



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No6(5)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 548 sahifa,
16-iyun, 2026-yil.

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

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METACOGNITIVE APPROACHES IN ERROR CORRECTION: METHODS AND PEDAGOGICAL TECHNOLOGIES FOR DEVELOPING METACOGNITIVE COMPETENCE IN FUTURE GERMAN LANGUAGE TEACHERS

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Abstract: This article examines metacognitive approaches to error analysis and correction in the context of foreign language teaching, with particular emphasis on the preparation of future teachers of German. The study addresses a significant gap in the existing literature: although numerous researchers have explored the technical dimensions of error correction—namely, who corrects errors, which types of errors are corrected, and when corrections occur—the metacognitive competence required to perform these corrections effectively has received comparatively limited scholarly attention. Drawing on theoretical frameworks of metacognition, error typology, and communicative language pedagogy, the article explores the classification of errors across different linguistic levels, the distinction between competence-based and performance-based errors, and the pedagogical strategies available to teachers for fostering learner autonomy through self-correction. Particular attention is devoted to the correction of phonetic errors during the initial stages of language acquisition, the role of implicit and explicit correction techniques, and the use of technical recording tools to support reflective practice. The article argues that developing metacognitive competence in pre-service teachers is essential not only for enhancing the quality of error correction in classroom settings but also for equipping future educators with the self-regulatory skills necessary for lifelong professional development.

Key words: metacognition; error correction; German language teaching; metacognitive competence; pre-service teachers; error typology; phonetic errors; self-correction; foreign language pedagogy.

Annotatsiya: Mazkur maqolada chet tillarini o'qitish jarayonida xatolarni tahlil qilish va tuzatishning metakognitiv yondashuvlari, ayniqsa bo'lajak nemis tili o'qituvchilarini tayyorlash masalalari tadqiq etilgan. Tadqiqot mavjud ilmiy adabiyotlardagi muhim bo'shliqni to'ldirishga qaratilgan: ko'plab olimlar xatolarni tuzatishning texnik jihatlarini, ya'ni xatolarni kim tuzatishi, qaysi turdagi xatolar tuzatilishi va tuzatish qachon amalga oshirilishini o'rgangan bo'lsalar-da, ushbu jarayonni samarali tashkil etish uchun zarur bo'lgan metakognitiv kompetensiya masalasi nisbatan kam tadqiq qilingan. Metakognitiv nazariyasi, xatolar tipologiyasi hamda kommunikativ til o'qitish metodikasi nazariyalariga tayangan holda maqolada xatolarning turli lingvistik sathlar bo'yicha tasnifi, kompetensiyaga bog'liq va ijroga oid xatolar o'rtasidagi farqlar hamda o'quvchilarning o'z-o'zini tuzatish ko'nikmalarini rivojlantirishga xizmat qiluvchi pedagogik strategiyalar yoritilgan. Shuningdek, tilni o'zlashtirishning dastlabki bosqichlarida fonetik xatolarni tuzatish, implitsit va eksplitsit tuzatish usullarining o'rni hamda refleksiv amaliyotni qo'llab-quvvatlashda texnik yozuv vositalaridan foydalanish masalalariga alohida e'tibor qaratilgan. Maqolada bo'lajak o'qituvchilarda metakognitiv kompetensiyani rivojlantirish nafaqat ta'lim jarayonida xatolarni tuzatish sifatini oshirish, balki kelajak pedagoglarini uzluksiz kasbiy rivojlanish uchun zarur bo'lgan o'zini o'zi boshqarish ko'nikmalari bilan ta'minlashning muhim omili ekanligi asoslab berilgan.

Kalit so'zlar: metakognitiv kompetensiya; xatolarni tuzatish; nemis tilini o'qitish; metakognitiv kompetensiya; bo'lajak o'qituvchilar; xatolar tipologiyasi; fonetik xatolar; o'z-o'zini tuzatish; chet tillarini o'qitish metodikasi.

