METHODS OF TEACHING TEXTILE TERMINOLOGY IN HIGHER EDUCATION INSTITUTIONS

Xamidova Dilora Bakhtiyorovna
Tashkent Textile and Light Industry Institute
ESP Teacher
https://doi.org/10.5281/zenodo.14672318

Abstract

The teaching of textile terminology in higher education institutions is a critical aspect of specialized education within the field of textile science and technology. Given the complexity and specificity of textile terminology, educators must employ various pedagogical methods to ensure that students not only acquire an extensive vocabulary but also understand its practical application. This article explores the key methods used to teach textile terminology, examining their effectiveness and providing recommendations for improving the learning process.

Keywords: textile terminology, higher education, teaching methods, lexical approach, contextual learning, task-based learning, collaborative learning, technology-enhanced learning, textile industry, vocabulary acquisition, pedagogy, assessment.

Introduction

The textile industry is a highly specialized sector, requiring knowledge of an extensive range of terms and concepts. As globalization and technological advancements continue to impact the textile field, the need for a standardized and comprehensive understanding of textile terminology has become increasingly important. For students pursuing degrees in textile-related fields, mastering the technical vocabulary is essential for both academic success and professional practice. Therefore, the methods employed in higher education institutions to teach textile terminology play a significant role in shaping students' proficiency and understanding of the subject.

Challenges in Teaching Textile Terminology

Teaching textile terminology presents several challenges. First, textile terminology often includes highly technical language, including terms related to fabrics, fibers, manufacturing processes, and finishing techniques. These terms may be unfamiliar and abstract for students, especially those new to the subject. Second, the terminology is often language-specific, with many terms lacking direct equivalents in other languages, further complicating the teaching process. Third, the rapid pace of innovation in the textile industry means that new terms and concepts are constantly emerging, requiring educators to stay up to date and adjust their teaching materials accordingly.

Methods of Teaching Textile Terminology

1.Lexical Approach

A lexical approach to teaching textile terminology emphasizes vocabulary acquisition as the foundation of learning. Students are exposed to lists of terms, their definitions, and contextual usage. This approach is particularly useful for building a foundational knowledge of key concepts and terms. It can be reinforced through memorization exercises, quizzes, and flashcards to aid retention. However, this method should be combined with practical

applications to ensure that students understand how these terms are used in real-world settings.

2.Contextual Learning

Contextual learning involves presenting textile terminology within the context of real-life applications, such as case studies, industry examples, and practical demonstrations. By integrating terminology into actual textile production processes or design projects, students can better grasp the meaning and relevance of the terms. This approach fosters a deeper understanding of how specific terms relate to various aspects of textile science and technology, such as material properties, production techniques, and quality control.

3.Task-Based Learning

Task-based learning encourages students to use textile terminology to complete specific tasks or solve problems. These tasks can include designing a textile product, identifying defects in materials, or analyzing production processes. The hands-on nature of task-based learning allows students to apply their knowledge of terminology in practical situations, reinforcing their understanding and improving their ability to use the terms in professional contexts. Additionally, this method fosters critical thinking and problem-solving skills, which are essential for success in the textile industry.

4.Collaborative Learning

Collaborative learning methods, such as group discussions, peer teaching, and collaborative projects, enable students to share knowledge and deepen their understanding of textile terminology. By working together, students can exchange insights and clarify any misunderstandings regarding the meaning or application of terms. Collaborative learning also promotes communication skills, which are essential in the textile industry, where professionals often work in multidisciplinary teams.

5.Technology-Enhanced Learning

Advancements in digital technology have provided new opportunities for teaching textile terminology. Online platforms, interactive simulations, and virtual learning environments can supplement traditional teaching methods. For example, digital tools can allow students to explore 3D models of textile products, watch video demonstrations of production processes, or participate in interactive quizzes and games to test their understanding of terminology. These technological resources can make learning more engaging and dynamic, especially for students who may struggle with traditional classroom methods.

Assessment and Evaluation

Effective assessment is an integral part of teaching textile terminology. Instructors can assess students' knowledge through written exams, oral presentations, and practical assignments. Formative assessments, such as quizzes and peer feedback, provide opportunities for students to monitor their progress and address gaps in understanding. Summative assessments, including final exams or projects, can evaluate students' overall mastery of the terminology and their ability to apply it in practical situations.

Conclusion

The teaching of textile terminology in higher education requires a multi-faceted approach that integrates various pedagogical methods. A combination of lexical, contextual, task-based, collaborative, and technology-enhanced learning strategies can help students build a robust understanding of textile vocabulary and its practical applications. Educators must remain

flexible and adaptable, continuously refining their teaching methods to meet the evolving needs of the textile industry and the students they serve. By employing these diverse approaches, higher education institutions can effectively prepare students for successful careers in the textile sector.

References:

1. Djanibekov, U., van Assche, K., Boezeman, D. and Djanibekov, N. (2013). Understanding contracts in evolving agro-economies: Fermers, dekhqans and networks in Khoresm, Uzbekistan. Journal of Rural Studies, 32, 137-147.

2. Dries, L. and Swinnen, J. (2004). Foreign direct investment, vertical integration, and local suppliers: evidence from the Polish dairy sector. World Development, 32(9), 1525–1544.

3. Glover, D. and Kusterer, K. (1990). Small Farmers, Big Business: Contract Farming and Rural Development. London: Macmillan.

4. Gow, H. and Swinnen, J. (2001). Private enforcement capital and contract enforcement in transition countries. American Journal of Agricultural Economics, 83(3), 686–690.

5.Key, N. and Runsten, D. (1999). Contract farming, smallholders, and rural development in Latin America: the organization of agroprocessing firms and the scale of outgrower production. World Development, 27(2), 381–401.

6. Lerman, Z. (2010). Agricultural recovery and individual land tenure: Evidence from Central Asia. Imre Ferto, Csaba Forgacs, Attila Jambor (Eds.): Changing landscape of European agriculture. Essays in honour of professor Csaba Csaki. Budapest: Agroinform, pp. 95–113.

7. Little, P. and Watts, M. (1994). Living Under Contract: Contract Farming and Agrarian Transformation in Sub-Saharan Africa. Wisconsin: University of Wisconsin Press.

8. Mensch, G. (1979). Stalemate in Technology: Innovations overcome the Depression. Cambridge, Masachusetts, pp. 87–90.

9. Morrissy, J. D. (1974). Agricultural Modernization through Production Contracting. New York: Praeger.

10. Pandey, P. (2013). Triple Helix for Communication of Innovations: Case Study of Bt Cotton in India. Asian Biotechnology & Development Review, 15(1), 21-42.

11. Petrick, M. and Djanibekov, N. (2015). Institutional change in land and labour relations of Central Asia's irrigated agriculture (AGRICHANGE). Project description. IAMO.

12. Petrick, M. and Djanibekov, N. (2016). Obstacles to crop diversification and cotton harvest mechanisation: Farm survey evidence from two contrasting districts in Uzbekistan: IAMO Discussion Papers 153. Leibniz Institute of Agricultural Development in Central and Eastern Europe (IAMO).

13. Pomfret, R. (2008). Tajikistan, Turkmenistan, and Uzbekistan, Ch 8. In Dostortions to Agricultural Incentives in Europe's Transition Economies. K. Anderson and J. Swinnen (Eds.). World Bank, Washington, DC, pp. 297-338.