

INNOVATIVE TECHNOLOGIES IN PROFESSIONAL ENGLISH TEACHING OF STUDENTS OF LIGHT INDUSTRY SPECIALTIES

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ ПРОФЕССИОНАЛЬНОМУ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ СПЕЦИАЛЬНОСТЕЙ ЛЕГКОЙ ПРОМЫШЛЕННОСТИ

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This article is devoted to today's urgent problem of forming professional communicative competence in students of light industry specialties with the help of innovative technologies. The article describes the organization of the students' learning process (Bachelor of Design), aimed at practical mastery of a professional foreign language.

Статья посвящена актуальной на сегодняшний день проблеме формирования профессиональной коммуникативной компетенции у студентов специальностей легкой промышленности с помощью инновационных технологий. В статье описывается организация процесса обучения студентов (бакалавров специальности "Дизайн"), направленного на практическое овладение профессиональным иностранным языком.

Keywords: innovative technologies, professional language, methodology and didactics, authenticity, system.

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Today the main objective of foreign language teaching is the formation and development of students' professional communicative competence as they attain practical mastery of a foreign language. Every higher education specialist should know a foreign language and be able to communicate in it in a variety of professionally significant situations and communication spheres [1]. Communicative competence is a necessary component of a specialist's professional skills, not only in the humanities, but also in technical fields.

The development of professional communicative competence in higher education is possible with the application of new innovative technologies. Innovative technologies are not only new facilities but they are also new forms and methods of teaching. The devel-

opment of a methodology for teaching professional languages with the help of innovative technologies must be based on a thorough analysis of didactic and methodological capabilities, contributing to the implementation of the main objectives in teaching foreign languages – shaping communicative competence. The main task of the teacher in this case is to provide a successful learning environment for English language students and to choose the kind of training methods that would allow each student to learn a foreign language in the shortest possible time. A variety of teaching tasks can be solved with the use of innovative technologies that will ultimately help students to learn a foreign language in its entirety. Here is how it might look in the example of the English language. The basic themes of

English language knowledge are: 1) Singular and Plural Nouns; 2) Countable and Uncountable Nouns; 3) Possessive Nouns; 4) Pronouns; 5) 'Be' Verbs; 6) Action Verbs; 7) Adjectives; 8) Comparative and Superlative Adjectives; 9) Adverbs; 10) Word Order 11) Tenses; 14) Irregular Verbs; 15) Gerunds; 16) Infinitives; 17) Active and Passive Voice; 18) Indicative, Imperative, Subjunctive Mood; 19) Auxiliary Verbs – 'Be,' 'Do,' 'Have' 20) Auxiliary Verbs – 'Will / Would,' 'Shall / Should' 21) Modal Verbs – 'Can / Could,' 'May / Might / Must' 22) Prepositions – 'On,' 'At,' 'In' 23) Prepositions – 'Of,' 'To,' 'For' 24) Prepositions – 'With,' 'Over,' 'By' 25) Conjunctions – Coordinating and Correlative 26) Conjunctions – Subordinating 27) Conjunctive Adverbs 28) Articles – Indefinite and Definite 29) Interjections 30) Capitalization. For better and more detailed study of these topics, you can suggest sites on the Internet with a specific theme, for example, English Grammar Exercises - English-Hilfen, [2] Free English resources and materials for ESL-EFL learners of all levels, [3] English Grammar exercises Online, [4] Free English grammar exercises and tests online, [5] Table of English Tenses - English grammar online, and many others. In the early stages of language learning, it is preferable to select the themes from the following set of diagrams: pronouns; verbs to be; to have;

have got / has got; there is, there are. These topics are best alternated with Articles; Prepositions of Time and Place; Singular and Plural Nouns; Possessive Nouns; Pronouns; Adjectives; Comparative and Superlative Adjectives; Adverbs; Word Order. In future, we recommend a more in-depth study of English tenses, improving the spoken language at a professional level. We suggest doing exercises in more detail in the site Table of English Tenses at English Grammar online. Exercises on this site can help students acquire detailed knowledge of tenses, both on theoretical and practical levels. Of course, you cannot just be limited to the materials on such sites. Each teacher, usually in his or her pedagogical activity develops personal methods of language teaching, constantly improving his or her technique. For example, to teach the language (in our case, professional English) to specialists of light industry, instructors can offer additional resources such as the time table of the English language. This table shows the main tenses that are necessary to study at the beginning of learning the English language. It also includes information about the conjugation of verbs in each tense, the functions of tenses, signal words, and spelling, as well as the construction of affirmative, negative, and interrogative sentences. Along with these, some terms used in light industry are included in the examples: Table 1.

