

**AN INNOVATIVE APPROACH TO THE ADAPTATION
OF PROFESSIONAL FOREIGN LANGUAGE TEXTBOOKS
IN TRAINING OF TEXTILE INDUSTRY SPECIALISTS**

**ИННОВАЦИОННЫЙ ПОДХОД К АДАПТАЦИИ УЧЕБНИКОВ
ПО ПРОФЕССИОНАЛЬНОМУ ИНОСТРАННОМУ ЯЗЫКУ
ПРИ ПОДГОТОВКЕ СПЕЦИАЛИСТОВ
ТЕКСТИЛЬНОЙ ПРОМЫШЛЕННОСТИ**

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This article is devoted to the adaptation of authentic books of professional foreign language for training specialists of textile industry, and to development of an adaptation model and determination of the conditions of its implementation in the educational process.

Данная статья посвящена вопросам адаптации аутентичных учебников по профессиональному иностранному языку для подготовки специалистов текстильной промышленности, разработке модели адаптации и определения условий ее внедрения в учебный процесс.

Keywords: adaptation, professional language, methodology and didactics, authenticity, system.

Ключевые слова: адаптация, профессиональный язык, методология и дидактика, аутентичность, система.

The modernization of an educational system within the frame of the Bologna process makes the preparation of competent, highly skilled, competitive specialists of textile industry a matter of the utmost urgency – specialists who are ready to engage fully with the conditions of a multilingual social and academic environment. The achievement of these aims is possible in learners through the development of professional skills as well as through the formation of language competencies. In connection with this, the burning question of how to individualize and differentiate training of textile industry specialists has arisen within the national educational system, which in turn has led to the question of how to adapt authentic textbooks for specialists of textile industry on the topic of professional language. The prob-

lem of how to adapt authentic linguistic textbooks has been worrying teachers and methodologists for a long time, but in many countries it arose with particular urgency after they entered the Bologna Process. Today there is no consensus on this question in spite of the fact that many British publishing houses have already attempted to publish textbooks that are supposedly “adapted to some national mentalities, cultures, and perception.” The essence of these textbooks is the simple use of a “regional component,” which amounts to “the development of communicative competence, as well as the reinvigoration of the content of foreign language training through mastery by the students of a certain degree of regional knowledge.” In Russian editions, on the other hand, the process of adaptation has been seen in the context of cultural dialogue; supplementary exercises

for the solution of an educational communicative task; the development of an elementary-remedial phonetic course for beginners; development of materials for the teaching of reading techniques, and so on [1].

The research thematic proposed here is relevant insofar as interest in professional English has increased in recent years, but there is still no clearly-developed methodological and didactic approach to its teaching. Since the mid-1990s, methodologists and teaching practitioners have brought up the necessity to adapt foreign educational courses to the needs of foreign-language trainees. One of the most important problems in the use of authentic textbooks is that they lack a natural, reasonable communication-oriented system of training for foreign students, which would facilitate not only their successful mastery of everyday English, but also of professional language. The majority of foreign textbooks do not properly develop the speech competence of students, because they fail to train them for participation in real communications. The lexicon and grammar in the original texts of these books are not sufficiently effective for use in situations of daily communication and do not take into account the linguistic features, culture, everyday realities, and mentality of those learning or being trained in a particular foreign language. The concept of "adaptation" in relation to problems of teaching a foreign language to a non-native audience, through the use of authentic textbooks, has also not been properly grounded. Although there have been earlier definitions of this word, they did not fully develop the concept in relation to professional language, for example, in the definitions offered by Yunatskevich R.I. [2], Oleshkov M.U., Uvarov V.M. [3], and so on. It was given elaboration in the thesis by Somova S.V.: "Adaptation of Foreign English-Language Courses to the Needs of Russian-Speaking Learners in the Context of a Dialogue Between Two Cultures." According to Somova S.V., "adaptation is the integration of materials of a foreign training course into the educational process, organized in consideration of the needs of learners; it has crucial importance at the initial stage of training when learners have not formed speech

mechanisms, when their skills in using grammatical and lexical material are fragile, and when they are not able to comprehend adequately the authentic materials of a foreign resource, in light of the fact that their language consciousness, formed under the influence of their native language and a Russian-speaking picture of the world, complicates the process of inter-cultural communication" [4]. This conceptualization does not fully explore idea of adapting authentic textbooks on professional foreign language, which justifies the need to ground it theoretically, as well as to develop directions for the realization of the adaptation of authentic textbooks in various professional categories.

