

UDC 372.881.111.1

**IMPROVING THE EFFECTIVENESS OF TEACHING STUDENTS
OF LIGHT INDUSTRY AND DESIGN
BY MEANS CLARITY
ON THE EXAMPLE OF STUDYING THE TERMINOLOGY OF STROKE**

**ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ ОБУЧЕНИЯ СТУДЕНТОВ
СПЕЦИАЛЬНОСТЕЙ ЛЕГКОЙ ПРОМЫШЛЕННОСТИ И ДИЗАЙНА
СРЕДСТВАМИ НАГЛЯДНОСТИ
НА ПРИМЕРЕ ИЗУЧЕНИЯ ТЕРМИНОЛОГИИ ШТРИХА**

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This paper studies the learning effectiveness of students of the light and design industries means clarity in the area of studying the terminology of the stroke. The authors propose their own method of learning the terminology of the stroke, which allows students to not only learn and practice but to use it effectively in both professional language and drawing.

В работе исследуется эффективность обучения студентов специальностей легкой промышленности и дизайна средствами наглядности на примере изучения терминологии шрифта. Авторами предлагается собственная методика обучения английской терминологии техники штриха, которая позволяет студентам не только познакомиться с новой для них терминологией, но и эффективно использовать данный лексический пласт как в профессиональной речи, так и в рисунке.

Keywords: terminology, the technique of the stroke, innovative technology, professional language, methodology and didactics, the authenticity, system.

Ключевые слова: терминология, техника штриха, инновационные технологии, профессиональный язык, методология и дидактика, аутентичность, система.

Nowadays, many specialists, including specialists of the light industry pay much attention to learning professional English. According to extensive established studies, professional English has entered a new multilingual world where it makes a considerable impact on people's lives and all spheres of the economy. Professional English is called an international language of business, and it is true because international trade does not stand still. It expands every year bringing many professionals of different countries into contact [1]. Specialists of any sphere who speak professional English fluently can not only provide effective and efficient work, but achieve greater job satisfaction. People need professional English for their professional lives. In order to achieve higher results in learning it, teachers should use up-to-date methods of teaching. One of the ways to make the teaching and learning experience more interesting and memorable is the use of visual aids. Pictures are worth of thousand words; this is especially true when teaching English as a second language. According to some scientists "Visual aids can be defined in two ways: as a diagram or a picture. They can also be divided into two main categories: visual aids such as overheads; and interactive tools such as a video program or resource pack" [2]. As for us, visual aids are visual representations which support teaching in the form of pictures, diagrams, graphs, illustrations, photographs, text, cartoons, films, body language and so on. The main reason for the use of visual aids is to attract students' attention, arose

learners' wishes, vary the learning process and diminish students' anxiety.

In order to teach professional English effectively teachers have to use authentic texts from different spheres because these are the brightest representatives of special terminologies. Knowing professional vocabulary is important for any specialist in order to make his/her English more advanced and professional. Future specialists of the light industry, for example, should fully learn professional terminology. The use of visual aids, especially pictures of different kinds of marks, in learning Professional English is the best way to enhance the students' knowledge of professional vocabulary. It is said that light industry specialists should have specific knowledge of academic drawing, composition and so on and the use of visual aids illustrating the main term of these spheres makes the learning of Professional English more changeable and interesting. Moreover, the use of visual aids in teaching future specialists of the light industry should be thoroughly prepared according to some demands which these specialties require. It is known that there are some English variants of marks terminology which are not known by people of other languages, and teaching students English marks' terminology considerably enriches students' theoretical and practical language knowledge.

The study of English marks' terminology can be supported by using bi-lingual materials. They may be given in the forms of different illustrations. This method of teaching helps to refine language vocabulary and at the

same time improve light industry specialists' drawing abilities. For example, there are some English terminologies of marks which

are given with Russian adequate translation and can be observed in the following pictures.

