

## METHODOLOGY FOR FORMING ENGLISH COMMUNICATION COMPETENCES FOR THE USE OF SPECIALIZED LEXIS TO SPORTS STUDENTS

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### **Abstract**

Studying of English in higher education creates opportunities and openings to other cultures and civilizations, communication being the linguistic competence stipulated in the (Common European Framework of Reference for Languages, first of all in the terms of Vizental A., 2008), assimilation of the vocabulary and complex lexical units, thus highlighting the value of phraseology (Bushnaq T. 2011).

Forming CCEL in the field of specialized lexis (sporting) is a desideratum of university pedagogy, which is not limited to updating the curriculum and the curriculum construction necessary for the complex valorization of the terminology of the field, aims at guiding the educational process of the university to the students in sports English language that creates openings on the labor market.

The opportunity to study the process of communication competences in English to Sports students is determined by the conditions of contemporary society reflected in the process of modernizing the higher education system in the context of a postmodern, informational, knowledge-based society. In this global and open, pedagogical priority is not the continuously multiplied information, cyclically acquired by subjects involved in the educational process, student-teacher, but communicative competence, which favors their adaptation in a changing environment. It plays a significant role in the assimilation, accommodation and professional integration of future sports specialists (Verdeț, M. 2015).

*The aim of the research* is to develop the methodology of communication competence in English to Sports students by using the sports lexis.

### **Objectives of research:**

1. Determination of the linguistic and psycho-pedagogical fundamentals of the training of Sports students for professional communication;
2. Studying the historical evolution of the concept of communication competence in English;
3. Identification of psycho-pedagogical premises and professional imperatives regarding the motivation for the students to know the English sports lexis;

*Research methodology:* study of working documentation, conversation, pedagogical observation, analysis and generalization of literature.

*Results.* It is worth noting that by learning a foreign language, students acquire knowledge which will enable them to understand and appreciate another general and professional culture, to broaden their career prospects. Studying a professional language contributes to the development of professional abilities and attitudes by exploring the fields of other disciplines with diverse content. In the process of teaching / learning professional English, professional competence develops, and by reporting individual situations of learning, reception and production, typical of foreign languages, to those of the mother tongue, a unitary conception is created about the functioning language as a primary element of communication. In this respect, there is a need to develop a model for the English language communication competences of students in the field of physical culture (Cazacu T. & Frunze L. 2012).

*Conclusions.* Forming English professional language to sports students helps in the knowledge and application of the sport-pedagogical language, forming general and special cognitive competences, on the basis of which they will carry out the educational activity according to the requirements of the modernized curriculum for physical education.

The process of forming and learning English to students in the field of physical culture gains significance by constantly reporting to social practices and concrete contexts of exercising acquired competences. Learning becomes a clear, targeted process that increases motivation for action. Competencies mobilize the student's previous acquisitions, providing concrete opportunities for achieving the educational process as a result of developing skills, which increases student motivation for learning English. Focusing on the final purchases of training offers freedom in capitalizing on different learning styles, strategies and modern technologies to prepare the future sporting specialist.

**Keywords:** English, sports students, specialized lexis, communication competences.

## Introduction

The knowledge and use of English becomes an acute current need for global professional communication through mobility of expression, mutual understanding and good professional and interpersonal co-operation. Studying English contributes to the vocational training of students by exploring the different areas of socio-cultural life reflected in different content, favouring to a large extent and defining their own interests and motives.

The study of English in higher education creates opportunities and openings to other cultures and civilizations, communication being the linguistic competence stipulated in the Common European Framework of Reference for Languages, first of all in the terms of Vizental A. (2008), assimilation of the vocabulary and complex lexical units, thus highlighting the value of phraseology - Bushnaq T. (2011).

The training of communication skills in English in the sphere of the specialized lexicon is a desideratum of the university pedagogy, which is not limited to the updating of the curriculum and of the curricular construction necessary for the complex valorisation of the terminology of the field, aims at guiding the university educational attainment to the students in the field of sport, the professional communication in English that creates openings on the labour market, according to the current requirements, in relation to the quality of the specialist with higher education.

