

## TEACHING ENGLISH LANGUAGE IN THE HIGHER INSTITUTIONS OF PHYSICAL CULTURE AND SPORT

### Predarea limbii engleze în institutiile superioare de cultură fizică și sport

**NASTAS Natalia**

State University of Physical Education and Sport, Chisinau, Republic of Moldova

\* Corresponding author: [natanastan@mail.ru](mailto:natanastan@mail.ru)

#### **Abstract**

*Background.* The training of communication skills in English is necessary both for the teaching activity of each student and for his professional development, a good specialist in the field of physical culture. The formative nature of university education is the reference framework of the initial vocational training system of the future sports teachers for efficient verbal communication in English in the international area, for a better cooperation of sports specialists.

Studying a professional foreign language contributes to the development of professional abilities and attitudes by exploring the fields of other disciplines with different contents. In the process of teaching / learning English to students, professional competence is developed, but by reporting individual situations and activities of learning, reception and production, typically of foreign languages, to those of the mother tongue, a unitary conception is created about the functioning of the language as an essential element of communication. In this respect, there is a need to develop a model for the communication skills in English of students in the field of physical culture.

*Aim of research.* Optimization the professional English language skills training process for students from Physical Education and Sports Faculties.

#### *Research objectives:*

1. Studying the theory and practice of the educational process in the English discipline from the State University of Physical Education and Sports (SUPES).
2. Appreciation of the level of English professional language to SUPES students.
3. Determining the content of the English language course in order to build communication skills in foreign languages.
4. Acquisition of sports terminology and ability to read foreign literature.

*Research methodology.* Analysis and generalization of literature, study of working documentation, pedagogical observation.

*Results.* Using this communicative approach in teaching is that: learners learn from what they hear from the communicator, "their oral production" will be greatly increased, they will develop fluency and their level of motivation will increase.

*Conclusions.* Foreign language is necessary to the future sports specialist not only as a means of selecting scientific information but also as a means of communication (in exchange of experience, in international sports competitions and for personal contacts, etc.).

The training of English professional language to SUPES students helps in the knowledge and application of sports-pedagogical language, in the formation of general and special cognitive skills, on the basis of which they will undertake the learning and evaluation activity according to the requirements of the modernized curriculum in physical education.

**Keywords:** Teaching communication, communicative competence, English language, student

#### **Introduction**

Language is one of the most important skills that students acquire, and it is also a key element in acquiring the profession in the university environment. The development of English language includes the following aspects: phonetic, lexical, grammatical and semantic evolution. For the future specialist, the knowledge of a foreign language means the increased ability to communicate, wide access to documentary sources which, moreover, has a strong educational valence, thus the student familiarizing with the history, geography, culture and spirit of other nations. Mutual knowledge, understanding, tolerance, appreciation of diversity are therefore facilitated. Learning a foreign language requires the formation of new auditory skills and articulators, developing only partially based on the sound system of the mother tongue. Learning a foreign language is not possible without first learning the pronunciation of that language. Since vocabulary learning is an integral part of the study of the language, sufficient time must be given to this important problem. In the explanation of the lexical material, it is not only the translation of the words into the mother tongue, but it is used in any circumstance the auxiliary material, as well as the mimic, the gesture, which will help to name the objects,

to suggest the meaning through different exercises. In terms of the transformations that the contemporary world knows, in the period of globalization, of interferences and interdependencies of all kinds, the learning, knowledge and use of foreign languages is a condition of progress, of successful integration, both on an individual level and on a social scale, in the successful structures of the millennium III.

In the context of today's modern society, there is a need for sports students to be able to communicate in a foreign language of international circulation, English being the most used of them. The educational reform in the Republic of Moldova is oriented towards stimulating interactive approaches that will lead to higher efficiency of the school education and to place the student in the centre of the educational act. Mastering English opens new perspectives of student knowledge, which will have access to widespread information, as well as an open path to computer use, becoming a necessary accessory nowadays.