Аннотация: В данной статье рассматриваются метакогнитивные подходы к анализу и исправлению ошибок в контексте обучения иностранным языкам с особым акцентом на подготовку будущих преподавателей немецкого языка. Исследование восполняет существенный пробел в существующей научной литературе: несмотря на то, что многочисленные исследователи изучали технические аспекты коррекции ошибок, а именно кто исправляет ошибки, какие типы ошибок подлежат исправлению и когда осуществляется коррекция, метакогнитивная компетентность, необходимая для эффективного выполнения данной деятельности, получила сравнительно недостаточное научное освещение. Опираясь на теоретические основы метакогниции, типологии ошибок и коммуникативной методики обучения языкам, статья рассматривает классификацию ошибок на различных языковых уровнях, различия между ошибками, обусловленными недостаточной языковой компетенцией, и ошибками исполнения, а также педагогические стратегии, направленные на развитие самостоятельности обучающихся в процессе самокоррекции. Особое внимание уделяется исправлению фонетических ошибок на начальных этапах овладения языком, роли имплицитных и эксплицитных методов коррекции, а также использованию технических средств записи для поддержки рефлексивной практики. В статье обосновывается, что развитие метакогнитивной компетентности у будущих педагогов является важным условием не только повышения качества коррекции ошибок в образовательном процессе, но и формирования навыков саморегуляции, необходимых для непрерывного профессионального развития.

Ключевые слова: метакогниция; коррекция ошибок; преподавание немецкого языка; метакогнитивная компетентность; будущие педагоги; типология ошибок; фонетические ошибки; самокоррекция; методика преподавания иностранных языков.

INTRODUCTION

Error correction occupies a central place in foreign language pedagogy, shaping both the quality of learner output and the developmental trajectory of linguistic competence. Researchers in the fields of applied linguistics, second language acquisition, and teacher education have long engaged with questions surrounding error correction: Who should correct errors? What types of errors merit correction? When is correction most effective? And how should correction be carried out? While these questions have generated a substantial body of empirical and theoretical research, one dimension of error correction has remained comparatively underexplored—namely, the metacognitive competence of the teacher responsible for the correction process. This article seeks to address that gap by investigating metacognitive approaches available to foreign language teachers, particularly those undergoing pre-service preparation for teaching German as a foreign language.

The article reviews established error-correction techniques, examines the theoretical foundations of error classification, and proposes a set of pedagogical technologies designed to foster metacognitive competence among future German language teachers. In doing so, it aims to contribute both to the theory of metacognitive learning and to the practical preparation of professional educators. Metacognition, broadly defined as “thinking about thinking,” refers to an individual’s capacity to monitor, regulate, and evaluate cognitive processes. In the context of foreign language teaching, metacognitive competence encompasses the ability to identify linguistic errors, classify them according to established typologies, select appropriate corrective strategies, and critically evaluate the effectiveness of those strategies in specific instructional contexts. Flavell (1979), who pioneered research in metacognition, distinguished between metacognitive knowledge (what individuals know about cognition) and metacognitive regulation (how they control cognitive processes). Both dimensions are directly relevant to the practice of error correction in the language classroom.

LITERATURE REVIEW

The existing literature on error correction in language teaching is extensive and multidisciplinary. Studies have approached the subject from psycholinguistic, sociocultural, and pedagogical perspectives, generating a wide range of insights into the mechanisms and outcomes of different corrective practices. Researchers such as Corder (1967), Selinker (1972), and Ellis (2009) made foundational contributions to error analysis as a subfield of applied linguistics, establishing frameworks for understanding the nature and sources of learner errors. More recently, scholars have investigated the role of written corrective feedback (Ferris, 2011; Truscott, 1996) and oral error correction (Lyster & Ranta, 1997) in promoting learner accuracy and language development.

What is notably absent from much of this literature, however, is sustained attention to the metacognitive dimensions of error correction from the teacher’s perspective. The present article addresses this gap by positioning teacher metacognitive awareness as a central factor influencing the effectiveness of corrective practices in foreign language instruction.



