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**CHET TILI SIFATIDA FRANSUZ TILINI (FLE) O'QITISHDA YOZMA
NUTQNI O'RGANISH JARAYONIDA UCHRAYDIGAN XATOLIKLAR:
ANIQLASH, TAHLIL VA TUZATISH USULLARI**

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Annotatsiya: Hozirgi kunda O'zbekistonda fransuz tilini o'qitish bo'yicha bir qancha islohotlar amalga oshirilyapti. Xususan, Buxoro maktablarida ham fransuz tili ham asosiy, ham ikkinchi xorijiy til sifatida o'rgatilyapti. Shunga qaramay, o'quvchilar fransuz tilida yozish ko'nikmasini shakllantirish jarayonida turli morfologik, sintaktik va leksik xatolarga yo'l qo'yishyapti. Mazkur maqolada ham yozma nuqtani o'rganish mobaynida yuz berayotgan xatoliklar va kamchiliklar tahlil qilingan.

Kalit so'zlar: Morfologik va grammatik xatolar, FLE, pragmatik va lingvistik daraja, sosiodidaktik, tilshunoslik, leksik birliklar, morfosintaktik birliklar, leksiko-semantik xatolar.

Аннотация: В настоящее время в Узбекистане реализуется ряд реформ, касающихся преподавания французского языка. В частности, в школах Бухары французский язык преподается как основной и второй иностранный язык. Несмотря на это, учащиеся допускают различные морфологические, синтаксические и лексические ошибки в процессе освоения навыков письма на французском языке. В статье также анализируются ошибки и недостатки, возникающие при изучении письменной пунктуации.

Ключевые слова: Морфологические и грамматические ошибки, ФЛИ, прагматико-лингвистический уровень, социодидактика, лингвистика, лексические единицы, морфосинтаксические единицы, лексико-семантические ошибки.

Abstract: Currently, a number of reforms are being implemented in Uzbekistan in the field of teaching French. In particular, in Bukhara schools, French is taught both as the main and as a second foreign language. Despite this, students make various morphological, syntactic and lexical errors in the process of developing writing skills in French. This article also analyzes the errors and shortcomings that occur during the study of written language.

Keywords: Morphological and grammatical errors, FFL, pragmatic and linguistic level, sociodidactic, linguistics, lexical units, morphosyntactic units, lexico-semantic errors.

INTRODUCTION

When learning French, the issue of identifying, analyzing, and addressing errors and shortcomings remains a recurring one. Indeed, teachers and their learners tirelessly seek solutions to address every situation and problem encountered. To do this, trainers, teachers, parents, and administrators can develop, according to Henri Frei, Stephen-Pit Corder, and Rémy Porquier, two behaviors regarding learner errors. First, if teachers could establish a perfect pedagogical approach that would allow for smooth learning, it would be certain that learners would not make mistakes or errors while acquiring new skills. For the second, error is considered an integral part of the teaching/learning process; therefore, it is obvious that it will appear at any point in this process, despite the efforts teachers may make at that stage.

Within the framework of the second behavior, this study, which aims to identify, analyze, and address these few errors that mark learning French as a foreign language, specifically written production in the secondary vocational cycle, will attempt to provide answers to the following questions: What is an error in language teaching? What are the different attitudes students can adopt toward errors made by learners during learning French as a foreign language, specifically written production? What types and natures are they? Will teachers be able to develop an action plan to better address the different types of errors collected?

Let's start with the definition developed by Lennon (1991), who states that an error is a linguistic construction or combination that, in a given context, cannot be produced by a native speaker. Along the same lines, Caroline (2014) adds that during learning, foreign language learners make mistakes; students in immersion classes are no exception. While mistakes are essential to learning, it is necessary to teach certain strategies for identifying and correcting them so that they have a constructive effect on learners' written (and oral) productions and so that their skills become increasingly similar to those of a native speaker. From these two definitions, teachers can deduce that, in the context of learning a foreign language, mistakes have always been considered negative and must be avoided at all costs. On the one hand, they represented a sign of the inadequacy of a teaching method; on the other, one could only bow to human nature and accept mistakes while trying to find ways to manage them. This idea gradually changed over time, as it was realized that learners could learn from their mistakes.