The study of English is more a necessity than a tendency or preference. The interest in learning and knowing it is determined by global trends: globalization, interculturality, the need to educate personalities who accept to live in a diverse, multicoloured and tolerant society, to understand people representing different cultures while also ensuring the progress and prosperity of national culture. Learning English is not only about acquiring vocabulary and phonetic, morphological, grammatical, semantic structures, but also about new means and ways of thinking, reflection, visions and philosophies about contemporary civilization.

From a pedagogical point of view, the formation of communication competence in foreign language becomes a strategic goal, sustained at the level of the European education policy, which is reflected in:

- 1) The White Book on education and training, where is "stipulated the necessity of learning three European languages", starting with pre-school cycle (1995);
- 2) The Common European Framework of reference for languages, which "has led to major changes in the teaching, learning and evaluation of modern languages", promoting "orientation to the functional aspects of the language" (2000);
- 3) The European Language Portfolio, which includes:
  - a) The linguistic passport valid for all European Community states;
  - b) The linguistic biography – "Memory of the learning itinerary" (formal, informal, informal);
  - c) The dossier – "a selection of materials chosen by the student to justify progress" at the level of linguistic competence and intercultural experience development (2001);
- 4) European Year of Languages, initiated by the Council of Europe and the European Union (2001);
- 5) Resolution on the linguistic diversity training and multilingual education, adopted by the UNESCO General Conference (2003);
- 6) The European profile of the foreign language teachers, which focuses on "four basic dimensions" (knowledge and understanding, strategies and competences, values), with a unitary vision "on the language proficiency" (2004);
- 7) Making use of the study "Key data on foreign language teaching in schools", which highlights the fact that:
  - a) "over the last three decades, the frequency of compulsory language teaching has increased since the school age";
  - b) the time spent in primary education, which is crucial for the quality of language learning, is still limited (10% of the curriculum);
  - c) learning a foreign language begins with primary education, at the age of 8-10 years, but earlier, as a tendency towards generalization (Cristea, S., 2016).

In the Republic of Moldova, the issue of communication competence was studied by Pâslaru, Vl., Callo, T., Hadârcă, M., Solcan, A., Sadovei, L. Aspects of curricular reform in the perspective of curricular development are addressed in the studies signed by Callo, C., Siliștraru, N., Pâslaru, Vl., Guțu, Vl., Botnariuc, L., Solcan, A., Afanas, A., Sadovei, L., Titica, S., Ixari, A., Pruteanu, M., authors who developed a curriculum concept based on the basis of educational objectives and promoted it in the context of curriculum development. (Guțu, V., 2007).

In the general scientific context - the theory of communication competence in the field of language education elaborated by Callo, T.; the concept of communication competence by Hadârcă, M.; concept of

content in curricular vision –Silistraru, N.; curriculum theory –Gutu, Vl., Puslaru, V., Silistraru, N. We consider it imperative to design an applicative research of communication competence in a foreign language in the process of foreign language teaching / learning, research which is in line with recent scientific studies and with the approaches of the educational practice in the country. The events of the last years are conditioned by the fertile research in the field of English professional practice and the valorisation of the methodology of forming the Specialized Lexicon as a didactic notion (Rivers, W., 1981; Buhbinder, V.A., 1989; Solcan, A., 2005, Pruteanu, M., 2006, Afanas, A., 2007, Botnariuc, L., 2007, Nation, P., 2008, Milsitchi, V., 2012, Ixari, A., 2013, Duca, V., 2013, etc.), which can be framed in the professional training process in the field of sport. The pragmatic value of sports language refers primarily to sports a teacher that gives it functionality, and secondly to theoretician specialists, that gives it utility from the sporting needs lines. Language as a phenomenon occurring and reproducing through materialization in conversations, interpretations, explanations, conceptual clarifications, etc., needs a substantiation in the sense of the practical importance that is attached to it based on the formative basis of education. Imperative in the use of sport language becomes an area of research interest, the most current idea being the interpretation of sporting language as a phenomenon of sports practice. (Guțu, V., 2007). These guidelines are also explained by recent educational policy papers (the Education Code and Sectoral Strategy-Education 2020). In this context, the training of foreign language communication skills of athletes becomes a study objective in the Republic of Moldova. These desiderata led us to the following contradictions of the existence of disagreements in the capitalization of didactic competence as a model for the formation of foreign language communication competence:

