowed not to interrupt the students and discuss all the mistakes at the end. For **the third option** were used such visual cues, note-taking and self or peer-correction and no interruptions. At the end of the English speaking club, a survey was conducted among the participants in order to find out which error correction technique was the most convenient and productive for students. The results of this survey are shown on Figure 1, and as one can see the most preferable techniques were cues, student repetition and note-taking which stands for the second option.
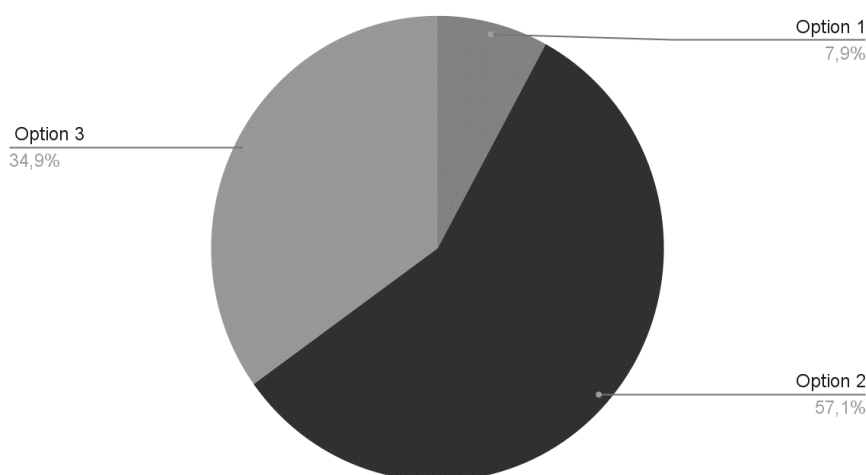
Figure 1

Fig. 1. Error correction survey results

This option was chosen because it was much easier for students to understand the error and correct it, when it was indicated exactly where it was located, one error was nevertheless corrected by the students themselves. This was achieved through a combination of visual cues and students' repetition. At the same time, the absence of interruptions, according to the students, did not knock them off the flow of speech and did not put them in an awkward position.

The experiment itself also confirmed that the second option was the most productive since the absence of interruptions allows you to maintain a high level of motivation, interest of students and a sense of immersion in the language environment and a full-fledged polylogue, in which minor mistakes or reservations are acceptable. Students' repetition was found to be a more effective error correction technique than self or peer-correction, as this allows the student to immediately locate the error while at the same time correcting it themselves which also helps save time. Visual cues have also proven to be the most effective method because they do not look like a direct correction of an error, but are perceived as a hint, which leads to self-correction and does not bring down the motivation of students. In addition, the teacher can develop a whole scheme of cues, where each will be responsible for a certain error. It also helps create a more informal and relaxed atmosphere that helps overcome the fear of speaking a foreign language.

It is worth noting that the main goal of the English-speaking club was to develop fluency, so these methods turned out to be the most effective ones. In the course of this experiment, we identified several more

points that affect the development and formation of speech competence and conversational skills of the student:

– Making mistakes and errors is an integral part of the process of learning a language. Never scold students, shout or show your displeasure with an angry expression.

– Be attentive to the needs and preferences of your students. Ask them at the beginning what kind of error correction they prefer.

– Do not interrupt when students are trying to speak fluently. This can be counterproductive and they may lose motivation or become hesitant to use the new language they have learned.

– If during a class you notice that students are making the same mistakes over and over again, stop the class and explain the material in a different way.

Summing up, we can conclude that the combination of these three strategies led to the formation of speech competence, as well as to the development the development of students' independence, as they themselves began to notice their mistakes, as well as to situations of success for each participant, since they felt like a full-fledged participant in the conversation.

1. Chomsky N. Aspects of the Theory of Syntax. – Cambridge: MIT Press, 1965.

2. Hewison J. Productive and receptive skills: Why students are having problems in class. – Текст: электронный. – URL: https://www.linkedin.com/pulse/productive-receptive-skills-why-students-having-problems-hewison?utm_source=share&utm_medium=guest_desktop&utm_campaign=copy

3. My TEFL Solution. – Текст: электронный. – URL: https://myteflsolutions.com/error-correction-techniques/

УДК 378.1

ПРИЧИНЫ КОНФЛИКТОГЕННОСТИ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ И СПОСОБЫ РАЗРЕШЕНИЯ КОНФЛИКТОВ МЕЖДУ УЧАСТНИКАМИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

В.А. Кучина
бакалавр

Педагогический институт филиала ФБГОУ ВО
Владивостокский государственный университет
Уссурийск. Россия

Предметом исследования данной статьи являются межличностные конфликты между педагогами и студентами, оказывающие влияние на развитие личности учащегося. На основании изученных научных статей, автором даются модели, выявляющие возможные причины возникновения конфликтных ситуаций. Исследованы факторы, осложняющие развитие взаимоотношений между педагогом и учащимся. Предложены способы конструктивного решения конфликтных ситуаций в образовании. Актуальность выбранной темы заключается в необходимости снижения конфликтов в образовательных учреждениях. На сегодняшний день отрицательные взаимоотношения между преподавателями и учащимися играют немаловажную роль в развитии образовательного процесса и формирующейся личности студента.

Ключевые слова: педагог, студент, конфликт, взаимоотношения между педагогом и студентом.

THE PROBLEM OF THE RELATIONSHIP BETWEEN A TEACHER AND A STUDENT

The relevance of the chosen topic lies in the need to reduce conflicts in educational institutions. Nowadays, negative relationships between teachers and students play an important role in the development of the educational process and the emerging personality of the student.

Keywords: teacher, student, conflict, relationship between a teacher and a student.