For a collection of fabrics the color scale actual for an inhabited interior of a spring and summer season in combination with the main colors of an era of Baroque is offered: beige, red, blue, green, brown colors. Beige and brown colors cause tranquility and reliability. Shades of the red allow receiving a charge of cheerfulness and activity. Blue color helps to relax and stimulates work of imagination. A main goal of green color is the preservation of wealth and prosperity, disposal of uneasiness and disorders.

The developed fabric is called "Lily" also this flower is the additional motive at fabric design which took in it the main lines of Baroque style. The art and composite solution of woven cloth fabrics were introduced in educational process of EI "VSTU".

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ENGLISH VARIATIONS FOR EDUCATIONAL PURPOSES

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In this article we'll look at the pedagogical implications of using English as an International Language (EIL) as a model for language education in diverse ways. We'll discuss the importance of recognising the pluricentricity of English and the equal treatment given to all varieties of English and its speakers.

We'll describe a model of language variation that helps us to place different ways in which language varies in relation to each other. The aim of developing this model is to give a broad understanding of how various Englishes relate to each other and how different ways of learning them can be seen as additional approaches to studying language variation. In doing so, we will also suggest that the definition of EIL needs to be expanded to look at all the domains specified in a global approach to language variation, rather than placing different types of Englishes in separate positions. We will then conclude the article by briefly discussing how these variations relate to educational contexts.

Thanks to globalisation, it is widely agreed that the sociolinguistic reality of the English language has become far more complex than those of other languages in the world today. It has become the dominant language in a variety of economic and cultural arenas such as the language of international organisations, of the cinema and popular music, of publications, of international travel, and of education. In fact, it is the 'non-English-mother tongue' countries that have been significantly active in using English, and that have increased its value in each of the spheres. And, taken together, these international roles or functions of English have given the language the status of an international one.

The changing status and role of the English language in these countries have also suggested changes to the backgrounds of the users of English. Today's users of

English are mainly bi-/multilingual. They are fluent in English and in other languages, and they develop and use English in plurilingual contexts.

Another thing that linguists have noted is that there is no single 'standard' English. Native speakers of English show a lot of language variation. As a result of this, grammar books that are based on the 'native' speakers are not always accurate in their description of English. For example, while many grammar books say that we shouldn't split infinitives, i.e., we shouldn't insert an adverb in between a word group such as 'to conclude', there is plenty of evidence that people do so quite frequently. If we look at how language is actually used, we will note that this rule cannot be supported by actual language data. We often come across constructions such as: 'to quickly conclude' and 'to finally conclude'. In the just cited examples, the to-infinitives are broken up by an insertion of an adverb. Grammar books prohibit this; however, users of the language still do it. This shows that (native) speakers of a language show considerable variation and that grammar books that are used to describe the language do not always capture this variation. Thus, linguists go beyond the 'standard' models and look at how language is actually used by people from different backgrounds and in different contexts. These studies of language variation can help us in identifying factors that play a role in language variation and thus help us in developing a model for understanding language variation.

There are three key dimensions that need to be considered in modeling language variation: (1) users of Englishes, (2) uses of Englishes, and (3) modes of communication. They interact with each other in many ways.

Now let's have a look at an overview of how language variation can be modeled in a global context and therefore allows us to make a diagrammatic representation of these variations and study them systematically.

No	Domains	Example
1	Local, written, everyday	Friends writing letters to each other
2	Local, oral, everyday	Friends talking to each other about their plans for the holidays
3	Local, written, specialized	Texts written by and for a local group of doctors
4	Local, oral, specialized	Farmers discussing specifics about their crops
5	Global, written, everyday	International news agencies reporting on events
6	Global, oral, everyday	Conversations amongst people from different parts of the world
7	Global, written, specialized	Scholars writing research papers
8	Global, oral, specialized	Conference presentations

The presented framework helps us to see that the language variations are not just about 'nativeness' of a variety, but about the community that uses a specific variety. Each community negotiates its own linguistic norms. The norms are not static; they

change together with the change of the community membership. So, for instance, the language of a discipline does not remain constant, but changes with time: research papers in zoology today are not written in the same language as they were 100 years ago.

The changes in the language show the shift in the community membership over time as well as the development of the field. This implies that even in inner circle countries, not all students have access to the language of domains 7&8 – this is something that they have to develop through schooling. Without appropriate teaching of the global specialized discourses, students who only have a control of local varieties of English will have a difficult task in participating in a globally oriented knowledge community that fall in domain 7&8 of the framework. Thus, it is important to expose students to a range of language varieties and variations and to give them access to globalised norms of language use in specialized domains.

So, a broader understanding of language variation presented in the framework above suggests that local varieties may be used in educational contexts, but this should be done without replacing access to the global norms of the language. EIL pedagogy needs to recognize and be inclusive of different ways of using language across the different domains.

In conclusion, we'd like to draw attention to a broader pluricentric approach to language in pedagogical contexts. The present article has elaborated on what a pluricentric approach to language entails and recommends that language teaching should be grounded in such an understanding of language in order for it to meet the needs of learners in various contexts and who are learning English for different purposes.

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SOCIALLY CRITICAL TEACHING FOR MODERN SOCIETY DEVELOPMENT

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In this article we'd like to discuss some issues of education based on the principles and values of critical inquiry, social justice, democracy, care and respect. We believe that good teaching can engage students intellectually and socially by drawing on their interest, posing controversial problems, offering meaningful activities, and encouraging an active role in the society. It's called socially critical teaching. Unfortunately even the best educational institutions do not challenge students to think deeply, to question fundamental social premises, or to discuss real issues with one another. With this in mind, we want to do a number of things in this article. Firstly, to unsettle the taken-for-granted assumptions underpinning conventional educational practices and to explain why they are such a problem for students and teachers.