- between the university teaching staff's mission in order to teach students to communicate effectively in foreign languages and the lack of initiative and interest in student foreign language communication;
- the impact of foreign communication of athletes and the insufficient orientation of the higher education system towards the ability to communicate in a foreign language;
- the values of the foreign language lexicon and the failure of the teaching staff to capitalize on this potential in the formation of the student's communication skills in the foreign language, which in fact generates the problem of research: determining the theoretical and praxiological guidelines and premises of the English communication skills of sports students.

#### **Aim of research**

Optimization the professional English language skills training process for students from Physical Education and Sports Faculties.

#### **Research objectives:**

1. Studying the theory and practice of the educational process in the English discipline from the State University of Physical Education and Sports (SUPES).
2. Appreciation of the level of English professional language to SUPES students.
3. Determining the content of the English language course in order to build communication skills in foreign languages.
4. Acquisition of sports terminology and ability to read foreign literature.

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

The communication skills in foreign languages thus acquire a superior pedagogical functionality, employed at the level of multilingual education, “dimension of intercultural education, asserted in different social, global, territorial and local contexts”. This superior pedagogical functionality capitalizes in a positive form the tendency of: a) to extend the reference area of communication competence in foreign languages to a multi-ethnic reality, belonging to postmodern societies, which calls for constantly developed evolutions in the area of interdependence between the psycholinguistic approach and the sociolinguistic approach; b) normative affirmation according to the principle of intercultural approach of any linguistic communication in open, varied, diversified, differentiated, individualized psychosocial contexts. (Cristea, S., 2016).

**The didactic communication** appears as a particular form, obligatory in the circulation of certain contents, specific to a systematic assisted learning act. The particularities of the didactic communication include: the explanatory dimension, the structure of the didactic communication according to the pedagogical logic, the active role of the teacher towards the specific contents, the coherent combination of the two verbal oral and written forms. In this context the factors of efficient communication were identified: psychological variables, cognitive variables, social variables of communication. (Iacob, L., 1994). Didactic communication involves a feed-back interaction on both explicit and adjacent information intended or formed in the course of communication. The note of reciprocity specific to the act of communication is precisely what distinguishes it from information (this is the act of making known, sending a message to be received by the recipient).

Jinga, I., (2008) defines didactic communication as an exchange of messages between teacher and student, characterized by the following particularities:

- is in line with the educational objectives pursued by the process;
- is a communication that provides an important information transfer, content “education bearer”;
- is an effect of learning but also generates learning;
- generates learning, education and development through the active and participative involvement of the educator in the didactic act.

In this respect, Cristea, S., (2016), considers that the formative priority dimension of pedagogical communication engages the following operations, realized and integrated by the teacher at the level of the educational and didactic action:

- total mastery of the educational message content;
- total exploitation of the broadcasting means of the educational message “in a manner that would make the recipient (student) to receive the communicated content”.

The area of motivation includes “the whole of the moves, needs, tendencies, affections, interests, intentions, ideals that become reasons for accomplishing certain actions, deeds and attitudes” (Cojocaru-Borozan, M., 2009), “the totality of the internal moves of the behaviour, whether physiological or acquired, conscious or unconscious, simple physiological needs or abstract ideals” (Кулюткин Ю. Н. 1972). It includes delicate and not at all simple components that are capable of channelling and mobilizing human behaviour, from the necessity of satisfying the needs, the purpose, the ideal, determining its activity (in our case the activity of the student in the process of learning a foreign language) activity, processed on the circuit of general pedagogical objective values, specific pedagogical objectives; knowledge of resources (the quality of the group / student environment) and the (external) conditions for the efficient achievement of the activity; logical and functional organization of teaching / learning / evaluation content within training units (disciplines, study modules, chapters, subchapters), with description of “specification tables” developed to “small steps”; finalizing the concrete, operational objectives, deduced from the general and specific objectives, adapted to the conditions of the group of students, the student environment; developing the necessary pedagogical correspondence relationships between: the concrete objectives and the resources of the activity (content / methodology / training conditions) and the modalities of the evaluation of the results (anticipated through concrete objectives), Guțu, V., Silistraru, N., Platon, C., (2003).