One of the most well-known approaches throughout history regarding errors is that which considers them a negative outcome that must even be sanctioned and punished. Different societies have adopted the habit of representing errors as an obstacle that hinders progress. Punishing errors was a practice that went hand in hand with the teaching-learning process and represented an instrument of power in teaching strategies. In this regard, errors were persecuted and remain so to this day, despite the various orientations that prohibit this type of behavior. The idea of errors as an outcome that should be avoided was supported by behaviorists, since

they were considered, in this sense, an obstacle to language learning. Behaviorists conceived of error as a failure of the teaching system that needed to be remedied through intensive work on the inadequate forms themselves. A rather different conception of Behaviorism is one that supported the idea that there is no progress without errors. Error as an element of progress is an idea based on Chomsky's words, according to which the child generates language and language through innate universal structures. In this view, by using this symbolic code, the child can access different elements of knowledge, not through a mechanical teaching process, but through a process of mental construction based on practice and error. This idea is confirmed among second-language learners who form hypothetical structures about the rules of the target language and gradually confirm them through their errors and experiences with the target language system. This is how mistakes allow for evolution and progress in learning.

METHODS

A survey was conducted in schools teaching French as a foreign language in the Bukhara region regarding mistakes made while learning this language. Learning French is achieved in competition with several native and foreign languages supported by the learners' educational system, such as English and Russian. The choice to work on written production is not arbitrary, but is justified by the fact that this activity occupies a central place in the FLE classroom learning process, particularly in secondary school, as it constitutes the culmination of a given theme, bringing together everything the learner has acquired throughout the various activities, particularly reading, language, and oral communication. In addition, it will allow the teacher and their learners to identify all errors in the writing, list them, determine their sources, and determine the frequency of their appearance in the text, so that they can subsequently address imperfections by developing the necessary tools and strategies.

There are some errors that can only be seen in one dimension of language, but there are some types of errors that can be seen in both dimensions of language. In this regard, it can be said that students' written productions are generally assessed from two different perspectives: *the pragmatic level* and *the linguistic level*. When analyzing written productions, the main errors encountered by learners can generally be divided into two groups: *content errors* and *form errors*.

- *Content Errors*

Normally, when the learner reads the exercise instructions on the topic or theme they are required to write about, they understand them. If the learner fails to understand what needs to be written, their text will be poorly framed. A comprehension problem can cause the text to be completely or partially off-topic. Once the learner understands what to do and has followed the instructions in the statement, there is a second instruction regarding the number of words they must write, for example, five lines or another example, such as in official foreign language exams to obtain level certifications, where a text of between 180 and 220 words must be written. This gives the learner a margin of 10% more or less. Another often overlooked instruction is the type of text. The learner must respect the type of text. They are not allowed to write a

narrative text instead of a descriptive or informative text, nor to write a letter that takes the form of a story. When writing, they are always advised to write a text in a structured and coherent manner. The construction of a plan (introduction, body, and conclusion), the transition between ideas (cohesion) and between paragraphs (coherence) to ensure textual coherence thus become essential. To achieve this, the learner must use tool words (logical articulators) to avoid the disorganization that prevents proper text articulation. In short, the learner must respect the text's genre. The worst part is that these flaws are often accompanied by linguistic errors that constitute formal errors.

- *Formal errors*

These include linguistic, syntactic, lexical, morphological, and orthographic errors (for example: incorrect use of verb tenses, poor spelling, punctuation, incorrect word order, lack of vocabulary, etc.). In this regard, French as a foreign language didactics researcher Lokman Demirtas states that it is possible to study formal errors in writing in three categories (Demirtas, 2008: 181).

- Noun phrase: These are lexical and grammatical errors such as determiners (articles: feminine, masculine), adjectives (comparative, superlative), agreement in gender and number, genitives and compounds (nouns and adjectives), etc.