RESEARCH METHODOLOGY

Errors in foreign language production are typically classified according to the linguistic level at which they occur: phonological, lexical, morphological, syntactic, or pragmatic. This classification is not merely taxonomic; it has direct implications for the selection of appropriate correction techniques. A phonological error, for example, may require explicit articulatory instruction and repeated oral practice, whereas a syntactic error may be more effectively addressed through written corrective feedback or metalinguistic explanation. In the context of German language teaching, grammatical errors are among the most frequently corrected forms of learner output. However, a comprehensive approach to error correction must extend beyond grammar to include lexical inaccuracies, phonetic deviations, and pragmatic failures. As Jalolov (2012) noted, both spoken and written language production should ideally be free from errors, with particular emphasis placed on the fluency and accuracy of oral communication.

A further distinction of considerable pedagogical significance is that between competence errors and performance errors. Competence errors arise when learners have not yet acquired a particular grammatical rule, lexical item, or linguistic structure; consequently, such errors reflect genuine gaps in linguistic knowledge. Performance errors, by contrast, occur when learners possess the relevant knowledge but fail to apply it correctly due to factors such as inattention, haste, anxiety, fatigue, or impulsivity. For example, naturally impulsive learners may produce a higher number of performance errors while simultaneously demonstrating strong motivation and engagement in language learning. The ability to distinguish accurately between competence and performance errors constitutes a key metacognitive skill for language teachers because it directly influences the selection of corrective strategies. Treating a performance error as though it were a competence error may be unnecessary and even counterproductive, potentially undermining learner confidence without addressing any actual knowledge deficit.

A third dimension of error classification concerns the communicative impact of the error. Some errors are sufficiently serious to obstruct mutual understanding between interlocutors, whereas others, despite being linguistically inaccurate, do not interfere with successful communication. The pedagogical implications of this distinction are significant. Within communicative language teaching, errors that impede communication may require immediate correction, whereas non-disruptive errors may be more appropriately addressed after the completion of a task or lesson in order to preserve the flow of meaningful interaction. Among the various dimensions of error correction, the question of who performs the correction is particularly important. Correction may be provided by the teacher, by peers within the learning group, or by learners themselves through self-correction. Each corrective agent offers distinct advantages and limitations. Teacher correction provides expertise and authority but may foster learner dependency; peer correction encourages collaborative learning but requires careful organization and monitoring; self-correction promotes learner autonomy and metacognitive awareness but depends heavily on learners' self-monitoring abilities.

ANALYSIS AND RESULTS

The timing of error correction—whether to correct immediately upon the occurrence of an error or to defer correction until the completion of a task—remains a subject of ongoing debate in the literature. Immediate correction provides timely feedback but may disrupt communicative flow and discourage learner participation. Deferred correction, in which the teacher notes errors during a task and addresses them after its completion, preserves the integrity of communication while still providing accurate feedback. This approach requires teachers to develop systematic procedures for recording errors during classroom interaction, a practice that itself constitutes an important metacognitive skill. As Jalolov (2012) observed, recording oral errors during classroom interaction is a demanding task. To facilitate this process, teachers may employ technological tools such as audio or video recordings, thereby enabling a more systematic and reflective approach to error analysis. Allocating a specific portion of the lesson to error review further reinforces learners' habits of self-monitoring and self-correction.

Correction techniques may be classified as either direct or indirect. Direct correction involves explicitly identifying an error and providing the correct form, whereas indirect correction relies on strategies such as recasts, elicitation, metalinguistic feedback, clarification requests, or repetition with emphasis to indicate the presence of an error without supplying the correction. Research suggests that indirect techniques, by requiring learners to engage actively with their errors, may be more effective in promoting long-term accuracy and metacognitive awareness. An often-overlooked dimension of classroom error correction is the occurrence of errors on the part of the teacher. Pedagogical experience demonstrates that teachers are not immune to making mistakes, whether in written work on the board, classroom presentations, or spoken language production. The manner in which teachers respond to their own errors carries considerable pedagogical significance. A metacognitively

aware teacher can transform such incidents into valuable learning opportunities. When a learner identifies a teacher's mistake, a constructive response that acknowledges the learner's attentiveness and treats the situation as a learning opportunity demonstrates both intellectual honesty and professional confidence. Such an approach not only models a constructive attitude toward errors but also contributes to the creation of a classroom culture in which mistakes are perceived as a natural and productive component of the learning process. These moments may serve as catalysts for the development of learners' metacognitive competence.