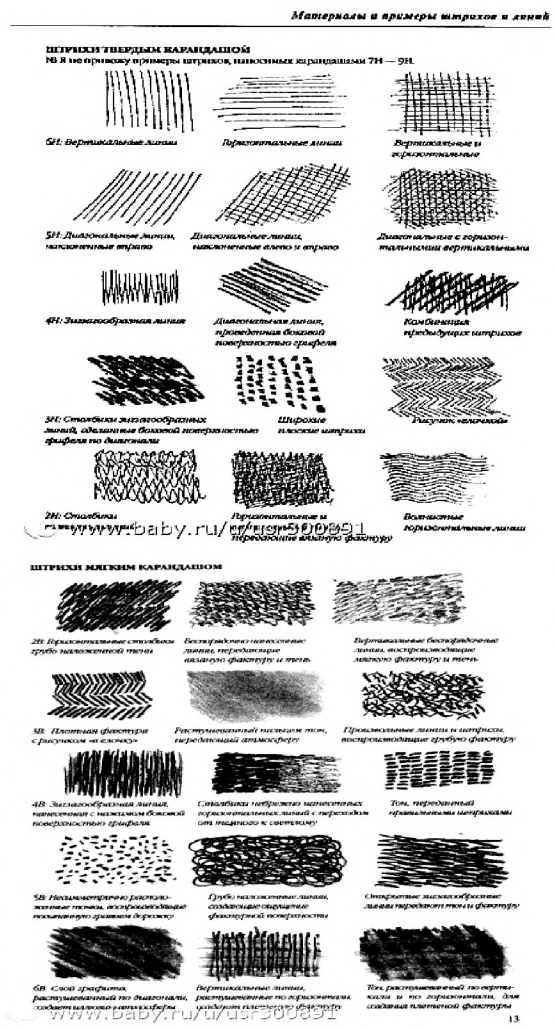
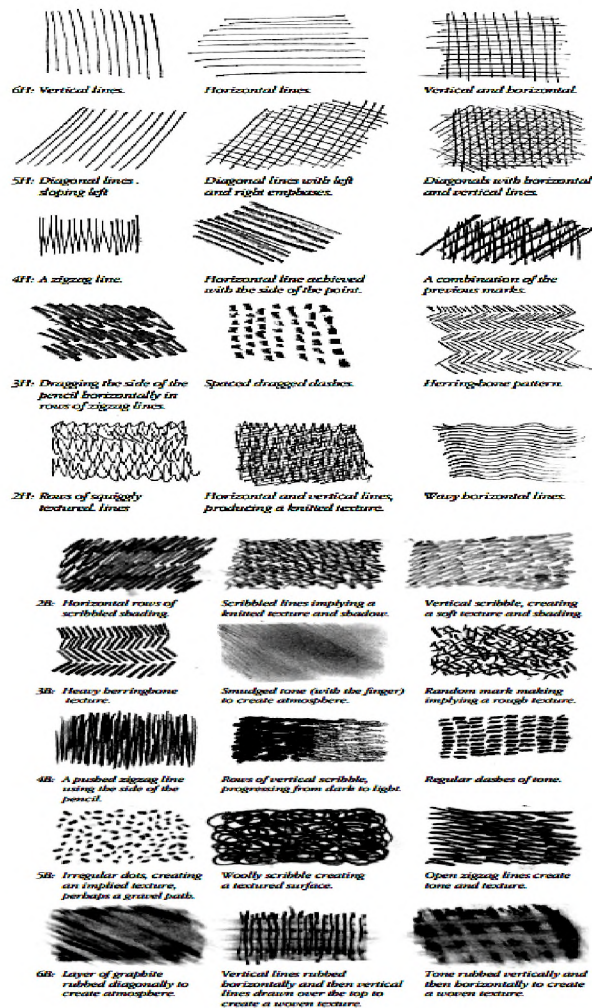


Fig. 1

Fig. 1: there are marks which made by hard pencils: vertical lines – вертикальные линии; horizontal lines – горизонтальные линии; vertical and horizontal lines – вертикальные и горизонтальные линии; diagonal lines sloping left – диагональные линии, наклоненные влево; diagonal lines with left and right emphases – диагональные линии, наклоненные влево и вправо; diagonals with horizontal and vertical lines – диагонали с горизонтальными и вертикальными линиями; a zigzag line – зигзагообразная линия; horizontal line achieved with the side of the pencil – горизонтальная линия, проведенная боковой поверхностью грифеля; a combination of the previous marks – комбинация предыдущих штрихов; dragging the

side of the pencil horizontally in rows of zigzag lines – способы зигзагообразных линий, сделанные боковой поверхностью грифеля по диагонали; spaced dragged dashes – широкие плоские штрихи; herringbone pattern – рисунок в елочку; rows of squiggly textured lines – столбики волнистых, текстурированных линий; producing a knitted texture – штриховка, передающая вязаную фактуру; wavy horizontal lines – волнистые, горизонтальные линии. There is also terminology for some marks drawn by soft pencils. These include horizontal rows of scribbled shading – горизонтальные линии грубо наложенной тени; scribbled lines implying a knitted texture and shadow – беспорядочно нанесенные линии, передающие

вязаную фактуру и тени; vertical scribble, creating a soft texture and shading – вертикальные беспорядочные линии, воспроизводящие мягкую фактуру и тень; heavy herring bone texture – плотная фактура с рисунком елочка; smuggled tone (with the figure) to create atmosphere – растушеванный пальцем тон, передающий атмосферу; random mark making implying a rough texture – произвольные линии и штрихи, воспроизводящие грубую текстуру; a pushed zigzag line using the side of the pencil – зигзагообразная линия, нанесенная с нажимом боковой поверхности грифеля; rows of vertical scribble, progressing from dark to light – столбики небрежно нанесенных горизонтальных линий с переходом от темного к светлому; regular dashes oft one – тон, переданный правильными штрихами; irregular dots, creating an implied texture, perhaps a gravel path – несимметрично расположенные точки, воспроизводящие насыпанную гравием дорожку; woolly scribble creating a textured surface – грубо наложенные линии, создающие ощущение фактурной поверхности; open zigzag lines create tone and texture – открытые зигзагообразные линии, передающие тон и фактуру; layer of graphite rubbed diagonally to create atmosphere – слой графита, растуше-