For example: *Elle a acheté *un voiture* - in this sentence, the students made a mistake regarding the gender of the nouns. Since the word *voiture* is in the feminine gender, it should be *une*.

*Cette maison est plus *grand que l'autre* - there is an error in the coordination of adjectives in this sentence.

- Verb phrase: These are morphological errors such as verb conjugation, tenses, aspects, modal auxiliaries, others (gerunds, infinitives), etc.

For example: *Nous *va au cinéma chaque semaine* - this sentence is also incorrect because the person and verb do not match. The person of *nous* should be replaced by the person of *allons*.

*Hier, tu *vais au marché* - there is a tense error here: *vais* is conjugated in the present tense, but since *hier* refers to the past tense, the verb should be conjugated in the appropriate past tense.

- Sentence structure: These are syntactic errors such as word order, relative pronouns, conjunctions, linking words, punctuation, and spelling.

For example: *Il est fatigué parce qu'il a dormi tard, *ou il a bu beaucoup de café* - There is an error in this sentence due to the incorrect use of conjunctions. In this sentence, it would be appropriate to use the conjunction *et* instead of *ou*.

It should be noted that this classification of writing errors prioritizes coherence and textual cohesion, which are essential for acquiring textual skills. If the essay instructions are not followed, all these errors constitute a major obstacle to written production, preventing the message from being fully conveyed in a clear and understandable manner. They also harm the

quality of the text produced by the learner. It is even possible to say that the high number of errors discourages learners and causes them to lose motivation.

When analyzing oral productions, the main errors encountered by learners can also generally be divided into two groups: content errors and form errors.

- Content Errors

For content errors in oral presentations, the same applies as in written presentations. There are instructions that must be followed. These include the topic being discussed or the image or literary work (for example, answering questions asked by the teacher or the person administering the oral exam), etc. Developing an intervention plan is also very important for oral presentations, but the time allocated to this is much less than that allocated to written presentations.

- Formal errors

As for formal errors, we can say that in oral language, we can mainly find phonetic errors (the learner may have trouble distinguishing between different pairs of phonemes such as [u][y], or [ɛ] [e], or phonemes such as the unvoiced [s] and the voiced [z]). Syntactic errors are also very common when speaking (agreement, prepositions, conjugations, tense agreement, etc.). Finally, lexical errors (due to a lack of knowledge or poor memorization of vocabulary) are also very common, and it must be said that this last type of oral error is also closely linked to errors of interference with the mother tongue.

RESULTS AND DISCUSSION

In this research, teachers opted for a classification that divides errors in a text into two broad categories: content errors, which arise from a misunderstanding of instructions and a lack of overall organization of the text, and formal errors, which affect the language in all its aspects.

Errors due to misunderstanding of instructions to follow

Even before starting to write their texts, learners are forced to read the instructions and better understand them in order to apply them. This act is not always easy, as its complexity could be interpreted as a “mental aggression” by their teacher. Learners thus find themselves in an ambiguous situation where they do not know what to do, how, or when to do it. In this regard, this research highlights two fundamental shortcomings. The first is due to the learner’s inability, on the one hand, to correctly interpret the keywords constituting the subject and, on the other hand, to correctly answer the questions corresponding to the instructions provided. This problem of incomprehension automatically leads them to produce texts that, clearly, do not touch on the essence of the proposed subject. The second presents the learner with a challenge just as complex as the first. They know they will be writing a narrative text, but instead of following the narrative structure that requires introducing the characters, time, and place at the beginning, they prefer to begin with the actions and adventures and present the characters and the spatial and temporal framework throughout the story. This adopted order of events confuses the majority of learners and leads them to make organizational errors affecting the content of their writing.

Errors resulting from lack of organization of the text

When the researchers chose to work on this type of error, they were aware that the task would be complex, as it would affect several levels of the overall organization of the texts, namely:

Thematic progression, absent from all the writings examined, particularly those of literature and economics students. They do not develop their narratives according to a thematic progression that would ensure a logical sequence of events, such as a progression with a constant theme, a progression with a fragmented theme, or a linear progression. Here are two excerpts illustrating this point:

Texte (1) : « L'article été jauni et totalement déchirer. Je quitte heureux ma chambre. Toute les membres de la famille se sont endormis ce jour – là ».

