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ENHANCING SPEAKING SKILLS IN LIGHT INDUSTRY VOCATIONAL EDUCATION

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Abstract: This article explores the issues of developing English speaking skills among students in vocational schools specializing in light industry (textiles, garment manufacturing, and design). The research analyzes the integration of industry-specific terminology with the communicative approach. Furthermore, the role of "ESP" (English for Specific Purposes) methodology and the effectiveness of practical simulations in enhancing students' professional competence are substantiated.

Keywords: light industry, vocational school, English language, speech development, ESP, terminology, communicative method.

1. Introduction

In the context of the global economy, the light industry—encompassing textiles, apparel, and fashion design—is one of the most rapidly evolving sectors. With the increasing export potential of countries like Uzbekistan, professionals in this field are required to possess not only technical expertise but also proficiency in communication in a foreign language, for instance in English.

However, several challenges exist in developing the oral proficiency of vocational school students:

1. The disconnect between General English and professional vocabulary.
2. A lack of authentic practical communication environments.
3. Psychological barriers (the fear of making mistakes).

2. Literature Review and Methodology

The research is based on the theories of **Communicative Language Teaching (CLT)** and **English for Specific Purposes (ESP)**.

- **ESP Approach:** According to the theory of T. Hutchinson and A. Waters, the content of teaching must stem from the student's specific needs (e.g., describing fabric types or understanding sewing machine manuals).
- **CLT Approach:** In speech development, the ability to convey meaning takes precedence over strict grammatical rules.

Research Methods:

- Pedagogical observation.

- Interactive projects (Design presentations).
- Industry-specific Case Studies (Problem-based scenarios).

3. Professional Terminology — The Foundation of Speech

For a light industry student, speech development must begin with the systematization of vocabulary. The following table illustrates the essential thematic blocks to be integrated into the curriculum:

Subject Block	Key Terminology (Sample)	Communicative Task
Material Science	Cotton, silk, polyester, fabric, texture	Describing fabric characteristics
Sewing Equipment	Sewing machine, needle, pattern, seam, stitch	Explaining the production process
Design and Fashion	Trend, silhouette, collection, sketching	Defending a model concept
Quality Control	Defect, measurements, durability, standard	Evaluating product quality

4. Interactive Methods and Innovative Approaches

4.1. "Customer-Designer-Production" Chain (Role-play Simulation)

Students are divided into three groups:

1. **Customers:** State their needs in English (e.g., "I want a sports outfit made of eco-friendly fabric").

2. **Designers:** Create sketches based on the customer's request and defend them using terms like: *"This design features breathable mesh fabric and ergonomic seams."*

3. **Technologists:** Explain production costs and types of machinery (Overlock, Lockstitch).

4.2. "Technical Specs" — Explaining Instructions Orally

To bridge the gap between reading and speaking, the **"Information Gap"** exercise is utilized. One student is given the measurements of a garment, while the other is given the design elements. They must interview each other in English to reconstruct the full model description.

4.3. ICT Integration

In modern light industry, software such as **CLO 3D** or **Marvelous Designer** is used. Oral exercises are conducted using the English interfaces of these programs. For example: *"Click on the 'Pattern' menu to adjust the 'Waistline'."* This helps students view the language as a functional tool.

5. Experimental Results and Statistical Analysis

The study was conducted during the 2023-2024 academic year among 50 second-year students from a vocational school in a light industry hub.

5.1. Experimental Design

- **Control Group (25 students):** Taught using the traditional grammar-translation method.
- **Experimental Group (25 students):** Taught using the ESP and interactive methods proposed in this article.

5.2. Quantitative Results

The results of the final Speaking examination are presented below:

Indicators	Control Group (Avg. Score)	Experimental Group (Avg. Score)	Growth Rate (%)
Lexical Resource (Terms)	62%	88%	+26%
Fluency	45%	75%	+30%
Grammatical Accuracy	58%	68%	+10%
Professional Readiness	40%	85%	+45%

5.3. Analysis

The results indicate a significant surge in "Fluency" and "Professional Readiness" within the experimental group. This suggests that students began perceiving the language not as an "object of study" but as a "work tool." Furthermore, student motivation surveys showed that 90% of the experimental group believed English proficiency would directly impact their future salary.

6. Discussion and Pedagogical Recommendations

A **Situational Approach** is most effective for this demographic. Teachers should not teach "Present Simple" in isolation; instead, it should be framed within "The Daily Routine of a Tailor."

Recommended Lesson Blueprint:

1. **Warm-up (5 mins):** "Fabric of the day"—describe one fabric sample in three sentences.

2. **Vocabulary Intro (15 mins):** Introduce terms using realia (actual fabric swatches, needles, tools).

3. **Active Speaking (40 mins):** Peer work, project presentations, or "Fashion Show" simulations.

4. **Feedback (20 mins):** Correcting errors (delayed correction to maintain flow).

7. Conclusion

The development of English speaking skills in light industry vocational schools must move beyond general topics. This study concludes that:

1. Curriculums should be enriched with industry-specific audio-visual materials.

2. At least 20 minutes of every lesson should be dedicated to pure oral production.

3. Integration of Content and Language Integrated Learning (CLIL) is essential for producing competitive specialists for the international labor market.

References:

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