

**ON SOME ASPECTS OF FOREIGN LANGUAGE
TEACHING TO GRADUATES
OF TEXTILE INDUSTRY SPECIALITIES**

**О НЕКОТОРЫХ АСПЕКТАХ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ
МАГИСТРАНТОВ СПЕЦИАЛЬНОСТЕЙ
ТЕКСТИЛЬНОЙ ПРОМЫШЛЕННОСТИ**

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The article considers some aspects of teaching foreign language in the framework of educational programs of postgraduate training of specialists in the magistracy on the specialties of "textile industry". The curriculum of linguistic discipline of "textile industry" master's programs were analyzed which should be on the basis of the competence-based approach that includes a set of principles determining the goals of education, its content and organization, and the assessment of educational process. Thus, such educational programs also greatly contribute to the development of masters' future professional career as creative, multilingual competitive experts whose professionalism is constituted not only by sociolinguistic, psycholinguistic, linguistic and psychological insights but also by pedagogical knowledge and skills.

Статья рассматривает некоторые аспекты преподавания иностранного языка в рамках образовательных программ послевузовской подготовки специалистов в магистратуре по специальностям текстильной промышленности. Так, содержание программы должно быть основано на компетентностном подходе, который включает в себя набор принципов, определяющих цели образования и его организацию, а также оценку образовательного процесса. Таким образом, данные образовательные программы по иностранному языку в значительной степени способствуют развитию будущей профессиональной карьеры специалистов, как творческих конкурентоспособных экспертов, профессионализм которых определяется не только социолингвистическими, лингвистическими, психологическими взглядами, но также и педагогическими знаниями и навыками.

Keywords: foreign language for professional purposes, intercultural communication, language proficiency, competence, performance, communicative skills.

Ключевые слова: иностранный язык для профессиональных целей, межкультурная коммуникация, компетентность, уровень языка, коммуникативные навыки.

The Conception of the development of foreign language education worked out in the Republic of Kazakhstan set out new strategic goals for creating conditions necessary to reform and improve educational technologies, content and structure of teaching foreign languages in higher institutions of the country. Taking into consideration the importance of educational and professional roles of foreign languages and the necessity to meet current labor requirements to employ multilingual specialists, it is based on such principles as professionalization involving the use of foreign languages for professional purposes, cross-cultural and communicative interaction, personal and individual focus of teaching process, compliance with the international standards of training, flexibility and adaptability to changes in economic and social life, professional activity and the ability to live in a multicultural world, and some others [1].

Various changes and developments in the social context of studying foreign languages determine the constant search for improving the effectiveness of teaching, which is manifested in the desire to develop new educational standards, programs and training concepts, as well as new coursebooks and manuals, improve the optimal methods, techniques and technologies for organizing language training, focus on positive international experience in the selection of content, organization and presentation of educational material, carrying out of joint research and educational projects contributing to the implementation of multilingual education. The development of new strategies for teaching foreign languages requires a lot of deep and serious thinking.

The former practice of teaching a foreign language primarily focusing on the development of the ability to read and translate specialized literature is regarded to be inadequate and ineffective. The main goal of foreign language education at present is the formation of the so called "secondary linguistic personality" capable to participate in intercultural communication in a foreign language [2] on the basis of the development of all the components of foreign language communicative competence in four types of speech activity (listening, speaking, reading and writing), representing a com-

plexly organized system of knowledge, skills and habits that allows the subject of communication to receive and obtain information, study and interact with other subjects in a particular cultural environment [3].

It is especially relevant for specialized universities and colleges which train their graduates as creative, multilingual competitive experts in the sphere of a particular foreign language. As for non-linguistic higher educational institutions, teaching professionally-oriented communication within a specific specialty on the basis of a foreign language for special purposes is also recognized as important [1, h.18]. It should be noted that in order to successfully implement the conception of foreign language education in the Republic of Kazakhstan, it is necessary to concentrate first of all on teaching foreign languages in non-linguistic universities considering this goal a priority, since it affects the entire educational environment and learning context of students (undergraduates, graduates and doctoral students) of all majors at different levels of education (bachelor's, master's and doctoral programs). One of the opportunities to effectively solve the problem contributing to the successful implementation of the objectives of foreign language education in the Republic of Kazakhstan is the introduction of the mandatory academic discipline "Foreign Language (Professional)" for all graduates irrespective of their major among whom we should mention such specialties connected with textile industry as Technology and design of textile products, Technology of products and goods of textile and light industry, Innovative technologies in the design of art and technical textiles, Design of light industry products, Design of garments and the Design, and some others.

The educational discipline of professionally orientated foreign language for graduates of the above mentioned majors is designed to provide in-depth theoretical and practical training on the basis of interactive teaching technologies in accordance with the highest academic requirements contributing to their future realization as specialists with the academic degree of masters in the stated direction of science and professional and pedagogical activities. In accordance with the State Stand-

ard Program for graduates the main goal of teaching a foreign language in a magistracy is the systematic deepening of communicative competence in the framework of international standards of foreign language education based on the further development of skills and active language skills in the professional activities of future masters [4].

This program also greatly contribute to the development of masters' future professional career as creative, multilingual competitive experts whose professionalism is constituted not only by sociolinguistic, psycholinguistic, linguistic and psychological insights but also by pedagogical knowledge and skills [5].