ванный по диагонали, создающий иллюзию атмосферы; vertical lines rubbed horizontally and then vertical lines drawn over the top to create a woven texture – вертикальные линии, растушеванные по горизонтали, создающие плетеную фактуру; tone rubbed vertically and then horizontally to create a woven texture – тон, растушеванный по вертикали и по горизонтали для создания плетеной фактуры [3]. The teaching process can be wonderful if teachers speak the same language(s) as their students because it sometimes helps to reach many teachers' aims. For example, it can help students to learn many words and expressions, make different kinds of dialogues, create short texts and so on. But nowadays not many teachers have the opportunity to speak the same language(s) as his/her students. So, bi-lingual materials can help a teacher of English as a second language draw on a student's native language without knowing it him/herself.

In order to remember all terms connected with marks special attention should be devoted to repetition and rephrasing. Teachers can give such kind of exercises where students can revise, remember and then use marks terminology in their speech without any hesitation. For example, Look at the pictures and say what kind of marks are drawn there? (Fig. 2).

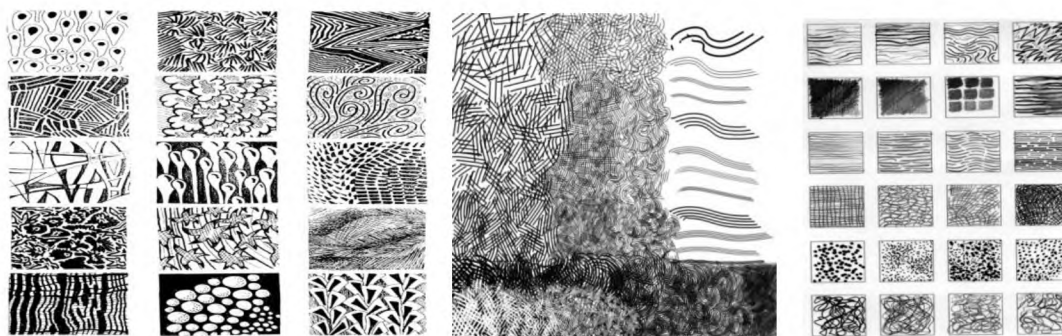


Fig. 2

Teachers can also include activities like speaking projects, group works and so on in the learning process. For example, What is the role of different kinds of marks in drawings?

What are the frequently used marks do you know? Use the pictures and talk about the English marks used to draw those pictures (Fig. 3).



Fig. 3

Such kind of projects work well as individual work. As a rule, group work is best with 2...4 students; with any more people, not everyone gets a chance to participate. It is also a good idea to group students with different first languages together whenever possible. Examples of this technique are the following: Talk about your attitudes to the existence of English marks terminology and discuss about them with your partner. Which marks do you think students need to know and why? Then look at the picture illustrating different kinds of marks and write a leaflet giving advice to students on what to learn (50...80 words). This exercise can be followed by useful words and phrases which help students to ease the task. For example, pencil, stationery knife, eraser, draw, line, spot, marks, straight lines, curved lines, wavy lines, broken lines, combined lines, horizontal lines, vertical lines, long lines, short lines, thin lines, thick lines, uneven line, *linear* constructive drawing, sketches.

Teaching terminology of marks may be followed by exercises on other kinds of drawing terminology, for example, instruments which are used to draw different kinds of marks. Visual aids allow demonstrating many kinds of marks' instruments. There is an interesting fact that some of the instruments may not be used by specialists of other languages, for example, there are not direct translations of peel-back pencil, triangular carpenter's pencil in Russian (Fig. 4).

At the same time, there are some helpful rules to follow when developing and using aids to support your lesson:

- do not give many task using the given pictures;
- pay more attention to the color of visual aids;
- time your aids well;
- put students in groups;
- use professional English visual aids.



Fig. 4

Visual aids which illustrate different types of marks implement "show and tell" sessions to promote student involvement in the teaching process. "Since most people are visual learners, it is important to go beyond "spoken words" when educating students [4] Pictures of marks can help students to focus and generate language on special terms. They can also help to bridge the gap between various types of learners. In addition, these visual aids of English marks given in pictures and illustrations keep lessons interesting for the learners. They help to break up the monotony, providing a visual stimulant to reinforce what learners are going to do.

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Рекомендована кафедрой государственного и иностранных языков. Поступила 05.05.17.