The theoretical and applicative research of English communication competence at the Faculty of Sports has become a priority in the perspective of gaining a place on the labour market. The current orientation of the academic teaching process according to the specialized terminology requirements (sporting) can ensure the reform of the higher education through the tendency of European integration, amid the tendency of globalization of the labour market, thus conferring the sports lexicon status as a priority indicator of the English communication competence quality from the perspective of the current pedagogy paradigm - the curriculum paradigm, adapted to the field of foreign language teaching, folded openly into the reality of the changing sporting field. With the accession of the (higher) national education to the European educational space, the paradigm of teaching-learning- evaluation of foreign languages should focus on the defining elements of the educational and linguistic policies contained in the Sorbonne Declaration (1998); The Bologna Declaration (1999), the Salamanca Message (2001), the Conference of Ministers of Education in Berlin (2003), the Higher Education Strategy of the Republic of Moldova in the context of the Bologna Process (2004), the Resolution of the Council of Ministers of the European Union quality improvement and diversification of teaching-learning-language evaluation in EU education systems (1995), Common Framework of Reference for Languages (2003), European Language Portfolio (2004). In the process of teaching-learning-evaluation of a foreign language, methodology is the main instrument. The opportunity to study the process of communication skills in English to students in Sport is determined by the conditions of contemporary society reflected in the process of modernizing the higher education system in the context of the postmodern, informational, knowledge-based society. In this global and open context, pedagogical priority is not the continually multiplied information, cyclically acquired by subjects involved in the educational process, student-teacher, but communicative competence, which favours their adaptation in a constantly changing environment. It plays a significant role in the assimilation, accommodation and professional integration of future specialists. The training of communication skills in English is continuous. Thus, cooperative forms of cooperation between educational institutions gain more valences. The quality of linguistic competence training influences the dynamics of communication activity, especially academic and socio-professional communication, typical of the academic environment.

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The need to research the problem of forming English communication competence results from: the tendency to implement innovative didactic technologies in higher education in order to make the teaching activity more efficient in general (Neacșu I., 1990, Cucoș C., 2002, Mândăcanu V., 1997, Patrascu D., 1996, Callo T., 2007, Cerghit I., 1997, Cojocaru M., Papuc L., Sadovei L., 2006) and especially in the context of language learning (Harmer J., 2003, Bushnaq T., 2011, Camenev Z., 2010, Vizental A., 2008, Blachowicz C., Fisher P., 2002, Duquette G., 1995, 2000, Richards JC, Renandya WA, 2002, Mes E., 2010 etc).

In the Republic of Moldova there have been applied applicative researches on optimizing the teaching of English in higher education (Burdeniuc G., 2008, Budnic A., 2001, Babîră E., 2003, Ixari A., Gogu T., 2008, Camenev Z., 2010, Grădinari G., 2006, Croitoru T., 2010 etc.). The orientation of education towards the formation of competences, according to Gutu VI., is one of the priority dimensions of educational policies. At the same level, the concepts of "competence-based curriculum, competence standards, competence assessment, etc. are evoked" (Guțu VI., Silistraru N., Platon C., 2003).

