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# Technologies of Correction and Repetition Work to Ensure the Linguistic Accuracy of Students' Speech in The Process of Teaching Word Combining Skills in The Formation of English Speech

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**Abstract:** Since this chapter is devoted to the content of teaching combined skills and abilities, this paragraph will solve only the first of these tasks - the selection of the most typical grammatical errors, as a result of which it will be possible to determine the language gap. Skills that work in prepared speech, for example, in reciting well-remembered, standardized thematic messages often cease to work when students are required to form new speech connections, even at the same level of difficulty and using the combined supports mentioned in the previous section. Therefore, it is not without reason that authors who have studied the problems of unprepared speech pay special attention to the risk of a significant increase in the number of errors, and some researchers even propose to include correctness as a sign of unprepared speech in general. [186]. In their opinion, it is necessary to ensure the linguistic correctness of the combination or to completely abandon it. In this regard, the unity of the study of combination and such a methodological effect are of particular importance, which ensures the correctness of new speech combinations.

**Keywords:** English speech formation, psychological character, methodological character, speech skills, language, speech unit, speech task.

**Introduction:** This requirement seems to be especially relevant in the conditions of teaching a foreign language in a higher educational institution, where the level of

consolidation of the formed automatisms is usually low.

The study of combination is carried out mainly in the process of actual study of oral speech, which is carried out in thematic, interdisciplinary conversations. In addition, the well-known attention to the combination may be characteristic of teaching grammar and vocabulary. In order to determine how much special measures to prevent linguistic, primarily grammatical, errors correspond to the task of studying combination, it is necessary to determine which specific language phenomena should be given special attention. Ultimately, since automatisms are not sufficiently formed, it may be necessary to carry out corrective and repetitive measures that cover all or almost all of the grammatical and difficult lexical material covered within each topic, but this is not possible in the conditions of a higher educational institution. In this case, there is no time left to develop the skills of regulating speech on the topic. Here the task arises:

- 1) determine which errors are the most typical, stable, and what are the sources of these errors;
- 2) determine the place of corrective and repetitive measures so that they are organically included in the work on studying conjugation within the type;
- 3) strengthen the connection of grammatical-correctional and lexical-correctional work carried out in parallel with the topic of oral speech, if possible, with the study of conjugation.

The identification of the most typical errors is associated with the discovery of their sources, which methodologists call: 1. Interlingual interference of both the native language and the first foreign language. 2. Intralingual interference. 3. The complexity of the linguistic material itself, which, in contrast to its difficulties - the number of processes inherent in the formation and use of this phenomenon, is actually used at the same level, the need to perform many grammatical actions almost simultaneously. 4. The so-called organizational difficulties arising from student inattention, skipping lessons, methodologically incorrect lesson design, etc.

I.V. Rakhmanov identifies the interference of the native language as the main, most difficult source of errors. In this regard, he distinguishes three levels of difficulty of foreign grammatical phenomena: the highest level of difficulty, when there is no similar grammatical concept in the native language of students; the middle level, when there is a similar concept in the native language, but expressed by other means; the lowest level, when there is a similar grammatical concept in the native language and the means of its expression are also similar.

I.V. Rakhmanov and his followers do not deny the importance of intralinguistic interference, but they emphasize that in most cases it acts on the basis of interlinguistic interference.

For our study, it is important to determine whether interlinguistic interference is really the main source of errors, primarily grammatical, and if so, whether it is possible to identify the most persistent errors by linguistic comparison of contact languages [32, 165]. In our case, the solution of these issues was complicated, since the study of integrated teaching methods was carried out by us with special attention to students of higher educational institutions. Conducting a study to identify errors that interfere with the learning of combinatorial skills among students of higher educational institutions of Uzbekistan; it was necessary to take into account the interference of the native language, the possibility of a positive transition (transfer) from the Uzbek language, as well as the presence of certain grammatical stereotypes of the English language among first-year students. [190]. So, for example, in the second year of study, errors caused by interference of the native language in three-term sentences with the verb "to have" can be considered obsolete, errors in the order with the modal verb must I must read, in Uzbek I must write: I must write is a word-for-word match.

From these difficulties, the following method of identifying grammatical errors relevant to teaching Uzbek students to combine follows:

- a) we limit ourselves to the structures of English phrases and sentences, about which we have determined in the previous paragraph that they are necessary for the implementation of a combined curriculum;
- b) we have carried out a linguistic comparison of the three contacting languages, English and Uzbek, in order to identify potential interference and transfer within the framework of these structural models [49,169,83];
- d) at the same time, we have determined the possible influence of intralingual interference; e) diagnostic work has been carried out to determine to what extent the positive results of teaching English and the positive transition from the native language exclude errors arising from the main types of interference;
- f) on the basis of these studies, it has been determined which grammatical material, communicatively necessary for learning to combine, requires special corrective-repetitive processing.

In the field of vocabulary, we considered it possible to limit ourselves to some cases of intralingual mixing associated with the polysemy I have breakfast – I have a book, the conversion to water the field – the water is

cold, and similar mixing: at school, on the farm, in the garden.

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