Texte (2) : « En recherchant dans le placard de mes parents, j'ai remarqué mon ancien alboum. C'était presque le souvenir de l'école, je l'ai raporter avec moi pour le montré à mes copains. Driss a passé derrière moi ; on part ensemble chaque jour à l'école ».

The two passages above do not adopt any type of thematic progression, since they are formed from disjointed sentences. Each sentence develops a theme and a different purpose from the sentence that follows it, such as the first two sentences of the first passage: text (1) « L'article (Theme 1) été jauni et totalement déchirer » and text (2) « Je quitte heureux ma chambre ».

Cohesion - Learners must produce texts that maintain a certain logical reasoning so that the reader can read them without exerting too much effort. And if there is such a deficiency on the part of high school students, it is essentially due to the absence of several elements, such as concordance between verb tenses, repeating and substitution words (pronouns, phrases, and synonyms), and logical connectives (first, second, first, then, etc.), which ensure clarity of the message, variety of ideas, and fluidity of the texts.

Morphological errors and grammatical errors

To analyze grammatical errors, he can choose to work on three levels: agreement, gender, and tense. This classification of grammatical errors is based, on the one hand, on the criterion of their “frequency” in the students’ various texts, and, on the other hand, on his experience as a researcher in language teaching and a former FLE teacher at the qualifying secondary level. In French, as in most modern languages, the verb agrees with its subject by using verb inflection marks, otherwise known as “endings”. This rule still poses problems for some students in French as a Foreign Language (FLE) classes, who are unable to apply it correctly depending on the context.

- *Nous préparons pour la fête un gâteau* - *Morphosyntactic error related to word order in the sentence: The student should have respected the word order in the spoken sequence according to the current rules: Subject + verb + complement + pour la fête* - *Nous préparons un gâteau pour la fête.*

- ... *a été difendu* - *Morphosyntactic error due to uncontrolled conjugation; the student does not master the forms of past participles and particularly that of the verb “défendre”* - ... *a été défendu*.

- *Résultats négatif* - *Morphosyntactic error related to number agreement: The learner ignores the grammatical rule: the qualifying adjective agrees in gender and number with the noun or pronoun to which it refers* - *Résultats négatifs*.

The analysis reveals that these errors are widespread and still very numerous. They are linked to both syntax and morphology and concern all grammatical categories: word order / use of pronouns, determiners, prepositions, articles, etc. / conjugation / choice of tense, auxiliary, verb mode / omission or addition of words, punctuation / agreement / choice of ratio. They are mainly due to the complexity of French syntax, which learners find difficult to master.

In addition, the teacher must also choose their remedial exercises based on the nature of the error, as well as the level and skills of their learners. For example, if students still have gaps in adjectival agreement, the teacher, after reminding them of the agreement rules taught, can pronounce groups of words, and the students are invited to write down what they hear. Their work is progressive, in that they can discuss with their students the gender of adjectives, then the number, before tackling color adjectives. Another example illustrating this point is that of inappropriate lexical choices by learners; in this case, for effective remediation, the teacher must encourage them to use dictionaries, especially monolingual ones, by offering them a series of sentences or texts with gaps to fill.

CONCLUSION

The analysis of learners' written productions in FLE classes made it possible to classify the errors identified into two broad categories: content errors, which affect the coherence and cohesion of the text, and formal errors, which affect the language of the text at all morphological, lexical, orthographic, and syntactic levels. This categorization of written errors was sometimes justified by learners' linguistic inabilities and ignorance. Therefore, the results of this investigation show that students made a large number of intralingual errors, particularly at the morphosyntactic level, mainly due to ignorance and lack of mastery of the rules of the target language or the complexity of the language's linguistic system. This study is merely an attempt to shed light on the errors made by learners during their FLE learning. So, error is not a sign of failure but it could be a starting point for better learning because once the learner is able to recognize his mistakes, he can self-evaluate, self-correct and express himself better in a foreign language.

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