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SAYING "YES" TO IMMEDIATE CORRECTION

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Learning foreign languages has always been on the list of priorities of any person interested in self-development, growth and career advancement. But it has never been as topical and urgent as it is now. Scientific conferences, business meetings, the world of media and IT technologies do not cover all the spheres of life where an appropriate, accurate and fluent command of languages of international communication, first and foremost, English, is needed.

With the outbreak of war plenty of Ukrainians have been forced to flee the country. For most of them using English is still the only means to be adequately understood and accepted by a foreign community.

Under these conditions, the issue of second language acquisition becomes increasingly significant. But facing the imperative of learning (often within short deadlines) the foreign language, on the way to achieving this goal a person will inevitably confront with different types of mistakes ranging from attempts and errors to mere slips of the tongue.

A crucial role in climbing the language mountain belongs to a teacher, as in order to make the process of second language acquisition effective for the learners, the teacher should acquire a proper understanding of correction as a type of feedback, not a type of punishment. Moreover, correcting the students the teacher should be well aware of the fact to what extent this correction would improve learners' knowledge [12]. Consequently, the teacher should be armored with methods/techniques that will help their students "to accept and learn from their mistakes without being discouraged by them" [5: 7].

Whereas no one denies a crucial role of errors in language learning contexts [14] perceiving them as a strategy beneficial to learners [4; 8; 9; 13], there is still a question of how to provide responses from a teacher to prevent any potential emotional harm in learners especially in oral speech.

There exist two types of correction feedback (CF) in speaking: immediate and delayed, both of which present some benefits and drawbacks.

Though helping to anticipate the appearance of errors in the student's subsequent sentences, implementation of *immediate correction* is heavily criticized for shortcomings like boosting students' anxiety and interrupting students' flow of communication. Besides, it's viewed as a technique appropriate for drilling and improving accuracy and not the one that is used for increasing communicative freedom and fluency. Thus, dealing with fluency, a number of methodologists [6; 2] either stand against correction or recommend turning it into a delayed corrective feedback in order to relieve stress between students and teachers and enable educators to show respect to the learners [3]. However, this type of correction is not quite flawless as by the moment a student gets a feedback

he/she may forget what mistake has been made because this type of correction is presented after the student's speech.

In our work, following the ideas suggested by [7: 186], we will try to argue that correction works the best when presented in context of the student's speech. This possibility is strengthened by the studies by [1; 11] who claim that immediate correction may serve as a helping hand at language learning prompting the students to be more conscious rather than careless about their speech while delivering it. To our mind, to make immediate correction successful and lessen the anxiety raised by it, one should consider individual differences of the students, their age peculiarities and language level and if/or not the error hinders general understanding of the speech produced.

Immediate correction can be implemented through verbal and non-verbal techniques such as: reformulation, recording, repetition, questioning, tapping on 'wood' (to indicate where the problem is), singing or buzzing like a bee (when something is missing), pinpointing (pronouncing the last word before the error with a trailing intonation), cueing (giving prompts to a student), crossing hands over, using a circling hand motion etc. [15: 18].

While verbal techniques presuppose some kind of interruption and thus may be treated by some learners as impolite, non-verbal techniques are completely "innocent" as they don't break the flow and rhythm of the speech. Drawing in the air, making letters/symbols with fingers or using "finger correction" when a teacher points to one finger or two showing inconsistency in a particular learner's sentence and eliciting the correct answer from the student may look more like a riddle to solve without being intimidating. Still, even a direct interference of the teacher in the student's speech can be mitigated by asking the student politely to repeat using the words like "pardon", "sorry", "excuse me" or adjusting the intonation so that the learner could reveal an error.

All these techniques may serve as a cool example of how even seemingly unpleasant immediate correction may be turned into a really useful and effective feedback on language.

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ПРОФЕСІЙНА ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ І ЛІТЕРАТУРИ: КОМПЕТЕНТНІСНИЙ ПІДХІД

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Виклики сьогодення мають нагальну потребу у покращенні системи освіти, що зумовлює проблему професійного зростання вчителя, розвитку його професійної компетентності.