

morphology and syntax interdependent and taught in a complementary manner. It is important for each reader to consider an individual approach and their needs.

In conclusion, the teaching of foreign language is intertwined in foreign language combined, and each is important for a deep study of the language. Pronunciations during the educational process leads to an effective results of effective words, and working on talks. It is very difficult to learn a foreign language without them. Because these help the reader learn the language quickly and easily. If each foreign student learns well in these sections, it does not have difficulty communicating in foreign languages, forming foreign languages and pronouncing foreign languages. Because each of these sections gives the reader the most important knowledge that needs a foreign language.

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CONSTRUCTIVE FEEDBACK AS A MOTIVATION IN TEACHING WRITING

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Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. The emotional impact that assessment has on learners plays a important role in their achievement. It can be seen that providing constructive feedback that focuses on the learner's progress toward the desired standard, rather than on the learner self, is more productive. According to if learners are merely provided with a mark or grade, the assessment is mainly judgmental and learners are focused on comparing themselves to others rather than using the feedback to improve.

Feedback is counterproductive when it results in learners feeling that they are not good enough, and impacts negatively on their confidence and enthusiasm to learn. Feedback involves "a process to collect information to determine whether or not successful teaching and learning has occurred." Feedback is "a commitment between teachers and students for academic and professional development." It is an important tool used by successful teachers to make adjustments to the teaching process by identifying areas that are successful and those that require improvement. Feedback is strongly associated with students' perceptions of the quality of education. Therefore, we must consistently give and request feedback from students. However, the unfortunately reality is that students are infrequently requested to provide feedback regarding the teacher's performance. Conversely, teachers do not provide feedback to students as often as they'd like. Feedback is more constructive when it focuses on what the learner does well rather than highlighting failure.[1,80] Learners' mistakes and misconceptions can be addressed if the feedback is focused on their work, providing guidance on how they can improve. Communication between students and teachers is crucial at all educational levels and is particularly important in adult learning situations. Good feedback should be descriptive, specific, and constructive. Constructive feedback requires an atmosphere of trust and, above all, should not

violate the personal integrity of either the sender or the receiver. When providing feedback, the speaker must assume ownership of the feelings that are being expressed. Therefore, the word "I" should be the subject of the feedback sentence. The predicate of the feedback sentence should contain a verb that conveys the speaker's feelings and should also describe the behaviors related to the feeling[2,43].

In general, feedback is better received when given in a timely manner so that recipients have an opportunity to improve. More frequent feedback makes each encounter less emotional and feedback becomes a common, routine part of the learning process. Learning expectations for the activity should be articulated early to reduce ambiguities in performance objectives and minimize surprises during the evaluation. In order to maximize the potential use of feedback as a learning tool, both the deliverer and receiver of feedback should be receptive. Solicit feedback and express appreciation when receiving it to model an accepting behavior. Most importantly, create an atmosphere of trust and respect when giving and receiving feedback.

Constructive feedback, given or received, plays a critical role in teaching. We should not allow fear to prevent us from employing feedback in our daily activities. Providing feedback in a structured, constructive manner can help minimize fear and maximize its utility as an educational tool.

Hattie and Timperley [4, 39] point out that praise can be effective, provided it is accompanied by feedback about the task. Essentially, only providing learners with grades showing their failure, instead of feedback that diagnoses incorrect mental models and corrects misunderstanding, is detrimental to their learning. Hattie and Timperley [4, 50] state that "the major discriminator is whether [the feedback] is clearly directed to the task, processes and not to the self level". Stiggins [3, 19] accepts: "If all students are to succeed, they must have continuous access to sufficient evidence of their own academic success at mastering prescribed achievement standards". Constructive feedback has been of great interest to both Second Language (SL) and Foreign Language (FL) researchers likewise. In the same way, a growing body of research has investigated the potential efficacy of Written Constructive Feedback (WCF) and its roles in language learners' writing development in different ways.

The effectiveness of WCF has been controversial regarding whether error correction is beneficial to the learning process or not. On the one hand, CF has proved to be effective in promoting language learning, yet on the other hand, as Truscott claimed, it could be obstructive or even detrimental. In an extreme view on CF, Truscott argued that the application of CF on the learners' writing should be totally avoided as it hinders and harms writing development. According to Truscott, "grammar correction has no place in writing courses and should be abandoned".