Table 1

Tense	Affirmative/ Negative/ Question	Use	Signal Words	Spelling
<u>Simple Present</u>	Affirmative: Negative: Questions: general: special: alternative: disjunctive: a) I am a fashion designer, aren't I? subject:	Permanent situations or states. Repeated/habitual actions, often with frequency adverbs: sometimes, usually, often, always, once a week etc. Permanent truths or laws of nature e.g. Reviews/sport commentaries/ dramatic narrative Action set by a timetable or schedule. In exclamatory sentences With verbs of thinking, feeling, wishes.	always, every day, month, year, never, normally, often, seldom, rarely, sometimes, usually, in the morning/evening/afternoon, if sentences type I (<i>If I talk, ...</i>)	Verbs with modals <i>can, may, might, must</i> remain the same in all forms. So don't add <i>s</i> . For example: <i>he must be, she may design, it can display</i> Add <i>es</i> instead of <i>s</i> to verbs ending in <i>o</i> or a <i>sibilant</i> (<i>s, ss, sh, ch, x</i>). For example: <i>do - he does, wash - she washes</i> A final <i>y</i> after a consonant becomes <i>ie</i> before <i>s</i> . Example: <i>carry - he carries</i> But: a final <i>y</i> after a <i>vowel</i> (<i>a, e, i, o, u</i>) is not modified. Example: <i>play - he plays</i>

This approach is effective because students master professional vocabulary from their very first steps in the language. In future they can revise each tense themselves and the computer can act as a teacher here. The tense knowledge can still be learnt by doing different exercises, for example, translations of sentences from the native language into English and vice versa. It is better to start such exercises with the translation of simple sentences, after which complex sentences can be given, depending on the students' development. For example, in our case, first we give students translation exercises connected with the verb to be; have, has; have got, has got; there is, there are. Then they translate sentences with the verbs of motion. For example:

Translate the sentences from Russian into English using the verb to be.

1) *Мода – неотделимая часть нашей жизни. Fashion – an integral part of our lives.*

2) *Мода – это то, с чем мы имеем дело каждый день. Fashion is something which we deal with every day.*

3) *Мода – это большой бизнес. Fashion is a big business.*

Translate the sentences from Russian into English using the verbs of motion.

1) *Сегодня все больше и больше людей начинают интересоваться модой. Nowadays more and more people start interesting in fashion.*

2) *Одежда говорит много о людях, которые носят ее. Clothing says a lot about the people who wear it.*

3) *Мы судим о незнакомцах по одежде, которая на них надета, потому что это единственное, что мы знаем о них. We usually judge strangers by the clothes they wear, because it is the only thing we know about them.*

There some useful exercises on vocabulary to develop speaking and writing skills. For example:

Choose words from the list to make sentences. Each correct sentence gets one point. The student with the most points is the winner.

design, designer, create, talent, fashion, style, stylist, tailor, trend, draw, pattern, mate-

rial, innovative, fabric, fashionable, tailored, creative, valuable, value, variety, veil, version, studio, stylish, quality, quantity

Then use the sentences to talk about fashion.

Oral projects are also useful for developing language skills. For example, 1) **Imagine that you are a future fashion designer, and you are concerned with today's clothing, but you do not like how and what people wear on the whole. You want to change things. What should you do? What will be your first step? What will you need to be a fashion designer? Will you need to have a good eye for color, style, fabrics, and fashion trends, as well as a sixth sense about what people want to wear? Will you need to be able to draw your clothing designs by hand or on the computer? Will you need to find the right fabrics for your design, to create patterns, and to sew the material? Will you need to keep up to date on trends and continue to be innovative and creative in your designs? Why are these steps important?**

Also, in order to develop students' speaking skills, it is very useful to read a variety of texts and dialogues about fashion and fashion designers with exercises. For example:

London Fashion Week [6]

This process of organization of training professional foreign language (in our case Professional English) allows students to quickly master the spoken Professional English, thus answering the requirements of programming language high schools, where there is a lack of hours devoted to study it, and creates conditions for rational learning of Professional English, which in turn leads to satisfaction of students learning process.

CONCLUSIONS

In our view, when it comes to the learning Professional English, stress should be placed on the method of English tenses teaching and the other main aspects of English grammar with the use of professional vocabulary. Moreover, the use of modern technologies, various methods of teaching Professional English mentioned above help to form profes-

sional communicative competence in students of light industry specialties. It creates favorable conditions for quality training of any light industry specialists.

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