# Usage of modern pedagogical technologies and motivation general grammar in the teaching of English

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**Abstract:** This article is about the development of students' logical thinking skills, fluency, and the ability to respond quickly and correctly as a result of the use of innovative methods, and discusses the most important reasons for the student's demotivation in the learning process in English lessons.

**Keywords:** motivation, demotivation, student, process, communication, fundamental needs, oral speech, English games, active subjects, mental abilities.

Introduction: The teacher makes adjustments to the children's learning process with his / her guiding questions, appropriate explanations, etc. Based on observing the progress of the students' work and evaluating the results they have achieved. Accordingly, it can be said that education includes, firstly, reading, and secondly, teaching, that is, reading, and at the same time, the process of controlling and correcting it. Any process is done because of effort.

The teaching process is also an effort to develop mental strength and moral qualities in the younger generation. How do we understand the reading process? The process of reading is the development of the teacher and the students he leads - the development of their mental abilities, the formation of the foundations of dialectical worldviews, and preparation for life. Understand the purposeful process. At the same time, the learning process is motivated to a certain extent, and the result is an increase in the existing stock of knowledge and skills that affect a person's views, beliefs, behavior, general maturity, in short, his behavior. Main part: Teaching English to primary school students is a very difficult task. As evidence of this, the didactic conflict inherent in education between a teacher's attempt to teach a leadership role in the learning process and the student's desire to maintain independent thinking and action is a source of didactic progress. Education is determined by purpose, content, the teacher's personality, the nature of the student's initial knowledge, how well they know and reinforce the words they have learned in English, and many other factors.

Farobi's "Ideal Tips for Urban Residents" As noted in his pamphlet, when science is mastered through teaching, the virtues are acquired through education. Teaching is the basis not only for the training of the mind but also for general spiritual perfection, including moral perfection. Teaching and upbringing are interrelated and are different

ways of spiritual development of the individual. In folk pedagogy, the most important condition for a person's mental development is to teach and educate him in childhood. The unit is subject to certain laws and conforms to a general philosophical methodology. There are enough opportunities and conditions for primary school students to develop their English language skills. In primary school, under the guidance of a teacher, they communicate with each other in various activities (games, activities, work). A variety of creative and moving games, activities, exercises, walks, and observations - all add to the meaning of children's lives. The importance of role-playing games in the development of children's speech should be emphasized. These games allow for a wide range of communication and exchange of ideas.

A meaningful life brings children closer together, teaches them to live in a harmonious community, and prevents conflicts and grievances.

Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, find a stable place in life, self-manage, and realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write in English. We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase learning effectiveness.

One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, based on the experience of United States statutes, English educators: - "Creative Problem Solving" To use this method, the beginning of the story is read, how it ends. students are referred to the judgment of the students; - "Merry Riddles" Teaching riddles to students is important in teaching English, they learn words they are unfamiliar with and find the answer to a riddle; - Quick answers help to increase the effectiveness of the lesson; - "Warm-up exercises" to use various games in the classroom to engage students in the lesson [3]; - "Pantomime" (pantomime) is a method that can be used in a class where very difficult topics need to be explained, or when students are tired of writing exercises; - A chain story method helps to develop students' oral skills; - Acting Characters This method can be used in all types of lessons.

Professionals such as Interpreters, translators, writers, and poets can participate in the class and talk to students; - "Thinkers meeting" It is possible to "invite" poets and writers such as W. Shakespeare, A. Navoi, R. Burns. At such times, the use of the wise sayings they utter in the classroom will help young people to become perfect human beings; - The "When pictures speak" method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures; - Quiz cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [4]. As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, and active participation of the student in the educational process.

In short, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and correctly. Such methods stimulate the student's desire for knowledge. The student strives to prepare well for the lessons. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a freethinking, well-rounded, mature person, in the future we, future teachers, will contribute to the more effective development of innovative technologies.

