

**Botirova Dilnoza Sultanbekovna, Senior teacher of academic lyceum under Urgench State University**

**Students' Attitudes Toward Teachers' Corrective Feedback**

Recently we have done some research about feedback and student's attitude toward it. The objective of the research is to explore learner attitudes to correction of mistakes or feedback as a language learning tool in oral, electronically- and paper-written work as well as peer correction of mistakes.

Feedback is a method used in the teaching of languages to improve performance by sharing observations, concerns and suggestions with regard to written work or oral presentation. It includes not only correcting learners, but also assessing them. Both correction and assessment depend on mistakes being made, reasons for mistakes, and class activities. Recently the value of feedback in language studies has been a matter of debate among language teaching practitioners.

The research into the effects of feedback is far from conclusive. Teachers' and students' expectations toward feedback are found to be opposing, and the most frequent reason given its negative impact on students' confidence and motivation. However, at the university level the issue of feedback has been examined in passing and there is insufficient research into learner attitudes to feedback in English for Specific Purposes. The hypothesis for the present study is to find out whether criticism has a negative impact on student confidence and whether perceptions of feedback depend on professional specialization.

**The research methods.** A survey of students' perceptions of teachers' feedback in various class activities was administered to various groups of undergraduate students of psychology and penitentiary law. Statistical treatment of students' responses using Statistical Package for the Social Sciences software (SPSS) was carried out in order to establish the level of significance for the two small samples of participants.

The results obtained. The results indicated that feedback was considered helpful though correction of written work was more appreciated than correction of speech.

Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work both on paper or submitted electronically. They prefer immediate correction of errors in spite of its impracticality and claim that individual correction of mistakes by teacher is useful. Differences between the responses of students who study two disciplines were slight. Attitudes to feedback do not differ significantly—specialization is not very relevant. Criticism isn't meant to undermine self-esteem, though some students were more confident than other students. Perceived merits of oral, handwritten, electronic, teacher and peer feedback as well as the value of statistical analysis in interpretation of data are discussed in this study. All the things considered might help learners be successful in improving language skills. It is generally believed that by making the students aware of the mistakes they make, and by getting them to act on those mistakes in some way, the students will assimilate the corrections and eventually not make those same mistakes in the future. A limited number of respondents might raise a question of the reliability of the findings and require a further study into the issue.

The analysis of the responses by means of SPSS suggests that, in spite of the limited number of the respondents, the results may be extended beyond the studied samples. The value of this study encompasses the statistical approach to data analysis, which proves that the findings are reliable.

Error correction, or feedback, has been used in language teaching/learning for a long time, but its benefits have been questioned by some language teachers. Lately teacher attitudes to feedback seem to undergo a revival stage as a useful teaching device in secondary schools. It is argued in favour of delivering feedback which can help develop writing and speaking skills as well as learn grammar and vocabulary. However, at university level the issue of feedback has been examined in passing and there is insufficient research into learner attitudes to feedback in English for Specific Purposes. This paper aims to investigate student attitudes to feedback and drawing conclusions as to its suitability at the university level.

The objective of the research: to explore learner attitudes to feedback as a language learning tool in oral, electronically- and paper-written work as well as peer correction of mistakes. The research methods used: a survey of student perceptions of teacher feedback in various class activities, statistical treatment of student responses using Statistical Package for the Social Sciences software (SPSS) in order to establish the level of significance for the two small samples of participants, and analysis of various types of feedback provided by either teachers or peers.

The Object in this research participated students of two different specializations, History and psychology, who study English for Specific Purposes at the Faculty of History, Pedagogy-psychology, Urgench State University.

In this section, previous research into positive and negative feedback in the English classroom, teacher and learner preferences for error correction and the latest technological developments that provide the learner with various levels of interactivity have been examined. Feedback may be defined as information supplied to learners concerning some aspect of their performance on a task, by a peer or a teacher, with a view to improving language skills. It includes not only correcting learners, but also assessing them. Both correction and assessment depend on mistakes being made, reasons for mistakes, and class activities. In linguistics, the definitions of “mistake” and “error” are rather diverse.

A mistake is a performance error that is either a random guess or a slip, it is a failure to utilize a word correctly, and an error is a noticeable deviation from the language of a native speaker. J. Edge suggests dividing mistakes into three types: slips, errors and attempts. “Slips” are mistakes that students can correct themselves; “errors” are mistakes which students cannot correct themselves; “attempts” are student’s intentions of using the language without knowing the right way. In this article, either the most common linguistic term “error” or the students’ preferred term “mistake” will be used interchangeably.

It is thought that that not all student errors should be corrected because errors are normal and unavoidable during the learning process. The nature of teacher feedback differs widely among teachers and classes and depends on such factors as

course objectives, assignment objectives, marking criteria, individual student expectations, strengths, weaknesses, and attitude toward writing . Current theories of how people learn languages suggest that habit formation is only one part of the process. There are many reasons for errors to occur: interference from the native language, an incomplete knowledge of the target language, or its complexity . Evaluative feedback typically passes judgement on the draft, reflects on sentence-level errors, and takes the form of directives for improvement on assignments. Formative feedback, which is sometimes referred to as facilitative, typically consists of feedback that takes an inquiring stance towards the text. Most of the research on feedback has dealt with the role of negative feedback in secondary education.

Error correction or feedback remains one of the most misunderstood issues in foreign language teaching, and there is no consensus about it . It is considered to be more effective when it is focused, contains relevant and meaningful data, it is descriptive rather than evaluative, and it contains a moderate amount of positive feedback with a selected and limited amount of negative feedback, it allows for response and interaction .