On the contrary, more recent studies support the positive contributions of CF to language learning and in particular writing skills. CF also enables learners to notice the "gap" between their interlanguage and the target language resulting in more focused and accurate learning. This, in turn, enables language learners to concentrate their attention on syntactical structures of their language products resulting in better learning of linguistic forms. Lee argue that the main concern nowadays is not to whether provide CF for the learners but rather "when and how to provide feedback on the students' errors".]. There is also research evidence which proves that students want error feedback and think that it helps them improve their writing skill in the target language (Leki, 1991; Ferris & Roberts, 2001; Chandler, 2003) [28]. Similarly, Leki (1991) and

Zhang (1995) in their studies found out that the learners themselves greatly appreciate teacher-provided CF regarding their writings. This clearly shows that “L2 students have positive attitudes towards written feedback”.

It is also worth mentioning that, “many scholars and researchers agree that feedback is essential and has a positive effect on students’ writing. Thus, feedback on writing can be selected as a means of helping students to make revision and can help students improve their writing skills” . According to Lyster and Ranta [4,70], different types of CF have been identified including explicit, metalinguistic, elicitation, repetition, recast, translation, and clarification requests.

A) Explicit feedback falls at the explicit end of corrective feedback spectrum. Rezaei et al. (2011) cite Ellis, Loewen, and Erlam (2006) and mention that this type of feedback “is characterized by an overt and clear indication of the existence of an error and the provision of the target-like reformulation and can take two forms, i.e. explicit correction and metalinguistic feedback”. In explicit CF, teacher clearly draws learner’s attention to the erroneous part(s) and provides correct structures directly.

B) Metalinguistic Feedback As characterized by Rezaei et al. (2011), “much like explicit error correction, metalinguistic feedback- because it diverts the focus of conversation towards rules or features of the target language- falls at the explicit end of the corrective feedback spectrum.”

C) Elicitation In this type of CF, self-correction is emphasized (Panova&Lyster, 2002). Regarding this type of CF, Rezaei et al. (2011) propose three different ways during FtF interaction varying in their level of explicitness or implicitness. The first strategy “is request for reformulations of an ill-formed utterance. The second one is through the use of open questions. The last strategy which is ... the most implicit is the use of strategic pauses to allow a learner to complete an utterance.”

D) Repetition This type of CF, according to Rezaei et al. (2011), “is less communicatively intrusive in comparison to explicit error correction or metalinguistic feedback and hence falls at the implicit extreme on the continuum of corrective feedback.”

E) Recast “The term recast was initially used in the literature of L1 acquisition to refer to responses by adults to children’s utterances ...; afterward it merged into the domain of L2 acquisition in which different definitions were utilized for this term.” According to Ellis and Sheen (2006, pp. 78-80), recasts are of various types including corrective recasts (Doughty & Varela, 1998), corrective/non-corrective recasts (Farrar, 1992), full/partial recasts, single/multiple recasts, single utterance/extended utterance recasts, and simple/complex recasts (Ellis & Sheen, 2006).

F) Translation

Translation was regarded as a subdivision of recast (Lyster&Ranta, 1997). But, according to Rezaei et al. (2011), the difference between translation and recast is that “the former is generated in response to a learner’s ill-formed utterance in the target language while the latter is generated in response to a learner’s well-formed utterance in a language other than the target language.”

G) Clarification Requests

According to Rezaei et al. (2011), this kind of feedback “carries questions indicating that the utterance has been ill-formed or misunderstood and that a reformulation or a repetition is required” [13, 585]. This type of feedback unlike explicit error correction, recasts, and

translations, can be more consistently resorted to in order to generate modified output due to the fact that it might not provide the learners with any information regarding the type or location of the errors made.

Thus, they demand deeper levels of mental processing required by the learners to produce target-like forms and therefore are more beneficial to high-level learners.

Given the above mentioned findings and studies, it becomes apparent that despite earlier controversy over the effectiveness of CF provided by teachers on learners' writing, it is obvious that CF plays a crucial role in promoting learning processes and eliminates learners' structural problems regarding what they produce especially in written form. Teachers should also be aware of learners' needs which are the basis for appropriate feedback teachers intend to provide as there are different types of feedback ranging from explicit to implicit. This is because learners vary in their knowledge and level of proficiency and therefore, "can benefit from different ways of providing corrective focus on form"

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MULTIMODAL COMMUNICATION IN THE DIGITAL AGE

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Abstract: *In the digital age, communication has evolved beyond traditional text-based interactions to incorporate multiple modes, including images, audio, video, and interactive elements. This phenomenon, known as multimodal communication, plays a crucial role in shaping online discourse and human interaction. This article explores the key components of multimodal communication, including text-visual integration, audio-visual content, and interactive features found on social media and digital platforms. It also examines the sociolinguistic implications of this shift, such as the evolution of internet slang, cross-cultural communication, and accessibility challenges. As digital communication continues to evolve, understanding multimodal interactions is essential for effective online engagement, education, and media consumption.*

Keywords: *Multimodal communication, digital discourse, text-visual integration, social media, emojis, memes, interactive communication.*