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THE SECOND LANGUAGE ACQUISITION THEORY AND ITS BENEFITS IN EDUCATIONAL PROCESS

Now we live in the information society. It means that information moves freely between different countries and people have to work with information which is written on different languages. And if fifteen years ago someone who speaks two foreign languages was considered as a very educated person, now every person who works with information must speak at least two not similar foreign languages. In fact most of people do not know foreign languages on the required level. Some reasons of that fact are: 1) we think that a foreign language is just like any other discipline, but it has very specific peculiarities which we must take into account while studying; 2) too long time intervals between classes; 3) the way we learn foreign languages. We learn a foreign language in similar way like we learn our native language. For example, we begin studying a foreign language with the alphabet. But we miss the fact that before we begin learning the alphabet or grammar in our native language we can already speak it and understand the speech of others. That is why we want to focus your attention on the second language acquisition theory (SLA) and analyse how we can use some benefits of it in order to improve the process of foreign language learning.

SLA research began as an interdisciplinary field, because of this, it is difficult to identify a precise starting date. However, two papers in particular are seen as instrumental to the development of the modern study of SLA: the Pit Corder's essay *The Significance of Learners' Errors* (1967) and the Larry Selinker's article *Interlanguage* (1972) [1, p.14].

Also we must know what we mean under the Learner language. Learner language is the written or spoken language produced by a learner. It is also the main type of data used in second-language acquisition research [2, p. 4].

The direction of this theory is very wide and covers such sciences as psychology, linguistics, sociology, etc. But this is modern view in studying process which will make this process more productive and interesting for learners. The authors of this theory says that needed period of time for second language acquisition depends on the age of a learner, a language family, his emotional and psychological condition and the environment (how often he can meet Learner language in daily routine). All of these factors have positive or negative influence on a learner. For example, a child while learning a foreign language creates his own learning style and it makes the learning process more flexible, but an adult while learning uses the learning style which was created before (in his childhood) and this fact makes this process more limited.

Also we have two main mistakes which often make learners while learning foreign languages –big pauses between lessons and learning grammar without practice. According to some facts in SLA theory a learner must learn grammar only if he is really interested in it, or when he understands the importance of its knowledge. Also, according to the theory the studying isn't an algorithm where a learner moves from one step of a sequence to the next in an orderly fashion. There can be considerable

variability in features of learners' interlanguage while progressing from one stage to the next one [3, p. 25].

During the studying process a learner creates his own language which in SLA is called interlanguage. An interlanguage is an emerging language system in the mind of a second-language learner. A learner's interlanguage is not a deficient version of the language being learned filled with random errors, nor is it a language purely based on errors introduced from the learner's first language. It is a language with its own systematic rules. It is possible to view most aspects of language from an interlanguage perspective, including grammar, phonology, lexicon, and pragmatics. As a result a learner tries to learn a foreign language using methods which worked when he learns mathematics or chemistry but these methods does not work when he learns a language. The authors of SLA are still investigating the process which arises in the brain of a learner while studying a foreign language.

According to some researches we have several ways to improve the quality of studying foreign languages in the classroom. First of all the period of learning languages must be not shorter than 24 weeks or 600 classroom hours without long intervals in learning during this period. The second way to improve the studying process is to divide the studying process into two phases:

1. First Phase (Communication of Meaningful Content). During this phase a learner tries to communicate using the Learner language and do not concentrate on the formal accuracy. The learner will create his own data base of words and terms which are necessary for the next phase.

2. Second Phase (Formal Accuracy). During this phase a learner uses the knowledge which he has already obtained during the first phase. The learner understands that this knowledge is important for him and he improves his skills by learning grammar.

SLA also focuses on other different problems (for example, the problem of learners' motivation) which appear while we learn foreign languages in order to find the right solutions. The solutions which we describe in this paper can help to improve the studying process and make it more productive for learners. The SLA theory can be applicable not only for the second language learning, but also for the next foreign languages which learners will try to learn.

As cadets of military institute we learn the algorithm and coding systems. These disciplines require the knowledge of programming languages which are often written in English. A great deal of information related to these disciplines is in English too. Moreover, the scripts and loops are intuitively understandable better if a coder knows English and Mathematics. That is why we think it is useful to learn these disciplines not in Ukrainian, but in English from very beginning,

When I become an officer my job will be connected with processing of a huge amount of data of different types in English. Of course I can process such information by using different translators but they often change the meaning of author's ideas. Another reason why I need to speak English well is that in future I will work together with specialists from different countries and the only way to work effectively is to communicate with them freely.

One year ago I had a chance to take a part in psychological courses which were conducted by the specialists form Lithuania. They have been working in the psychological sphere for ten years but they don't know the Ukrainian language, so they delivered classes in English. As a result I understood only twenty five per cent of the

information of the course because I do not know English enough. That is why to study some major disciplines in English is really very important and urgent issue.

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