In the era of globalization in all spheres of social life, the problem of motivation in the study of foreign languages becomes extremely urgent. Globalization means that the role of personal contacts of people is growing more and more, hence - verbal communication, including interethnic communication, which requires knowledge of a foreign language. Foreign languages are becoming one of the main factors of both the socio-economic and general cultural progress of society. A foreign language plays a huge role in the formation of personality and the improvement of education because with the help of it you can get direct access to the spiritual wealth of another country, and get the opportunity to directly communicate with representatives of other nations. Therefore, it is not surprising that recently in our country there has been a significant increase in interest in foreign languages, mainly English. Now the knowledge of two or more languages is an undoubted attribute of any modern highly educated person. New political and socio-economic changes in Uzbekistan in recent decades, its desire to actively and fruitfully cooperate with Western countries significantly influenced the expansion of the function of a foreign language as a subject and led to a rethinking of the goal, objectives, and content of teaching foreign languages. The new political situation, the expansion of international cooperation, and international contacts require today a deeper knowledge of a foreign language. All of the above significantly increase the prestige of the subject "foreign language" as an educational discipline of the university. And here the concept of motivation comes to the fore. Of course, the

problem of motivation in learning arises in each subject, but it is especially acute in the study of a foreign language.

It is all about the special specifics of the subject, requiring the student to have a certain base and communication skills. Therefore, considering motivation as the main driving force in the study of a foreign language, we note that motives refer to the subjective world of a person, and are determined by his inner motives. Hence all the difficulties of calling motivation from the outside. A person will be able to learn a foreign language if he feels the need for it.

Let's try to figure out what the motivational sphere of a person is and how it is characterized in educational activities. Scientists interpret the concept of "motive" in different ways: the motive is understood as a condition of existence, moral and political attitudes, and considerations according to which the subject should act. One way or another, most agree that a motive is either an impulse, an intention, or a goal. Therefore, this concept must be approached comprehensively, taking into account all possible aspects.

Now let us characterize the types of motivation that take place in teaching, in particular, a foreign language. Together they constitute the so-called educational motivation. Learning motivation is determined by several specific factors:

- The characteristics of the student (gender, self-esteem, level of intellectual development);
- The characteristics of the teacher and his attitude to his pedagogical activity;
- Organization of the entire pedagogical process;
- The specifics of the subject (in this case, a foreign language).

Based on the above factors, educational motivation can be divided into external and internal. External motivation is not directly related to the content of the subject but is due to external circumstances. Examples include:

- the motive of achievement - is caused by the desire of a person to achieve success and high results in any activity, including the study of a foreign language. For example, for excellent grades, getting a diploma, etc;

- the motive of self-affirmation - the desire to assert oneself, to get the approval of other people. A person learns a foreign language to obtain a certain status in society;

- identification motive - the desire of a person to be like another person, as well as to be closer to his idols and heroes (for example, to understand the lyrics of your favorite band);

- the motive of affiliation is the desire to communicate with other people. A person can learn a foreign language to communicate with foreign friends;

- the motive of self-development - the desire for self-improvement. A foreign language serves as a means for spiritual enrichment and general development of a person;

- prosocial motive - is associated with the awareness of the social significance of the activity. A person learns a foreign language because he realizes the social significance of learning.

Internal motivation is not associated with external circumstances, but directly with the object itself. It is also often called procedural motivation. A person likes a foreign language directly, he likes to show his intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance internal motivation, but they are not directly related to the content and process of the activity. In addition, learning motivation can be divided into positive and negative. For example, the construction "if I learn English, I will get excellent on the exam" is a positive motivation. The construction "if I learn English, I will pass the exam, and I will not be expelled" is negative. It is necessary to understand that there are a variety of strategies to help increase motivation in learning a foreign language. Here are some of the ways to motivate foreign language learners:

• Recognize the complexity of motivation.
• Remember both the initiation of motivation and its retention.
• Discuss with students the usefulness of doing a particular activity.
• Involve students in decision-making related to the study of a foreign language.
• Recognize the individuality of students.
• Strengthen intrinsic motivation.

The following demotivating factors can be distinguished:
• Teacher (personality, dedication, competence, teaching methods);
• Low self-esteem (experience of failure or lack of success);
• Negative attitude towards learning a foreign language;
• Obligation to study a foreign language;
• Intervention of another studied foreign language;

• Negative attitude towards the culture of the country of the target language. All of the above types and subspecies of motivation and demotivation are the main forces motivating a person in learning a foreign language. However, it should be remembered that if the motivation is too strong, the level of activity and tension increases, and as a result of which work efficiency deteriorates. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimum in which high efficiency coexists with the enjoyment of learning a foreign language.

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