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**Gulruh Norbekova**

Jizzakh State pedagogical institute

Teacher,

Foreign languages faculty

English theory and methods of teaching branch

## MOTIVATION IN LEARNING GRAMMAR OF A SECOND LANGUAGE

**Abstract:** This article deals with identifying the influences on students' motivation towards learning grammar. The survey about the significance of grammar, with results on the topic have also been represented.

**Key words:** grammar, motivation, targeted use of language, teaching grammar, external motivations, inner motivation, questionnaire, relationship.

**Language:** English

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### Introduction

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There is no doubt that English grammar seems to be boring. The study of grammar, in my opinion, is comparable to the study of law. Just as every country has its own laws and regulations, it is reasonable to think so when it comes to languages. Law and regulations are the bread of any lawyer. It is useless to remember all the legal laws without applying them in the real situation. Similarly, English grammar is a necessary tool for becoming a good communicator. However, the most important thing for a language teacher is to give students the opportunity to use the language purposefully.

In fact, targeted use of language is not always possible. Putting a student in a foreign environment who does not have the experience of speaking in a particular language will not help to aim. Pupils should feel satisfied with the use of the language from the very beginning. Returning to a comparison with a lawyer, at the most basic level, there is a basis for winning a case in court. When it comes to a language, you can achieve this by understanding yourself through meaningful communication. A student's sense of achievement is based on his understanding of something in the language he is learning.

### LITERATURE REVIEW.

The purpose of this work is to teach visual footprint by identifying what influences on students' motivation. Important literature for this article is Ruin, Widdowson and Dornye and Schmidt. This is an important literature on motivation I choose to study.

### METHODS AND METHODOLOGY.

I decided to use a questionnaire for my research. Because it allows me to get many expected answers. I couldn't get the exact answers I needed through other research methods.

### RESULTS AND DISCUSSION.

Through my research, I have found that students are more positive about grammar. The most important factor in teaching grammar is making the lessons interesting and varied. The biggest achievement is desire to learn English grammar, according to the results and the availability of motivation. The interesting thing is that the students thought that it is important for teachers to speak and explain during the lesson, but that is not a good way to make the lessons interesting.

What strategies can motivate to learn grammar? What is the attitude of students towards grammar? Is the motivation for learning grammar spontaneous, or is it influenced by external factors? How important is grammar actually? What is important for language

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learners? What is the teacher's attitude to student motivation? What are the best ways to learn? These questions were given through a group of higher education students as a survey. The questionnaire was administered in a 24-person group. As a result, students' attitudes towards grammar were positive. According to them, teacher and student attitudes are important in learning grammar. The biggest impulse was to get good grades. However, they were told that the knowledge of the teacher and the manner in which the teacher was at the center of the lesson would benefit them. As a matter of fact, students are expected to be at the center of their goal in grammar teaching, providing almost 80% of participation, and the teacher should simply act as an instructor. Both of the above are situations that give rise to their external motivations. In addition, their intrinsic motivation also urges them to learn grammar. A number of factors, such as reading and understanding English books, watching TV programs, listening to various songs, making new friends from abroad, and traveling around the world, reflect their inner motivation.

Widdowson[5, 60 p] also states that students do not learn much from the same methods used in grammar learning. Makgroarti [3, 69 p] says that the students should all up, due to their inability to find the importance of diversity study and argue that this method is useful for teaching them. This is because many lessons that involve different tasks for the trout cause motivation.

Ruin[4,45p] distinguishes two types and kinds of teaching grammar: traditional and innovative. According to the conventional method, the teacher must give the student the knowledge that he already has, that is, he will explain when and when the grammatical rules will be used. The innovative method offers teachers and students to work together collaboratively and cooperatively to find knowledge. The role of promising exercises and assignments is important. The student learn more and the teacher only gives instructions.

Julkunen[2, 29 p] as well as a variety of writing tasks and, through them, and explain what options there are. He says the lessons which are good for the students give the opportunity to increase efforts and interesting tasks that should be included in the

curriculum of the course. Interesting classes, in turn, can enhance student motivation.

## CONCLUSION.

In conclusion, it should be clearly emphasized that this article on motivation and grammar through the study of the issues discussed the influences of motivation on grammar learners. I did the previous analysis of the results in this area of higher education students motivation and grammar about how to think. To achieve the goals I have to measure students' thoughts on the questionnaires. With students who were part of my research, grammar was generally positive, I believed that the relationship between teacher and student was important to learning, and many of the students regarded it as the main source of motivation. The next research idea might be to find out why some students feel negative about grammar. It may be interesting to know why some students think student-teacher relationships have nothing to do with grammar. Another idea that might be interesting is how teachers can inspire intrinsic motivation for learning English grammar.

How to develop a script for language use? Open any textbook or book on grammar and there are contextual exercises used in the language presented in the practical situation. Often, however, this is not the case with language learners. It does not happen every day to tell strangers on the street or to go through customs at the airport. Therefore, it is important to think about the different real situations they face in their lives and apply them in lessons.

After long sessions and opportunities for communication, it is also helpful for language learners to talk about a variety of topics related to their culture and personal history. It is also effective to compare their second languages with their first languages.

Another important work of a teacher is the ability to ask questions. This is a central part of the language method that helps students better understand their use of their language. Instead, the classroom is always grammatical rules, questions are made on the basis of learning to give. After that, the grammatical aspects of the language is to increase awareness of grammar. This is because it helps linguists have a clear idea of grammar, and English grammar is starting to look interesting.

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