DEVELOPING DIGITAL LANGUAGE LEARNING MATERIALS AND SECOND LANGUAGE ACQUISITION TO UNIVERSITY STUDENTS

Tog'ayeva Muattar Bahodir qizi
Teacher of the Interfaculty Department of Foreign Languages
Faculty of Tourism of the Non-State Higher Education Institution
"Alfraganus University" m.togayeva@afu.uz

Annotation: *This thesis explores vivid methods and approaches to develop digital language learning materials and second language acquisition (SLA) for university students in instruction and acquisition. Second language acquisition is process which happens among people who learn language in addition to native language. Some university students may have problem with foreign language learning owing to not have easy access to choose and use authentic materials especially digital ones. This thesis helps to get knowledge about how to use digital language materials among students. Investigators can be supplied with many authentic and suitable materials, articles, websites and sources to learn and acquire second language. By controlling 20 elementary university students written ways of correcting mistakes in tenses, fluency and accuracy, main grammar structure to strengthen learners' second language as a sample of English*

Key words: *approaches, methods, digital language learning, second language acquisition, authentic materials, fluency, accuracy.*

Introduction

It has been pointed that affective engagement is important for SLA among learners. If learners are stimulated to smile, be happy and feel energetic, they can be much more likely to acquire communicative competence compared to learners who are limited to bland, safe, neutral materials which cannot stimulate any emotional response. They are always facilitated by positive emotions during the learning acquisition. However, negative emotions involving anger and disagreement much more facilitative than not showing any emotions and it ease to learn and acquire second language. The art of teaching is related to 'what happens next that teacher reacts to how the student interprets, accommodates, rejects and/or reinvents the content and skills, how the student relates
and applies the content to other tasks, and how the student reacts in light of success and failure apropos the content and methods that the teacher taught (Kiddle, T. (2013). The current century is generally correlated to as Information and Communication Technologies (ICT) in language teaching which can be viewed as at the border-crossing between the ages of Web 2.0 and Web 3.0 in the wider internet world among young learners. If students use digital materials, they can save their time and money as well. They have easy adaptation to learn foreign language compared to other who use traditional way.

Digital language learning materials

The digital educational recourses can include video material, static and dynamic models, role- playing, objects of virtual reality and interactive modeling, maps, sound recordings, symbolic objects and business graphics, text documents and other educational materials The given educational resources can be presented on a CD, DVD or any other electronic medium, as well as placed on the Internet. Digital language learning materials refer to resources and tools available in digital formats that facilitate the process of learning a new language. These materials can encompass a wide range of content and formats, including:

1. Mobile Apps: "Duolingo", "Babbel", "Memrise", and R"osetta Stone", these applications help students to provide with interactive lessons, quizzes and quizzlets, team work activities which are related to modern devices games for learning topic related vocabulary, grammar and communication, and mostly pronunciation.

2. Online Courses: Coursera, Udemy, EdX and CORPORA suggest many well organized and structured tests, courses and exercises that taught by instructors, might involve video lessons, assignments, and assessments. Even you can get your certificate after completing your course.

3. E-Books: E- books based on language learning may involve basic and authentic grammar rules, the list of topic related vocabularies and of course practice tests.

4. Podcasts: students who are auditory can learn about other culture, worldwide news, intonation and shadowing opportunities, improving speaking and vocabulary by native speakers. 5. Video Content: students take advantage of You tube vlogs and videos which are based on topics.

6. Language Learning Games: Online games are useful to reinforce grammar and vocabulary with interactive way.

7. Social Media Groups/Communities: Online zoom meetings or social media groups can help students to practice their speaking skill and broad their horizon.

According to Kiddle2013, owing to accessibility of digital language learning materials, students are addicted to use anytime and anywhere, they can interact with their peers, they can surf the internet and look through variety of resources and learn how to differentiate them.

Additionally, Krashen's hypothesis can be good example to advantages of digital learning. According to Krashen1977, the input hypothesis is important to learners for learning new vocabulary and structures which are suitable in contextually situations that means via digital games and methods can learn from context, acquire new rules, follow spontaneous communication

Second language acquisition (SLA)

Second language acquisition means learners start to learn additional another language to their native language. It may occur in different contexts including education, self-directed methods or immersion. According to Tomlinson 2013, SLA can develop learners' global communication with the help of learning other language, speaking with native speakers and

deepening in linguistics. Besides, learners can take advantage of academic facilities of other language through searching datum, looking through online resources which are authentic in that language.

The most advantage of SLA is that they can broad their horizon with cultural competence by learning language. It fosters to greatening empathy, increase global awareness and enrich professional and personal perspectives. When they apply for high salary job, they are supposed to know at least one extra foreign language. If they are able to speak in foreign language, they can be good opponents to others. According to surveys, when people know other language, they can have cognitive opportunities involving: problem solving skills, multitasking, and memory retention that are important for every employee. SLA can offer learners to promote strong networking skills with people even though they are strangers. Because of these reasons, university offer students to learn foreign language to promote future clever employees.

REFERENCES:

1. Kiddle, T. (2013). Developing digital language learning materials. In B. Tomlinson (Ed.),

2. Developing materials for language teaching (pp. 189–206). Bloomsbury Publishing.

3. Krashen, S. (1977), 'Some issues relating to the monitor model', in H. Brown, C. Yorio and R. Crymes (eds), Teaching and Learning English as a Second Language: Trends in Research and Practice: On TESOL ' 77. Washington, DC: Teachers of English to Speakers of Other Languages, pp. 144–58.

4. Tomlinson, B. (2013). Second language acquisition and materials development. In B. Tomlinson (Ed.), Applied linguistics and materials development (pp. 11–29). Bloomsbury Academic.