

**INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH TENSES  
IN PROFESSIONAL ENGLISH LANGUAGE  
FOR SPECIALISTS OF LIGHT INDUSTRY**

**ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ПРИ ИЗУЧЕНИИ  
ВРЕМЕН ГЛАГОЛА В ПРОФЕССИОНАЛЬНОМ АНГЛИЙСКОМ ЯЗЫКЕ  
ДЛЯ СПЕЦИАЛИСТОВ ЛЕГКОЙ ПРОМЫШЛЕННОСТИ**

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*This article is devoted to the problem of teaching future textile specialists English tenses with the help of innovative technologies. The article describes the organization of the students' learning process (bachelors of textile industry), aimed at practical mastery of English tenses.*

*Статья посвящена проблеме обучения английским временам будущих специалистов текстильной промышленности с помощью инновационных технологий. В статье описывается организация процесса обучения студентов (бакалавров текстильной промышленности), нацеленная на практическое овладение английскими временами.*

**Keywords: tenses, innovative technology, professional language, methodology and didactics, the authenticity, system.**

**Ключевые слова: времена, инновационные технологии, профессиональный язык, методики и дидактики, аутентичность, система.**

Today in the era of globalization the importance of Professional English is increasing very quickly. The popularity of Professional English can be explained by global continued progress of economic, social and political circumstances. Nowadays many future and existing specialists of different spheres need Professional English to communicate in a variety of professionally significant communication spheres, but lack of time and some situa-

tions and periods when they find themselves incapable of taking higher education or attending language courses do not allow them to learn Professional English thoroughly and quickly. On the other hand, the fact that many potential learners do not have enough time already says that teachers should try to do something to resolve this problem, and help them learn English easily and quickly. It is known that learning verb tenses is one of the

most important tasks in the English language and knowledge of them is the fastest way to start speaking Professional English. Different teachers recommend their own methods of teaching English tenses but most of them are

used in teaching General English. In trying to help people wishing to learn Professional English through tenses, we have developed a model which attempts to give them an overall view of the English tense system (Table 1).

Table 1

Tense	Affirmative/Negative/Question	Use	Signal Words	Spelling
<b><u>Simple Present</u></b>	<p><b>Affirmative:</b> I am ('m) a textile tester. You are ('re) a textile tester. You/we/they are ('re) textile testers. He/she/it is ('s) a textile tester.</p> <p><b>Negative:</b> I am not ('m not) a textile tester. You are not ('re not) a textile tester. You/we/they are not ('re not) textile testers. He/she/it is not ('s not) a textile tester.</p> <p><b>Questions:</b> <b>general:</b> Am I a textile tester? Are you a textile tester? Are you/we/they textile testers? Is he/she/it a textile tester? <b>special:</b> What am I? What are you? What are you/we/they? What is he/she/it? <b>alternative:</b> Am I a textile tester or a fashion designer? Are you a textile tester or a fashion designer? Are you/we/they textile testers or fashion designers? Is he/she/it a textile tester or a fashion designer? <b>disjunctive:</b> a) I am a textile tester, aren't I? You are a textile tester, aren't you? You/we/they are textile testers, aren't you/we/they? He/she/it is a textile tester, isn't he/she/it? b) I am not a textile tester, am I? You are not a textile tester, are you? You/we/they are not textile testers, are you/we/they? He/she/it isn't a textile tester, is he/she/it? <b>subject:</b> Who is a textile tester?</p>	<p>Permanent situations or states, e.g. <i>Textile Testing Equipment brings you facility to buy textile testing equipments online.</i></p> <p>Repeated/habitual actions, often with frequency adverbs: sometimes, usually, often, always, once a week etc., e.g. <i>Sometimes nylon has shiny appearance.</i></p> <p><b>Permanent truths or laws of nature e.g. Polyester (aka Terylene) is a category of polymers which contain the ester functional group in their main chain.</b></p> <p><b>Reviews/sport commentaries/ dramatic narrative, e.g. Wool fiber has irregular, roughly cylindrical, multi cellular structure with tapered ends. Under a microscope, three basic layers are shownepidermis (outer layer), cortex (middle layer) and medulla (inner layer). Medulla is seen only in coarse and medium wool fibers and that too under a highly powerful MICROSCOPIC VIEW OF WOOL</b></p> <p>Action set by a timetable or schedule, e.g. <i>Our company's textile tester starts his work at 9.00 a.m. and finishes it at 17.00 h.v.</i></p> <p>In exclamatory sentences e.g. <i>Here comes a famous textile tester! There goes a stylist!</i></p> <p>With verbs of thinking, feeling, wishes, e.g. <i>I think you will meet a reliable textile tester.</i></p>	<p>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>)</p>	<p>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 create, she may test it, can display</i></p> <p>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></p> <p>A final <i>y</i> after a consonant becomes <i>ie</i> before <i>s</i>. Example: <i>carry - he carries</i></p> <p>But: a final <i>y</i> after a vowel (<i>a, e, i, o, u</i>) is not modified. Example: <i>play - he plays</i></p>

