

The aim of the thesis is to design general recommendations on mistake management in a foreign language classroom which would meet both teachers' and learners' requirements and methods of mistake management in a foreign language classroom which would contribute to development of learners' communicative competence. The following methods were used in the research: analysis of literature on pedagogy, psychology and methodology of foreign language teaching, interview, questionnaire and observation. Thirteen general recommendations and fifteen methods of mistake management in a foreign language classroom which contribute to the development of learners' communicative competence were designed as a result of the research.