Types of didactic activities that directly or indirectly enrich the lexical baggage are numerous and varied: reading the text and explaining the words; framing of words in various contexts, thematic, morphological classification of words, analysis of the structure of the word; text reproduction, creation of the beginning, end of the text, using certain words; operation with homonyms, antonyms, paronyms, etc. (Pruteanu, M., 2001). At the same time, the conditions and modalities of forming the linguistic and sociolinguistic competence of sports students are highlighted, and these are highlighted in several modules of acquiring the sports lexicon through the contextualization stage, the stage of decontextualization and recontextualization. The training of foreign language communication skills focuses on:

- student awareness of the importance and necessity of studying a foreign language; “competence of the teaching staff involved in the professional activity of the students, justified by the correct interpretation of the principles of SL knowledge; changes in society, advances in science and technology in this millennium” (Gorea, S., Eşanu, D., 2015), reflected directly in the vocabulary; knowledge of SL in English including the presence of the student - knowledge transmitter, receptive to international and local events in the field of sport.
- the theoretical framework of research certifies and validates the integral function of the scientific sports language, which facilitates the interdisciplinary correlations and approaches for the coherent, concentric, systemic and integrated acquisition of the notions and phenomena related to the field; is based on the principle of scientific interdisciplinarity, defining and SL training ” (Gorea, S., Eşanu, D., 2015).
- the formation of English communication competence to sports students was based on the integration of the three types of competences: linguistic, sociolinguistic and pragmatic based on learning situations through various ways started from the sports text
- epistemology and motivation of training the foreign language communication skills are materialized by the following principles of general, linguistic and pedagogical scientific knowledge: scientific interdisciplinarity, cultural education and communication, pedagogical interdisciplinary and systemic approach to SL training process, quality and practical effectiveness of SL, integration and correlation of SL training methodology.

John Amos Comenius mentioned that “training young people properly does not consist to take into their head a lot of words, phrases, expressions and opinions from different authors, but to open them the way for to understand things”. It is said that the need for learning a foreign language is almost as old as human history itself. Learning a language is related to sensations and experience, says John Amos Comenius, a Czech teacher, educator and writer, considered the father of modern education. “Teaching must be oral”, he continues.

Traditional teaching methods, characterized by a relationship of authority and based on the principle according to which the teacher brought knowledge to the student who is supposedly ready to receive them, today seem inappropriate for the education of the youth masses. Today, the traditional teaching style is no longer an effective way of transmitting information. Different teaching-learning methods are implemented keeping in mind the student's needs. An effective and real-time teaching-learning process involves the use of methodology and pedagogy appropriate to the requirements of the current generation of students, the use of new technologies and a changing educational environment. The aim is to encourage students to demonstrate communication and understanding skills, reading and writing in various contexts and for specific purposes. We, teachers, need to be concerned about the development and recognition of students' ability to apply and transfer competencies in ways that are appropriate to the situations in which they are. During the lesson of English, we can "attack" different teaching-learning approaches, the use of one method or another depending on the chosen approach. Thus, the approaches and modern suggested methods are: the Person-Centralized Approach, the Communicative Approach, The Silent Way, Suggestopedia, Community Language Learning, Total Physical Response Method.

