



LEARNING FROM MISTAKES: WHY LEARNERS SHOULD NOT BE AFRAID OF MAKING MISTAKES.

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ABSTRACT

This article analyzes the attitude toward mistakes in the educational process from psychological and pedagogical perspectives. In traditional lessons, mistakes are generally evaluated negatively. The main goal of the study is to change students' views on mistakes and to reduce the feeling of fear of making mistakes. Especially the fear of failing to answer before the board, low grades, or the ridicule of peers, encourages students to copy ready-made templates rather than work and avoid taking risks. However, research shows that in the modern education system, error is not an indicator of ignorance, but rather a factor serving growth. The purpose of this article is to scientifically and practically refute the negative view of error and to analyze the advantages of learning through mistakes in the educational process.

1.Login

The modern education system is fundamentally different from traditional approaches. We can see this in various aspects. While the previous educational process was based solely on memorizing correct answers and repeating them, today the ability of students to solve problem situations is gaining priority. However, in certain educational institutions, making mistakes is still perceived as a sign of "failure." Undoubtedly, this situation causes a "fear of mistakes" syndrome in students and limits their academic potential. The reason is that a student who is afraid of making mistakes does not try to solve complex problems, does not put forward new ideas and when faced with difficulties, they quickly give up. In this regard, there are very important works in world literature about development through mistakes and escaping the trap



of perfection. For example, Carol S. Dweck divides the human worldview into two types: fixed mindset and growth mindset. People with a growing worldview are not afraid of mistakes; on the contrary, they see them as an opportunity to learn. The differences between the attitude of holders of a growing and non-growing worldview to error are analyzed [1, p 16-17]. It is in this work that the attitude of people with growing and non-growing worldviews to mistakes is studied. The relevance of this study lies in studying the mechanisms for increasing students' learning efficiency by changing their attitude toward mistakes.

2. Methodology

A mixed methodology was used in the study. In the first stage, a psychological test titled "Relation to Errors" was conducted among 200 students. In the second stage, an experimental group (100 people) and a control group (100 people) were formed. The "error analysis" methodology was applied to the experimental group, where each error was evaluated by analysis rather than by points.

The primary goal of this method was not to hide mistakes, but to foster a culture of open discussion. For example, "Black Box Thinking," written by the famous author Matthew Syed, is a book about completely changing the attitude towards mistakes in achieving success. In this work, if an airplane crashes, its "black box" is immediately found, and rules are changed throughout world aviation so that the mistake is not repeated. As a result, aviation has become the safest system in the world. The main idea of the book is to achieve high results by analyzing and systematically studying mistakes instead of being afraid of them or hiding them

[2. P. 31-55].

3. Result

The research results demonstrated that students in the experimental group who switched to the constructive error assessment system achieved significantly higher results compared to the control group. Students with a reduced fear of making mistakes were more likely to complete more complex tasks. Error analysis developed students' ability to control their own knowledge. Additionally, students' attitudes toward risk-taking and new ideas have changed. More than 70 percent of the students in the group were inclined to try new ways of solving the problem.

4. Discussion

The results obtained show that students' fear of making mistakes often depends on assessment. If the assessment is focused only on the results, the student is afraid to take risks; if, on the contrary, it is focused on processes, the student is encouraged to seek new solutions. The famous French writer Stanislas Dehaene, in his work "How We Learn," emphasizes the brain's main pillar in learning. One of them proves that the brain develops only when it makes a mistake and sees a discrepancy between the expected and the result obtained [3.p 235-258]. In general, a teacher should become a mentor who corrects and analyzes mistakes, not one who points them out.



5. Conclusion

This study demonstrated that perceiving errors as a "learning tool" in the educational process is crucial for students' cognitive development and psychological stability. The quality of education can be significantly improved by reducing the fear of mistakes and developing a culture of their analysis.

In future research, it is advisable to develop automated error analysis systems for digital educational platforms. It is also recommended to implement special training programs to change teachers' attitudes toward mistakes. In conclusion, mistakes are steps towards knowledge; understanding them and drawing conclusions from them, rather than condemning them, should be the main task of education.

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