

GRAMMATICAL ERRORS IN THE SPEECH OF
POLYTECHNIC STUDENTS AND METHODS FOR
THEIR CORRECTION

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Annotation: *This scientific article analyzes the most common grammatical errors in the speech of polytechnic students and presents effective methodological strategies for their correction. The study identifies frequent mistakes in verb tenses, articles, prepositions, word order, and sentence structure. The causes of errors are examined from a linguistic and psychological perspective, and practical recommendations for reducing them are proposed. The findings have significant implications for developing students' grammatical competence in English language classes.*

Key words: *grammatical errors, speech, polytechnic students, English language, methodology, interference.*

Аннотация: *В данной научной статье анализируются наиболее распространенные грамматические ошибки в речи студентов политехникума и представлены эффективные методические стратегии их устранения. В исследовании выявлены частые ошибки в употреблении времен глаголов, артиклей, предлогов, порядке слов и структуре предложений. Причины ошибок рассматриваются с лингвистической и психологической точки зрения, а также предложены практические*

рекомендации по их снижению. Результаты имеют значительное значение для развития грамматической компетенции студентов на уроках английского языка.

Ключевые слова: *грамматические ошибки, речь, студенты политехникума, английский язык, методика, интерференция.*

Introduction

Nowadays, the acceleration of globalization, the expansion of international relations, and the rapid development of information technologies necessitate a solid command of foreign languages, particularly English. English is not only a tool for international communication but also a language of crucial importance in modern professional activities, science, and technology. Therefore, effective teaching of English and the development of students' language competence at all levels of the educational system remain pressing pedagogical tasks. In polytechnic institutions, students' future professional activities are directly related to fields such as engineering, service, trade, and production, where the ability to communicate accurately and clearly in English is of paramount importance. A student's capacity to express ideas clearly and coherently in English enhances their professional competitiveness. However, practical experience shows that grammatical errors are widespread in the speech of polytechnic students, which negatively affects both their oral and written communication.

Grammatical competence is a key component of language learning, enabling students to construct words and sentences correctly and to express their ideas logically and coherently. Students often know grammatical rules theoretically but fail to apply them fully in real speech. As a result, errors occur

in verb tenses, articles, prepositions, word order, and sentence structure. This situation demonstrates the necessity of teaching grammar not only as a set of rules but integrated with communicative activities. Although grammatical errors are a natural part of the language learning process, their systematic and repeated occurrence hinders the development of communicative competence. Psycholinguistic studies indicate that students' grammatical errors often arise due to the influence of their native language (interference), insufficient practice in real communicative contexts, and teaching grammatical units disconnected from context. Additionally, in polytechnic institutions, constraints such as limited teaching time and varying student proficiency levels contribute to the persistence of grammatical errors. This requires English teachers to apply effective methodological approaches to identify, analyze, and correct these errors. In particular, the error analysis approach allows instructors to determine which grammatical structures cause the greatest difficulty for students. The relevance of this study lies in the systematic examination of grammatical errors in polytechnic students' speech, the theoretical analysis of their causes, and the proposal of effective methodological strategies for their correction. The findings of this research contribute to more effective organization of English language classes and the development of students' grammatical and communicative competence. The main aim of this study is to identify grammatical errors in the speech of polytechnic students, analyze their primary causes, and develop practical pedagogical and methodological strategies to reduce these errors in English language teaching.

RESEARCH METHODOLOGY

The Concept of Grammatical Errors and Their Scientific Classification. Grammatical errors are an inevitable aspect of the language

learning process, arising from violations of the grammatical norms within a language system. In methodological and psycholinguistic studies, grammatical errors are interpreted in direct relation to a student's language acquisition level, cognitive processes, and communicative activity.

According to scientific literature, grammatical errors are classified into the following types: Systematic errors (resulting from insufficient knowledge of grammatical rules);

Random errors (occurring due to inattention or fatigue); Interference-based errors (caused by the influence of the native language). In the speech of polytechnic students, systematic and interference-based grammatical errors are predominant.

Practical observations and analyses conducted during classroom activities show that the following grammatical errors are widespread in the oral and written speech of polytechnic students: Students often fail to distinguish between different English tense forms, leading to incorrect usage of present, past, and future tenses. In particular, difficulties are observed in using the Present Simple vs. Present Continuous and Past Simple vs. Present Perfect in speech. Since Uzbek does not have articles, students face significant difficulties in using English articles (*a, an, the*). They often omit articles or use them excessively. Errors related to prepositions frequently result from word-for-word translation from the native language. For example, expressions such as *interested on* instead of *interested in*, or *depend from* instead of *depend on* are common. Although English has a strict word order, students often transfer the flexible word order of Uzbek into English, resulting in grammatically incorrect sentences.

Several factors contribute to the occurrence of grammatical errors in the speech of polytechnic students. The main causes include: Interference from the native language, i.e., transferring Uzbek grammatical structures into English; Traditional rote-based grammar instruction, where rules are not integrated with communicative practice;

- Insufficient communicative exercises;
- Lack of real speech environment;
- Low student motivation.

These factors hinder the automatization of grammatical knowledge.

The reduction and correction of grammatical errors in students' speech require the use of modern methodological approaches. Grammar should be taught not merely as a set of rules but through texts and communicative situations, ensuring that students acquire grammatical units consciously and firmly. Role-plays, dialogues, problem-solving situations, and discussions provide opportunities to apply grammatical units in practice, enhancing students' communicative activity. Regular analysis of students' errors allows teachers to identify which grammatical units cause the greatest difficulty, facilitating an individualized approach. Online platforms, interactive tests, and mobile applications increase students' engagement and encourage independent learning through grammar exercises. To reduce grammatical errors in English classes at polytechnic institutions, the following practical recommendations are proposed:

- Link each grammatical topic to professionally-oriented texts;
- Train students to analyze and correct their own errors;
- Create a communicative environment through pair and group work;

Conduct regular assessments and reflective sessions.

CONCLUSION AND RECOMMENDATIONS

The conducted scientific research and practical observations indicate that grammatical errors are widespread in the speech of polytechnic students and significantly affect their communicative competence in English. The study identified that the most common errors in students' speech include incorrect use of verb tenses, mistakes in article usage, errors with prepositions, and inaccuracies in word order and sentence structure. It should be emphasized that grammatical errors do not solely result from a lack of language knowledge; many are related to psycholinguistic and linguistic factors. Interference from the native language, learning rules disconnected from context, insufficient communicative exercises, and the lack of real communicative situations contribute to the increase of errors. Therefore, addressing grammatical errors requires not only traditional teaching methods but also modern, communicative, and contextual approaches. The research findings show that the most effective strategies for reducing grammatical errors and improving students' communicative competence include: teaching grammar in context, increasing the use of communicative exercises, applying the error analysis method, utilizing digital platforms and interactive applications, and providing students with opportunities to recognize and correct their own mistakes. These methodological approaches help strengthen students' practical grammar knowledge, prepare them for real communication, and ensure effective use of English in professional activities. Moreover, practical recommendations for polytechnic institutions were developed: linking each grammatical topic to professionally-oriented texts, enhancing communicative activity through pair

and group work, organizing regular reflective sessions, and analyzing students' errors individually. These recommendations aim not only to reduce grammatical errors but also to ensure that students acquire professional English language skills effectively.

Overall, the systematic identification, analysis, and correction of grammatical errors in polytechnic students' speech improve the quality of the educational process, develop students' communicative and professional competencies, and enable them to use English effectively in their future careers. At the same time, the results of this study serve as a scientific basis for improving pedagogical practice, optimizing methodological processes, and aligning them with modern educational standards.

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