In light of these reasons, we suppose that the use of a "language portfolio" in our case, the In Company Language Portfolio, created especially for the business textbook *In Company* will in many respects facilitate the adaptation of original textbooks to the existing education system of Kazakhstan. The In Company Language Portfolio technology was developed on the basis of technology of the European Language Portfolio (ELP), presented by experts of the Council of Europe within the European Language Portfolio project.

The distinctive features of our technology, in comparison with those of ELP, are: a) the adaptation of content and conceptual components, which are expressed in the presence of systems of descriptors and diagnostic means that make it possible to determine the level of everyday and professional language competences among students in the economic sphere; b) the presence of tasks for the formation of each of the above-mentioned competences; c) the presence of a stratified system of descriptors and of a diagnostic instrument that makes it possible to determine the objective level of professional language competences among economists (on a modular-rating basis), as well as the level of their actual self-assessment. Within the language portfolio, the following sections have been created in order to diagnose the formation of professional and language competences among students of economic specializations: "Language Passport," "Language Biography," "Self-assessment and

systematized part of the course", and "Dossier."

"Language passport" of In Company Language Portfolio is a review of individual competences in business English and can increase the competitiveness of future specialists at the beginning stage of their careers.

In "Language Biography" of In Company Language Portfolio are reflected the history of the acquired business English as well as the history of the native language. "Language Biography" also promotes the development of the skills of planning, reflection, and self-assessment in the process of studying a language.

"Self-assessment and systematized part of the course" of In Company Language Portfolio includes the following items: 1) language skills; 2) teacher's assessment; 3) student's assessment; 4) if the answer is no, do the exercise again on page... 5) self-assessment. The self-assessment and systematized part of the course In Company Language Portfolio are calculated on more profound studying of specialized business English and looks as the picture: Table 1. Self-assessment and systematizing part of the course.

Table 1

№	Language skills	The teacher's mark		The student's mark	If it is no, do the exercise again on page...	Self assessment ☺ ☹
		Yes	No			
	Speaking					
1	I can talk about the worst things in business travel with my partner				Ex. 1, p. 23	
	Reading					
1	I can read the text and say what the title of this text means				Transatlantic crossing Ex. 3, p. 25	
	Vocabulary					
1	I know polite questions forms				Polite question forms P.1, p. 94	
	Grammar					
1	I can combine some words to make different type of sentences				Sentence building Ex. 2, p. 23	
	Listening					
1	I can listen to short conversations and say where the speakers are				On the move Ex. 1, p. 24	
	Writing					
1	I can complete the text by putting one word in the gapped place				Greeting visitors Ex. 2, p. 27	

"Dossier" of In Company Language Portfolio is not only a developed exercise for checking the knowledge of students, but also real practical works of the student, in which he or she can show language skills and achievements in specialized business English.

"Self check section" of In Company Language Portfolio allows a student to check the gained knowledge without teacher's assessment. These are the tests which themes are closely connected with topics of a program course.

The proposed innovative approach to the problem of the adaptation of authentic textbooks on the example of In Company Language Portfolio has already been approved at

the International scientific-practical conference in Almaty and Astana in 2011. The experience gained from the conference on adaptation of authentic textbooks allowed to increase on a higher level of organization of similar work in Kazakhstan, namely led to the problem of adaptation of authentic textbooks of professional foreign language in our case textile professional English [5].

CONCLUSION

In our view, when it comes to the adaptation of authentic textbooks for specialists of textile industry, stress should be placed on the method of foreign language teaching and on

learning outcomes, and it will be pertinent to speak about the development and implementation of a didactic model of multilingual professional specialists training on the base of educational process modernization and educational complex discipline which are designed in accordance with the international standard of higher education, as well as the formation of a competent specialist.

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