

LEXICAL EXPRESSIVE MEANS AND STYLISTIC DEVICES

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Abstract: Learning and teaching a foreign language is often challenging due to differences in pronunciation, grammar, and sentence structure. Language learners frequently make errors, which are considered an inevitable part of the learning process. This paper explores the nature of language learning errors, their causes, and both their negative and positive effects on second language acquisition. Drawing on key linguistic theories, it highlights how errors may lead to fossilization and incorrect language habits if not properly addressed. At the same time, it emphasizes that errors can also serve as valuable learning opportunities by promoting active engagement, critical thinking, and long-term retention of vocabulary and structures. The study also discusses the importance of timely feedback, corrective strategies, and the role of teachers in creating a supportive learning environment that reduces anxiety and encourages a growth mindset. Overall, the paper argues that errors should not be seen only as failures but as essential steps toward language proficiency.

Keywords: Language learning, language errors, second language acquisition, error correction, learner autonomy, feedback, fossilization, growth mindset, ESL teaching, language proficiency.

Annotatsiya: Xorijiy tilni o'rganish va o'rgatish talaffuz, grammatika va gap tuzilishidagi farqlar tufayli ko'pincha murakkab jarayon hisoblanadi. Til o'rganuvchilar tez-tez xatolarga yo'l qo'yadilar va bu til o'rganish jarayonining ajralmas qismi sifatida qaraladi. Ushbu maqola til o'rganishdagi xatolarning mohiyati, ularning sabablari hamda ikkinchi tilni o'zlashtirishdagi ijobiy va salbiy ta'sirlarini tahlil qiladi. Lingvistik nazariyalarga asoslanib, maqolada xatolar to'g'ri tuzatilmasa, ular noto'g'ri til shakllarining mustahkamlanishiga olib kelishi mumkinligi ko'rsatiladi. Shu bilan birga, xatolar o'quvchilarning faol ishtirokini kuchaytirish, tanqidiy fikrlashni rivojlantirish va so'z boyligini mustahkamlash uchun muhim imkoniyat ekanligi ham ta'kidlanadi. Tadqiqotda

o'qituvchilarning o'z vaqtida fikr-mulohaza berishi, to'g'ri tuzatish strategiyalaridan foydalanishi hamda o'quvchilar uchun qo'llab-quvvatlovchi va motivatsion muhit yaratish muhimligi yoritiladi. Umuman olganda, xatolar faqat muvaffaqiyatsizlik emas, balki tilni mukammal o'zlashtirish yo'lidagi muhim bosqich sifatida qaralishi kerak.

Kalit so'zlar: Til o'rganish, til xatolari, ikkinchi tilni o'zlashtirish, xatolarni tuzatish, o'quvchi mustaqilligi, fikr-mulohaza, fosillashuv, rivojlanish fikrlash tarzi, ESL o'qitish, til malakasi.

Аннотация: Изучение и преподавание иностранного языка часто является сложным процессом из-за различий в произношении, грамматике и структуре предложений. Изучающие язык часто допускают ошибки, которые считаются неотъемлемой частью процесса обучения. Данная работа рассматривает природу ошибок в изучении языка, их причины, а также положительное и отрицательное влияние на овладение вторым языком. Опираясь на лингвистические теории, в статье подчеркивается, что несвоевременное исправление ошибок может привести к закреплению неправильных языковых форм. В то же время ошибки рассматриваются как важная возможность для активного участия учащихся, развития критического мышления и укрепления словарного запаса. В исследовании также отмечается важность своевременной обратной связи, корректирующих стратегий и создания поддерживающей и мотивирующей образовательной среды. В целом, ошибки следует рассматривать не только как неудачи, но и как важные этапы на пути к овладению языком.

Ключевые слова: Изучение языка, языковые ошибки, овладение вторым языком, исправление ошибок, автономия учащегося, обратная связь, фоссилизация, установка на развитие, преподавание ESL, языковая компетенция.

Introduction: Learning and teaching a foreign language is a complex process that involves mastering new systems of pronunciation, grammar, vocabulary, and sentence structure. Because every language has its own rules and patterns, learners often face difficulties when trying to express themselves accurately and fluently in a second language. As a result, errors are a natural and unavoidable part of language learning.

In linguistics, errors are not simply considered mistakes, but important indicators of a learner's developmental stage. Researchers such as Richards and Norrish describe errors as systematic deviations that occur

when learners have not yet fully acquired certain language rules. These errors reflect the process of learning rather than a lack of ability. Therefore, studying errors helps teachers and researchers understand how languages are acquired and what difficulties learners commonly face.

At the same time, errors can have both negative and positive effects on language learning. If they are not corrected properly, they may lead to the formation of incorrect habits and fossilized language use. However, when handled effectively, errors can also support learning by encouraging students to think critically, receive feedback, and improve their language skills.

For this reason, it is important for teachers to understand the role of errors in the classroom and to use appropriate strategies to manage them. A supportive learning environment that reduces fear of making mistakes can help students become more confident and successful language users.

Results and Discussions

The analysis of language learning errors shows that they play a dual role in second language acquisition, producing both negative and positive outcomes depending on how they are handled in the classroom. The findings from various linguistic studies indicate that errors are not random mistakes, but systematic patterns that reflect learners' current stage of language development.

One of the main negative effects of errors is the risk of fossilization. If incorrect language forms are not corrected in time, learners may internalize them and continue using them incorrectly in the future (Selinker, 1972). This can seriously affect fluency and accuracy, making it difficult for learners to achieve native-like proficiency. In addition, frequent errors without proper correction may reduce learners' confidence and increase anxiety, especially in speaking activities.

However, the results also show that errors have significant positive effects when they are used as part of the learning process. Errors encourage active participation, as learners are required to experiment with language structures and vocabulary. This active engagement leads to deeper cognitive processing and better long-term retention of language forms (Strong, 2023). Furthermore, when teachers provide constructive feedback, students are able to understand their mistakes and improve their performance effectively. Another important finding is that error correction contributes to the development of learner autonomy. Through guided feedback and practice, students gradually become able to identify and

correct their own mistakes. This promotes critical thinking and problem-solving skills, which are essential in language learning (Ellis, 2008). The discussion also highlights the importance of teaching strategies in managing errors. Teachers who create a supportive and non-judgmental classroom environment help students feel more comfortable making mistakes. According to Dörnyei (2009), promoting a growth mindset allows learners to view errors as opportunities for improvement rather than failures. This perspective significantly increases motivation and persistence in language learning.

In conclusion, the results show that errors should not be eliminated completely but rather managed effectively. When combined with timely feedback, positive reinforcement, and interactive learning activities, errors become a powerful tool for improving language proficiency and developing confident learners

Conclusion

In conclusion, language learning errors are an unavoidable and natural part of acquiring a second language. This study has shown that errors should not be viewed only as problems or failures, but also as important indicators of learners' progress. While uncorrected errors may lead to fossilization and the development of incorrect language habits, properly managed errors can significantly support the learning process.

The discussion also highlights that errors provide valuable opportunities for learners to engage actively with the language, receive meaningful feedback, and develop critical thinking skills. When teachers use effective correction strategies and create a supportive classroom environment, students become more confident and motivated to improve their language abilities.

Therefore, it is essential for educators to balance error correction with encouragement, ensuring that learners see mistakes as a natural part of development. By doing so, errors can be transformed from obstacles into powerful tools that enhance language proficiency and promote long-term success in language learning.

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