Thus, the provision of pedagogical connections between the steps of the educational system excludes the discontinuity of the educational process. At the normative level, this approach becomes an imperative condition in the complex process of communication competence in English. Developing communication skills to students based on English learning is a priority, because through the knowledge of this language, the student is familiar with all the socio-cultural backgrounds of Great Britain and the United States. This contributes to his assertion as a sports specialist, to the improvement of his abilities to communicate, to develop his international sporting language, and the necessity to establish ways to develop the competence of communication with sport orientation. The requirements of the company where the students will later work in order to provide a professional activity are increasingly demanding and pressing in the short, medium and long term. That is why knowledge of English can make it easier to get a job that is tailored to the needs of the current labour market. Researchers in the field (Piaget J., Spencer I., Golu P., Golu M., Șchiopu U., Verza E., Cristea S., Popescu E., Joita E., etc.) join their efforts to study English communication competence in context of various sciences: philosophy, psychology, pedagogy. The context of the professional communication highlights the communicative action as a factor of the communication skills in English, approached by researchers from several perspectives: the pedagogical perspective, the communicative perspective, the contextual-dynamic perspective, the psycholinguistic perspective, the perspective of the communication situation, the socio- linguistics, the perspective of interactive instruction, etc. The formation of communication competence is a vast field with less value-added issues, as evidenced by the recent recommendations of European specialists in modern language learning, which designate linguistic and communicative skills as the determinants of socio-cultural and professional integration.

The importance of studying the issue is based on contradictions in the reality of university pedagogy and modern English language teaching in general and English, in particular, between current requirements in relation to the training of students in the field of sports for professional communication and the questionable quality of English communication competence in the plan of the knowledge and practical use of athletic terms; the necessity of professional integration of graduates of the Faculty of Sports in the workplace, through communicative availability in English and the presentation of indicators and descriptors of the English communication competence lexical quality to the Sports students;

In the key to curriculum development for higher education, Cojocaru M., Papuc L. etc., through teaching technologies understand teaching (teaching-learning-evaluation) strategies aimed at achieving

educational objectives through the relevant educational content, based on theories of knowledge, communication, learning, determined by the nature of teaching-learning- the quality of the available resources, the educated subjects and the professional culture of the university teachers (Cojocaru M., Papuc L., 2005). Academic staff must provide the pedagogical segments necessary for effective instruction in the learning process that creates difficulties for students in assimilating and capitalizing on the sporting terms required in professional communication.

The development of English communication competence for students in the field of Sport will contribute to the successful professional integration of future athletes, teachers, coaches, etc. as social agents of change, moderators in professional communication interactions, if: linguistic and psycho-pedagogical activities of English communication competence training for students in Sport for professional communication; the historical evolution of the concept of communication skills in English has been studied; the theoretical approaches to the methodology of teaching-learning-English-language assessment in higher education were examined; the psycho-pedagogical premises of the professional motivations regarding the motivation for the knowledge of the sports lexics in English were identified; English communication competence was evaluated by students in Sport in terms of the use of the sporting lexicon.

Students' motivation is such an important factor in language learning that no teacher can ignore this essential aspect of the methodical and educational approach. Among the factors that favour language learning, the following may be mentioned: the ability to learn these languages, the student's intelligence, perseverance or motivation, the role of programs and textbooks, the role of the language teacher.

When examining language learning, we note that motivation is analyzed in different terms from other subjects. The student learns either from parents' desire to master a foreign language, or from the desire to achieve outstanding results. The purpose, however, remains the mastery of language as a means of communication in various situations of everyday life, learning which remains artificial anyway and to which the teacher has to apply his imprint of authenticity.

According to the theory of purposes of John Nicholls, Carol Dweck, Martin Covington, the three theoreticians-researchers focused on the goals / objectives pursued by individuals (Eng. goals] in situations of achievement / success. Targeting toward an objective rather than another is the motivational basis for achieving a certain goal (eg learning to get good marks for the exam or for improving the knowledge). Nicholls and Dweck argue that the first motivator of the achievement / success behaviour is the desire to demonstrate a high ability or to avoid negative skill assessments. Covington, on the other hand, states that individuals are motivated by the desire to maintain their sense of self-worth. (Elliot, A.J., Dweck, C.S., 2005)

Suggestions for reviewing teaching strategies to increase motivation for learning. The key / cross-cutting skills that are closely related to self-determination and mindset are: "learning to learn", "social and civic competences" and "the spirit of initiative and entrepreneurship". The skills that need to focus on student development are: self-knowledge (strengths, weaknesses, preferences, interests, expectations); identifying and setting your own goals (self-direction, personal choice); planning / prioritizing activities to achieve goals; self-regulation (affective, cognitive, behavioural); self-evaluation, monitoring of your own progress underlying the goals; the informational use of feedback (internal and external) in order to improve their own activities; assertiveness. The underlying skills of self-determination and development of growth mindset are: the setting of goals; self-monitoring; self-training; self-evaluation; self-administering / strengthening (to strengthen self-determination and competence behaviours); taking the decision; problem solving; self-representation / support (personal point of view, needs, interests, etc.).

