KARAKALPAK LEARNER'S ERRORS IN LEARNING ENGLISH "DESTROYING" VERBS IN SEMANTIC ASPECTS, REASONS AND CONSEQUENCE

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Methods of learning foreign languages have always been the subject of discussion among methodologists. Over the past ten years in the teaching of foreign languages, and primarily English, there has been a significant update of methodological approaches and teaching materials. If for many years it was enough for us to "read and translate" with a dictionary, today's time requires completely different skills. First of all, the ability to communicate with foreigners. Practice shows that graduates of Karakalpak schools know English much better than most Western European students, do well on difficult grammar tests, and have a good pronunciation that sets them apart from the pronunciation of Europeans. But, despite this, most of them avoid contact with native speakers of foreign languages, even when they are the initiators of communication. Europeans communicate easily, without complexes about their pronunciation, using no more than 3-4 types of tense forms in speech and not special worrying about the presence of errors in your speech.

Accuracy - literacy. In domestic practice, this term is used most often in the meaning of "correct speech design". Speech (oral or written) is perceived as literate if the user has a rich vocabulary, a certain set of idiomatic expressions, knows the differences in the use of certain grammatical forms in oral and written speech, observes the correct word order in sentences, knows how to use short forms of answers or abbreviations in necessary cases, chooses the correct intonation range. The authenticity of the language is perceived by English speakers as a sign of the competent speech of foreigners (as, for example, the use of the combinations gives a smile, to have a dance, corresponding to Karakalpak "smile", "dance", instead of the verbs to smile and to dance).

Errors - errors. Errors can be divided into two categories: Associated with the influence of the native language (interference). Mistakes, like "growing pains", associated with the very process of studying and comprehending am a foreign language, up to an advanced level, errors can appear as a result of misinterpreted or independently developed patterns in all aspects of the language. For example, it is very common for students to add the ending "-ed" to irregular verbs when converting them to the past tense. Error correction is a technology for overcoming errors. "A teacher of a foreign language must, firstly, be fully aware of why these errors arise, what are their sources; secondly, he must find the necessary and most effective methods for preventing errors in order to prevent them, and if they have already arisen, then find and develop no fewer effective methods for overcoming them; thirdly, he must create such educational materials that would take into account all the difficulties ... Finally, fourthly, the teacher must conduct a scientifically based selection of language and speech material.

Without dwelling in detail on the theoretical aspect of the process of mastering a foreign language speech and the process of mastering the art of teaching, it should be noted the great importance of taking into account typological differences in the systems of native and foreign languages for predicting, preventing and overcoming typical mistakes of students. Just as it is necessary to make a correct diagnosis before treatment, timely acquaintance with typological differences in the systems of two languages can warn, and if not, then help to get rid of some errors in time. Undoubtedly, it is impossible, when mastering a foreign language, to avoid mistakes completely, but it is undeniably necessary to strive to minimize them. I always try to cheer up my students by trying to get them to talk and not be afraid to make a mistake, because everyone makes them. But this fear of error adversely affects the design of speech, its fluency, and, of course, not least the content of the utterance. The skill of the teacher should tell him the right approach to work on mistakes, and most importantly to their forecasting and prevention.

You can make a qualification of errors according to the following criteria: 1) their typicality; 2) their nature, somehow a) interference of the native language; b) linguistic incompetence; c) poor sense of language. The problem of a sense of language is one of the most difficult tasks (if not the most difficult) in the process of learning a foreign language. "This property of linguistic intuition, inherent in a native speaker, has not been studied enough; even more complex and poorly understood is the question of the possibility of developing a sense of a foreign language ... Being the highest criterion for the correctness of foreign speech, a sense of language is at the same time a sign of the highest level of foreign language proficiency.

Studies of language evolution, or language development, are necessary not only for advances in historical linguistics, but also for predictive research. Understanding the patterns of development of the language system gives us the key to unraveling many seemingly inexplicable phenomena in the languages   of the world. According to A. Martin, "... it remains undoubted that the language, evolving, changes incessantly. The study of any linguistic element in its functioning makes it possible to discover various processes, which may eventually lead to the fact that this language will become completely unrecognizable". Evolution in a broad philosophical sense should be understood as a modification of systems in the direction of maximum fitness for existence. This change occurs due to the selective preservation of the more adapted and the destruction of the less adapted systems. For a system to evolve, it must at least have the following properties: • openness (ability receive energy from outside and give it outside); • reproducibility (the ability to reproduce similar systems); • variability; • competitiveness (ability to compete with other similar systems).

At the same time, for example, biological evolution is only a special case of evolution in the broad sense of the word, since evolving systems do not have to be alive and even material. For example, ideas and computer viruses follow the same patterns.

Obeys them, apparently, and natural language. A natural language can rightfully be considered a self-organizing system, which can be modeled as a dynamic system in a formal description. First, language is an open system, it is not closed on itself, continuously interacts with society, with a person - its creator and carrier, and individual languages also constantly interact with each other. Secondly, the language consists of an unlimited set element - in fact, it is impossible to say even for a single language how many morphemes, words or syntagma's make up the upper limit.

Thirdly, language is a non-linear system: even knowing the exact state of the system of a particular language at a given moment, it is impossible to accurately predict its further development. Moreover, in the development of the language, one can trace the change of stable and unstable states. Finally, fourthly, the competitiveness of a language is manifested in the ability of some languages   to displace others in certain areas of use, at certain stages of the development of society.

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