The proposed model was designed for students of the textile industry, but it can be

used by learners of any spheres as well. The main aim of the model is to help future textile

specialists grasp some of the concepts which underlie each choice of tense. A short explanation of this model follows. The model does not include all 18 tenses, but the main 12, and is divided into 3 parts: Present, Past and Future times. Each time includes 4 tenses. Every tense focuses on the specific needs of the learners and is tailored to the precise goals they wish to achieve. Teachers should teach tenses separately, but sometimes to understand the difference between the Present Perfect and the Past Simple it is necessary to take them together. Explanations of each tense are followed by the structure of different sentences: affirmative, negative and interrogative with the conjugation of verbs in full and short forms as well as the main functions of using tenses. The rules of using tenses are supported by bright, but simple examples which help learners understand how to form verbs in each tense and where particular tenses can be used. Along with these, some professional terms are included in the examples. This approach is effective because students master professional vocabulary from the first steps in their language development. After learning the main functions of tenses and making examples themselves, students should practice them more. At this stage teachers should remember that his/her learners cannot know the names of tenses. Teachers should ask: "Adil, what do you do? Where are you working now?" not Adil, give me an example of the Present Simple or the Present Continuous. Teachers can ask simple questions so that the students can correctly and easily answer. For example, Where do you work? What are your parents? Have you done this work? How long have you been working here? At this time, as Asep Kosware from Indonesia noted, we also give an opportunity for students to describe their activities that they do every day, did in the past and will do in the future. Interesting activities are making sentences using professional terminology in different tenses, using the written sentences to talk about different aspects of professional activities and translating the sentences from English into their native language and vice versa. Such kinds of

exercises are better to start with simple exercises, for example, teachers can give students exercises connected with writing sentences with the verb to be; have, has; have got, has got; there is, there are, verbs of motion etc. Afterwards, translation exercises can be added. 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. Then combine your sentences to talk about artificial and natural fibres.

Cotton, natural fibre, yield, artificial fibres, extrude, polymer, harden, spinning, nylons, polyesters, natural fibre, sheep, goat, rabbit, silk-worm, asbestos, cotton, flax, sisal, vegetable fibres, flax, Hemp, Jute, staple, silk.

Translate the sentences from English into Russian. Pay attention to the translation of the verb to be.

1) Textile manufacturing is a major industry.

2) Natural fibres are either from animals (sheep, goat, rabbit, silk-worm) mineral (asbestos) or from plants (cotton, flax, sisal).

3) The textile industry was at the centre of Britain's industrial expansion in the Victorian period. Translate the sentences with the verbs of motion from English into Russian. 1) The use of flax fibre in the manufacturing of cloth in Northern Europe dates back to Neolithic times. 2) Cotton remains the most important natural fibre, so is treated in depth. 3) The woven fabric portion of the textile industry grew out of the industrial revolution in the 18th century as mass production of yarn and cloth became a mainstream industry. In studying tenses teachers can also include description of different pictures or writing stories using the given pictures including useful words and expressions. For example, Writing (a leaflet that offers advice) Talk about your attitudes towards the textile industry and discuss your ideas with your partner. Have you ever visited a textile factory, where was it and did you enjoy being there? Which was the best textile factory you have visited and why? Look at the pictures and write a leaflet giving advice to a future specialist in the textile industry who is going to work in a textile factory (Fig. 1).





Fig. 1

Useful words and phrases: textile factory, textile industry, loom, occupation, thread, examining, in a row, machinery, manufacturing, manufacturing equipment, quality control, skill, abundance, accuracy, adult, color image, concentration, connection, focus on background, front view, image focus technique, indoors, intricacy, large group of objects, looking down, working. Oral projects are also useful for developing tenses knowledge. For example, To know the Manufacturing process and Layout make a project on the textile industry. Give some important information of textile industry brands, different products, new business, new technologies, and new partnership. The report should be made with clear objectives of studying the textile industry as it works.

Also, in order to show how different tenses are formed and how students should choose the right tenses in their speech, it is very useful to ask students to read a variety of texts and dialogues with different kind of exercises. For example: The Cotton Plant.

The cotton plant belongs to the genus *Gossypium* of the family Malvaceae (mallow family). It is generally a shrubby plant having broad three-lobed leaves and seeds in cap-

sules, or bolls; each seed is surrounded with downy fiber, white or creamy in color and easily spun. The fibers flatten and twist naturally as they dry.

Cotton is of tropical origin but is most successfully cultivated in temperate climates with well-distributed rainfall. All western U.S. cotton and as much as one-third of Southern cotton, however, is grown under irrigation. In the United States nearly all commercial production comes from varieties of upland cotton (*G. hirsutum*), but small quantities are obtained from sea-island and American-Egyptian cotton (both belonging to the species *G. barbadense*). *G. arboreum* and *G. herbaceum* are the chief cultivated species in Asia.

Cotton is classified in the division Magnoliophyta, class Magnoliopsida, order Malvales, family Malvaceae.

Answer the following questions.

- 1) What family does cotton belong to?
- 2) What kind of plant is cotton?
- 3) When do fibers flatten and twist naturally?
- 4) How are western U.S. cotton and Southern cotton grown?
- 5) How cotton is classified?

Decide whether the following sentences are true or false.

1) Cotton does not belong to mallow family.

2) The fibers flatten and twist naturally as they wet.

3) Cotton is of subtropical origin.

4) All western U.S. cotton and as much as one-third of Southern cotton, however, is grown without any irrigation.

5) *G. arboreum* and *G. herbaceum* are the main cultivated species in Asia.

Further development of tenses is possible using additional questions as: What is your attitude to textile industry? Are you interested in it? Would you like to participate in some processes of textile industry? Why or why not?

This process of organization of learning English tenses and training Professional English allows students to quickly master spoken Professional English, thus addressing the requirements of many people who wish to learn Professional English quickly. It creates favorable conditions for the effective training of any specialists.

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