English, in the sense of Rousseau, a precursor of modern education, must be received in different ways for reading and writing. In his opinion, "To learn English you have to teach it twice, once to read it a second time to write it" (Rousseau, J.-J. 1999). An important thesis of the pedagogy of global communication is thus anticipated. Didactics of foreign languages taught in the university system emphasizes the crystallization in the learner's awareness of the importance of acquiring the proposed code (English), the student being the "active partner" who can and must be part of the individual work plan. In this respect, the optimal organization of English classes in the form of a course or seminar determines the teacher to use a network with many communication channels to facilitate teacher-student and student-to-student pedagogical communication,

stimulating the active participation of all the members of the group in the efficient realization of the activity (Holec H., 2000). Using teaching-learning-assessment methodologies appropriate to English language teaching / English language communication, "student-centred", the teacher contributes to the formation of the future specialist. The qualities required by the modern language teacher can be developed in the English seminar. A model of the teacher relevant to students highlights his ability to show self-confidence, the knowledge he possesses and conveys, self-mastery, alterity, patience, spirit of co-operation, elasticity, fairness, modernity, and why not, sense of humour.

**Results.** Studying a professional language contributes to the development of professional abilities and attitudes by exploring the fields of other disciplines with diverse content. In the process of teaching / learning professional English, professional skill develops, and by reporting individual situations of learning, reception and production, typical of foreign languages, to those of the mother tongue, a unitary conception is created about the functioning language as a primary element of communication. In this respect, there is a need to develop a model for the English language communication skills of students in the field of physical culture (Cazacu T. & Frunze L., 2012).

It is worth noting that by learning a foreign language, students acquire knowledge which will enable them to understand and appreciate another general and professional culture, to broaden their career prospects.

### Conclusions

Forming English professional language to SUPES students helps in the knowledge and application of the sport-pedagogical language, in the formation of general and special cognitive skills, on the basis of which they will carry out the educational activity according to the requirements of the modernized curriculum for physical education.

The process of training and learning English for students in the field of physical culture gains in significance by constantly reporting to social practices and concrete contexts of exercising the acquired skills. Learning becomes a clear, targeted process that increases motivation for action. Competencies mobilize the student's previous acquisitions, providing concrete opportunities for achieving the educational process as a result of developing skills, which increases student motivation for learning English. Focusing on the final purchases of training offers freedom in capitalizing on different learning styles, strategies and modern technologies to prepare the future sporting specialist. English communication competence training for sports students is based on a system of educational, cultural and communicative-linguistic principles, with emphasis on the principle of creativity in communication, the logos being a creative act, but subject to grammatical rules. As we have outlined in this article, communication competence has over time in pedagogical doctrines different definitions, which shows us once again both the concern of researchers for the language of art and the possibility of this research to identify relevant views on the issue. Motivation is the competence for which every human being learns, spontaneously or through mimesis. Learning theories provide a synopsis of studies over time, but as a volitional act, learning English means combining the educator's will, his genetic premise, and the teacher's art of communicating, interacting, giving self-esteem and authenticity to the student. In a world where there is a tendency for man to be replaced by technology, it is precisely the vision of the system, of the educational act itself, of creativity as a common point between the actors of communication, making the difference. The acquisition by the sports students of the sports lexicon is a complex act, based on the concept of linguistic education in teaching-learning-assessment of communication competence in the context of phonetic, lexical, grammatical, stylistic communication - of the linguistic-communicative phenomenon in the specialized field of sport.

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