¹**Rustamova Zuhro Turayevna,**
²**Ibragimova Nafisa**

¹*senior teacher at   Samarkand regional national center for training teachers in new methods ,*
²*an english teacher of school N 4,Taylak region, Samarkand district,Uzbekistan*

THE WAY OF GETTING LEARNING LANGUAGE EASY IN THE CLASSROOM

Abstract

Many theories have been proposed for the best way to learn a second language in the classroom. Even more teaching methods and materials have been developed to implement these theories. But the only way to answer the question 'what is the best way to promote learning language in the classroom?' is through research that specifically investigates relationships between teaching and learning. We examine six proposals for second and foreign language teaching provide examples from classroom interaction to illustrate how the proposals get translated into classroom practice, and discuss research findings that help to assess their effectiveness.

Key words: propose, implement, to promote, to investigate, proposal, get it right, quantitative research, a misleading conclusion, the grammar translation approach, spontaneously, the audio lingual approach, behaviorism, contrastive analysis, metalinguistic knowledge, satisfaction , success, aptitude

Many theories have been proposed for the best way to learn a second language in the classroom. Even more teaching methods and materials have been developed to implement these theories. But the only way to answer the question 'what is the best way to promote learning language in the classroom?' is through research that specifically investigates relationships between teaching and learning. We examine six proposals for second and foreign language teaching provide examples from classroom interaction to illustrate how the proposals get translated into classroom practice, and discuss research findings that help to assess their effectiveness.

The labels we have given these proposals are:
1. get it right from the beginning
2. just listen … and read
3 .let's talk

To assess proposals for classroom practice, we need to use a range of research approaches, from large scale quantitative to in depth qualitative studies. As we saw quantitative research may be essentially descriptive, but it may be experimental, involving careful control of the variables that may influence learning. The goal of quantitative research is usually to identify specific variables that may affect learning similarly in different environments and find ways of measuring these effects. This studies often involve large numbers of learners in an effort to avoid the possibility that the unusual behavior of one or two individuals might lead to a misleading conclusion about learners in general.

Qualitative research, including ethnographies and case studies, often involves small numbers, perhaps one class or only one or two learners in that class. The emphasis is not on what is most general but rather on a thorough understanding of what is particular about what is happening in this classroom. While quantitative and qualitative research are important in assessing theoretical proposals, action research carried out by teachers in their own classrooms, is also essential to answer specific local questions. It is hardly necessary to tell experienced teachers that what works in one context may fail in another.

Get it right from the beginning is probably the proposals that characterized more second and foreign language instruction that any other kind. Although communicative language teaching has come to dominate in some environments, especially grammar translation, remain widespread.

The grammar translation approach has its origin in the teaching of classical languages. Students were presented with vocabulary lists, often accompanied by translation equivalents, and grammar rules. The original purpose of this approach was to help students read literature rather than to develop fluency in the spoken language. It was also thought that this approach provided students with good mental exercise to help develop their intellectual and academic abilities.

In a typical activity, students read a text together line by line and are asked to translate it from the target language into their native language. Students may answer comprehension questions based on the passage, often in their first language. The teacher draws attention to a specific grammar rule that is illustrated by the text. Following this the students are given an exercise in the blanks with the appropriate verb form in a series of sentences that may or may not be related to the text they have read and translated.

Audio lingual instruction arose in part as a reaction to the grammar translation approach. The argument was that, unlike grammar translation teaching in which students learned about the language, audio lingual teaching would lead students to actually speak the language. We saw that the audio lingual approach was based on behaviorism and contrastive analysis. The examples below reflect audio lingual teaching. It is evident that even though the emphasis is on the oral language students

rarely use the language spontaneously. Teachers avoid letting beginning learners speak freely because this would allow them to make errors. The errors it is said could become habits. So it is better to prevent these bad habits before they happen.

Many adult learners, especially those with good metalinguistic knowledge of their own language, express a preference for structure-based approaches. Learners whose previous language learning experience was in grammar translation classes may also prefer such instruction. Learners' beliefs about the kind of instruction that is best can influence their satisfaction and success. The grammar translation approach is useful for the intensive study of grammar and vocabulary and is valuable for understanding important cultural texts. The audio lingual approach with its emphasis on speaking and listening was used successfully with highly motivated adult learners in training programs for government personnel in the United States. There is little classroom research to support such approaches for students in ordinary school programs that must serve the needs of students who bring different levels of motivation and aptitude to the classroom. In fact, it was the frequent failure of traditional grammar translation and audio lingual methods to produce fluency and accuracy in second language learners that led to the development of more communicative approaches to teaching in the first place.