Phonological errors constitute a category requiring particular attention during the initial stages of language acquisition. Research and classroom observations indicate that, at advanced levels of proficiency, phonetic deviations become less frequent and less noticeable. At the early stages of learning, however, systematic attention to pronunciation is essential. If phonetic errors are not addressed consistently during the initial phases of acquisition, learners may fossilize incorrect pronunciation patterns, making subsequent correction considerably more difficult. A proactive approach to phonetic error correction at the beginner level—through explicit instruction, modeling, and repeated oral practice—can establish a strong foundation for fluent and accurate spoken production. This is particularly relevant in German language teaching, where phonological features such as umlauts, consonant clusters, and sentence stress differ substantially from those found in many other languages. Another category of errors that deserves attention is covert or hidden errors—errors that are not immediately visible in surface-level production but emerge during listening or reading comprehension processes. Such errors are especially difficult to identify because they do not manifest themselves through overt inaccuracies in learner output. Addressing them requires the development of learners' strategic competence, including metacognitive monitoring of comprehension, inferencing strategies, and reflective reading practices.

One of the most effective approaches to developing metacognitive competence among pre-service German language teachers is the integration of reflective practice into teacher education programs. This may take the form of structured error journals in which student teachers systematically record, classify, and analyze errors observed in their own teaching or in learner production. Maintaining an error journal promotes habitual metacognitive monitoring and develops the analytical skills required for effective error correction. The use of video recordings as a tool for reflective analysis offers significant advantages for the development of metacognitive competence. By reviewing recordings of their own teaching sessions, pre-service teachers can identify patterns in their corrective feedback practices, recognize discrepancies between their pedagogical beliefs and actual classroom behavior, and establish goals for professional development. Video-based reflection is particularly effective when combined with structured peer feedback and guided self-evaluation frameworks.

Collaborative error analysis, in which groups of pre-service teachers jointly identify, classify, and discuss learner errors, provides valuable opportunities for the development of both metacognitive knowledge and metacognitive regulation. Through collaborative discussion, future teachers are exposed to diverse interpretive perspectives and correction strategies, thereby deepening their understanding of the complex relationship between error and learning. Direct instruction in metacognitive strategies equips pre-service teachers with the conceptual tools necessary for effective error correction. Such instruction includes error-classification frameworks, strategies for distinguishing competence errors from performance errors, techniques for determining the timing and delivery of corrective feedback, and approaches for encouraging learner self-correction. These instructional practices are most effective when embedded in authentic teaching experiences and supported by ongoing mentorship and reflective dialogue.

CONCLUSION

The present article has argued that metacognitive approaches to error correction constitute an indispensable component of professional competence for foreign language teachers. Although existing research has generated valuable insights into the technical dimensions of corrective feedback—namely what should be corrected, who should correct, when correction should occur, and how it should be delivered—the metacognitive dimension of this practice has received comparatively limited scholarly and pedagogical attention. For future German language teachers, developing metacognitive competence involves not only the ability to identify and correct errors but also the capacity to critically reflect on their own corrective practices, adapt strategies to the needs of individual learners, and model constructive responses to errors in the classroom.

The pedagogical technologies discussed in this article—including reflective journals, video-based analysis, collaborative error analysis, and explicit metacognitive strategy instruction—provide a coherent and practical framework for achieving these objectives. Ultimately, a metacognitively competent teacher understands that an error is not merely a deficiency to be eliminated but rather a valuable window into the learner's developing linguistic system. Such a teacher possesses the knowledge, skills, and professional disposition necessary to use that window to its fullest pedagogical potential.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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2026. №6(5)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.