



FORMAL AND INFORMAL TEACHING APPROACHES

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Abstract

Teachers of new languages may employ either formal or informal teaching approaches. The formal method of teaching grammar focuses on the structure of the language's grammar (Harmer, 2015). Students learn about various grammatical structures as well as how to construct meaningful sentences in this form of instruction. The teaching technique is predicated on the notion that grammatical requirements play a significant role in the formation of accurate sentences. The informal style, on the other hand, emphasizes on the pupils' capacity to communicate smoothly in the new language. As a result, the instructor tells the pupils about the influence of many aspects in language use, such as tone differences, using this technique. The traditional way of teaching new languages is ineffective.

Keywords: Formal and informal method, communication , approach to language.

INTRODUCTION

One of the reasons why formal grammar training methods have no place is that they force students to never learn how to communicate successfully in that language (Savitskaya, n.d). Students only comprehend the grammatical requirements of a language when they study it in the formal approach. As a result, they may not comprehend how the location of a word in a phrase might alter the overall meaning of the statement. They eventually create sentences based on what they believe to be



the proper grammatical structure. As a result, individuals occasionally say things that do not always mean what they mean. As a result, they struggle to communicate successfully with the language.

“Seven Myths of Formal Methods”

For most people from user/clients category, formal methods are unfamiliar and difficult to understand. Practical use of formal methods in a software-engineering company lead to conclusion that the myths about formal methods are not true. Seven myths about the use of formal methods were considered to be: 1. Formal methods can guarantee software is perfect. 2. They work by proofing programs are correct. 3. Only high-critical systems benefit from their use 4. They involve complex mathematics 5. They increase the cost of development 6. They are incomprehensible to clients 7. Nobody uses them for real projects Each of these myths is largely discussed (either approved or partially dissaproved) related to a CASE project that lasted 90 weeks and involved the effort of 450 people’s effort, in which formal specifications were applied. Instead of perpetuating the seven myths, the author proposes seven facts to replace them, accordingly. 199 Formal and Informal Methods: Different Approaches, Similar Conclusions 4 1. formal methods are very helpful at finding errors early, and can easily eliminate certain classes of errors. 2. they work largely by making you think very hard about the system you propose to build. 3. they are useful for almost any application 4. they are based on mathematical specifications, which are much easier to understand than programs. 5. they can decrease the cost of development 6. they can help clients understand what they are buying 7. they are being used successfully on practical projects in industry

Formal grammar instruction also ignores the effects of tone variation (Savitskaya, n.d). Students who do not have speaking as part of their language training do not comprehend that the tonal variance in various words and the stress placed on those words when speaking them can cause a statement to have many



interpretations. Formal instruction concentrates solely on the grammatical structure of the language; as a result, pupils educated in this manner fail to emphasize or employ the appropriate tonal changes for their sentences to signify what they originally meant. As a result, their audiences interpret the speaker's words differently than the speaker intended. As a result, there are numerous instances of misinterpretation and misunderstanding between the audience and the second language student.

The formal approach to language acquisition makes it difficult for learners to comprehend fluent speakers (Savitskaya, n.d). This is especially true in a relaxed setting. The formal technique instructs pupils to write sentences solely for formal usage, leaving them unprepared to engage in informal interactions. Native speakers frequently utilize sentences that violate grammatical rules. Language learners who are taught in a formal setting may not grasp what the native speaker is saying or may utterly misinterpret the speaker. Miscommunication can lead to an individual making poor judgments based on incorrectly perceived information. The informal method of teaching, on the other hand, would alleviate this problem by illustrating to the learner how varied settings would necessitate a modest modification in sentence constructions.

SUGGESTION

Finally, in language classes, strict grammar instruction should be avoided. It prevents the student from learning efficient ways of interacting with the language, makes informal conversation difficult, and fails to illustrate the use of tone changes and word stress when speaking. For optimal usage and understanding, persons who acquire new languages must master all elements of the language's grammatical components.



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