The curriculum of linguistic discipline of these master's programs of textile industry should be developed on the basis of the competence-based approach which includes a set of principles determining the goals of education, its content and organization, and the assessment of educational process.

The professionally oriented foreign language schooling should provide a sound basis for assisting learners to achieve not only the appropriate level of competences (knowledge, skills and habits) in a foreign language, but also to develop their preparedness to undertake a foreign language activity in the process of solving practical and theoretical problems, as well as to enable them to steadily advance their self-development and self-education [6].

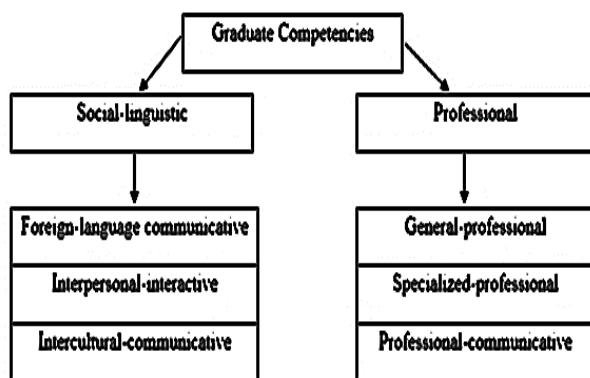


Fig. 1

In accordance with the international standards defined within the European system of scaling for language proficiency [7] the main objective of foreign language teaching for

graduates seeking to acquire the academic degree of masters in textile industry is the systematic deepening of their intercultural communicative and professional competences at the level of B2 or C1 (B2 – Vantage, C1 – Effective Operational Proficiency) and LSP/ESP (language/English for specific purposes) on the basis of development of skills and knowledge of operational proficiency for instrumental purposes [8].

The formation and further development of competencies which are necessary for carrying out particular types of academic and professional activity in the context of communicative situations associated with the foreign language usage are supported by a special academic course (mandatory) studied by graduates - the discipline "Foreign Language (Professional)" which includes the following directions: *English for Professional Purposes, English for Academic Purposes, Interpretation and Translation of English Scientific Texts, Critical Thinking* and some others.

The English language for professional purposes should include training of foreign language in the following areas of work such as:

- technological processes for the production of textiles and light industry;
- experimental work in production laboratories;
- test methods in standardization and certification laboratories for light and textile products;
- manufacture of textile and light industry products;
- design and construction of textile and light industry products;
- decoration and modeling of textile and light industry products;
- quality control of textile and light industry goods.

There are also some specific tasks which include [4].

- The knowledge of genre peculiarities of the English scientific style.
- The analysis of functional and stylistic characteristics of scientific presentations of the authentic material in a target foreign language;
- The analysis of the stylistic features of authentic scientific texts, the organization of their

linguistic, lexical, semantic, syntactic, structural, compositional, and stylistic characteristics.

- The development of analytical skills and critical thinking habits based on the analysis, interpretation, summary and review writing in a foreign language, work with authentic texts belonging to different genres of scientific style.

- The knowledge of general scientific terminology and special terminological sub-language of the corresponding specialty (e.g., that of majors connected with textile industry) in a foreign language/

- The ability to enter into business correspondence in the framework of international cooperation/

- The ability to read the authentic literature with or without dictionaries on the chosen specialty with its subsequent analysis, interpretation and evaluation of the extracted information.

- The development of translation skills of scientific texts connected with various subjects, the development of the ability to overcome the main difficulties connected with translation.

- The developments of skills enabling graduates to participate in professional discussions, scientific debates, round-table discussions in a target foreign language;

- The development of skills to make presentations connected with graduates' scientific research (at seminars, conferences, forums).

- The development of skills of oral communication in accordance with the specialty in the forms of monologue, dialogue / polylogue (report, message, discussion, debate, round-table discussion).

- The development of skills to prepare written forms for the presentation of information material in the specialty (scientific report, communication, theses, poster report, abstract, abstract);

- The ability to work with lexicographic sources in a foreign language (traditional and on-line).

- The development of the so called "interpretation competence" [9] which helps to determine, understand and interpret explicit and

implicit information contained in the authentic scientific text.

Thus, the entire range of objectives connected with the mandatory discipline of the master's program should contribute to the effectiveness of foreign language teaching to graduates taking into account the appropriate organization and presentation of educational material, as well as its rational content enabling to the development of their "secondary linguistic personality" and becoming active participants of intercultural communication in the field of textile industry such as:

- fibers, threads, yarn from natural and chemical fibers, knitted fabrics and products, fabrics, natural and artificial leather, fur, non-woven and shoe materials;

- technological equipment of the industry;

- design documentation;

- normative and technical documentation and systems for standardization, certification;

- computer-aided design system for textile and light industry products, computer equipment.

CONCLUSION

The authors of the article briefly touches upon some aspects connected with foreign language teaching in higher institutions of the non-humanitarian specialties. The purposeful formation of the level of subject competence is realized in the fact that the used complexes of teaching aids for students of various specialties should include tasks in which two areas of activity are productively combined - educational and professional (textile industry).

This socio-cultural background of the foreign language classes widens the student's horizon and outlook and motivates him/her to compare the language pictures of the world, learners' native country and that of the target language country. It helps learners to better understand and value their own culture, customs and traditions.

The article reviews only some aspects connected with teaching foreign language discipline to graduates of specialized in textile industry. In view of the above-said, the deep investigation of these problems could be of great interest and importance.

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