In order to apply the different modern strategies, we need to use modern teaching materials and means such as worksheets, pictures or flashcards, real-life materials, posters, brochures, leaflets, CDs (music), DVDs (movies, advertisements, poetry), drama (plays, role-plays), projects. For an effective teaching-learning act, it is good to alternate the types of teaching materials. The modern teaching techniques, which have found in the Theory of multiple intelligences (Howard, Gardner, 1983) presuppose the use of exercises that appeal to musical / rhythmic intelligence, visual / spatial intelligence, body / kinaesthetic intelligence, thus encompassing all areas of the brain, finally, the effectiveness of the training act.

## Results

We therefore believe that an English teacher can use new and interesting tools to make the process of English language teaching more attractive and more effective. The use of theatre and movies in English classes can be a tool that enhances students' motivation, gives the teacher the chance to gain a deeper knowledge of

teaching secrets, discover new ways of getting in to the minds of students, rediscover the pleasure of the game same as the method of learning and developing the human character. The principles of the communicative approach, an approach appreciated by specialists around the world, are the basis for all methods involving the active participation of students and the existence of a supreme goal: communicating in a foreign language. In the 1970s, the term 'communicative approach' and Communicative Language Teaching (CLT) appeared, and its supporters considered that the purpose of language teachers was to develop communication skills in students.

Using this communicative approach in teaching is that: learners learn from what they hear from the interlocutor, their "oral production" will be greatly increased, they will develop fluency and their level of motivation will increase.

### Conclusions

Studying a foreign language with a professional aspect in the teaching-learning process, develops professional and foreign language communication skills, but by reporting the individual learning, reception and production strategies and activities, typical of foreign languages, to those of the mother tongue, a unitary conception of the functioning of the language as a primary element of communication is created.

Foreign language is necessary to the future sports specialist not only as a means of selecting scientific information but also as a means of communication (in exchange of experience, in international sports competitions and for personal contacts, etc.).

The training of English professional language to SUPES students helps in the knowledge and application of sports-pedagogical language, in the formation of general and special cognitive skills, on the basis of which they will undertake the learning and evaluation activity according to the requirements of the modernized curriculum in physical education.

In this way the process of training-learning the professional English language for students in the field of physical culture gains in meaning 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 purchases, providing concrete opportunities to develop the learning process by developing competencies, which increases student motivation for learning English. Focusing on the final purchases of training offers freedom in capitalizing on the different learning styles, strategies and modern technologies to train the future sports specialist.

### References

- Cristea, S., (2016). *Dicționar de Pedagogie*. B. , 472-474
- Guțu, V., (2007). *Teoria și metodologia proiectării curriculumului universitar și a reformei învățământului în Republica Moldova*, Chișinău.
- Codul Educației și Strategia sectorială Educația 2020*.
- Iacob, L., (1994). *Comunicarea didactică. În: Psihopedagogie*. Iași: Editura Spiru Haret, 237-252.
- Jinga, I., (2008). *Competența profesională a educatorilor. În: Manual de pedagogie (coord. I. Jinga, E., Istrate)*. B.: Editura ALL Educațional, 381.
- Cojocaru-Borozan, M., (2009). *Condiții definitorii pentru dezvoltarea culturii emoționale a viitorilor pedagogi. În: Pedagogia umanistă în contextul culturii învățării. Materialele conferinței științifico-practice internaționale*. Chișinău, 77-84.
- Кулюткин Ю. Н. (1972). *Мотивация познавательной деятельности*. Ленинград, 141
- Guțu, V., Silistraru, N., Platon, C., (2003). *Teoria și metodologia curriculumului universitar*. Ch.: CEP USM, 234
- Pruteanu, M., (2001). *Aplicarea procedeeleor eficiente de predare / învățare a limbajelor specializate. În: Terminologie și limbaje specializate / Centrul Național de Terminologie*, Chișinău, 118-120
- Gorea, S., Eșanu, D., (2015). *Problematika comunicării în pedagogia modernă. Chișinău: Revista de științe socio umane*, 73, 79, 80, 84