

TRAINING THE PROFESSIONAL ENGLISH LANGUAGE TO STUDENTS IN THE FIELD OF PHYSICAL CULTURE

Nastas Natalia,

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

Keywords: English language, professional language, skills, students, sports terminology.

Abstract. In the context of European integration, the fluent speech of English is a reality and a necessity not only conversational but also by field of activity. The modern world has imposed certain selection criteria and, when employing on a professional level, requires that the process of studying English at the university level should be reformatted. Improving the teaching of English will not be possible without recognizing the merit of the cognitive, affective, social, and especially the metacognitive domain. The training of the English professional language at the students of the State University of Physical Education and Sports (SUPES) helps to know and apply the sport-pedagogical language, to the formation of the general cognitive skills, as well as the special ones, on the basis of which they will conduct the learning activity and assessment of pupils according to the modernized curriculum for physical education. Learning English became an essential objective on the agenda of international and European bodies that recognized this need and implemented concrete actions in the form of methodological innovative responses to the requirements of learning, teaching and assessing the level of foreign language knowledge.

Actuality. Currently, studying English is more a necessity than a tendency or preference. The interest in learning and learning English is determined by global issues: globalization, interculturality, the need to form individuals who agree to live in a diverse and multi-coloured, tolerant society to understand the representatives of different cultures to ensure progress and prosperity national culture. Learning English is not only about acquiring vocabulary and phonetic, morphological, grammatical, semantic structures, but also about new ways and methods of thinking, reflection, visions and philosophies on life.

Aim of research it involves increasing the learning of English through personalized learning, which will lead to the depolarisation of the educational process, the elimination of the limits and encouraging the students to participate actively in the educational process, harmonized with the learning needs, adjusted to the preferences of the students and to the specific interests of the students, with a focus on skills training and exploration of the metacognitive potential.

Objectives of research: Studying the theory and practice of the educational process at the English language course at the State University of Physical Education and Sports (SUPES).

Methodology of research: analysis and generalization of literature, study of working documentation, pedagogical observation.

The personalized learning process of English mediates the interaction between teacher and

student, modifying both the student's behaviour and the teacher's behaviour. This influence, which the partners exert on each other, depends on the quality and depth of the English-language teaching and learning processes. It should be mentioned that the teacher's didactic strategy was previously defining for the efficiency of his / her work, but now the emphasis is on the way the partners of the teaching-learning process are accepted and understood.

Learning English has become an essential objective on the agenda of international and European bodies that have recognized this need and have implemented concrete actions in the form of methodological innovative responses to learning, teaching and assessment requirements for the level of knowledge of the foreign language.

In the context of European integration, the fluent speech of English is a reality and a necessity not only conversational, but also by fields of activity (legal, technical, etc.). The modern world has imposed certain selection criteria also when employing on a professional level, which requires reformatting the process of studying English at university level. Improving the teaching of English will not be possible without recognizing the merit of the cognitive, affective, social and, especially, metacognitive domain, and establishing the theoretical and methodological aspects of developing the Personalized Learning Language Technology Model that will capitalize metacognitive knowledge and strategies cognitive regu-

lation and metacognitive strategies for writing, reading, listening, which in turn will develop communication skills (writing, reading, listening, speaking) in English.

The motivation of students studying English may be different. From a behavioural perspective, the source of motivation is the consequences of previous behaviours; From a cognitive perspective, the source of motivation is the strengthening and internal structure (mental schemes, beliefs); from a constructivist perspective, the source of motivation is the curiosity of the student, his ability to control the external environment [9, p. 146]. There are a significant number of factors that streamline the process of teaching English through personalized learning [4, p. 291]:

- continuous student energization, clearly formulated expectations;
- setting short-term goals, which facilitates focusing;
- correct and objective appreciation;
- stimulating discovery, exploration, epistemic curiosity and active participation;
- understanding the needs, personal needs of each student;
- teacher's style of teaching;
- the focus on the quality of educational activities and not on quantity;
- encouraging participation in out-of-class activities;
- organizational culture of the educational institution (one time and flexible educational program);
- career orientation;
- family and parents' attitude.

Thus, the role of the English teacher is to move from the status of the provider of knowledge to the co-participant in the process of delivering it, delegating some responsibility on the students' shoulders, turning them into active "seekers" of knowledge. Another aspect that needs to be changed in the university environment is replacing lectures with interactive learning methods. Although it is possible to introduce various working techniques to involve students in the activity, it still remains a passive approach, the student being a receptive subject. Another role of the English teacher is to integrate curricular learning programs at their own pace. The teacher organizes learning situations in such a way that

the didactic tasks are achieved within a reasonable time. Another role is to organize cooperation in group situations.

Language is a complex system of signs, symbols and a multitude of grammatical rules, but also a main instrument of inter-human communication. Communication with the natural language (the mother tongue of each) takes place in the language. M. Golu asserts that in instrumental-functional aspect, the language has the following "elements": vocabulary, alphabet and grammar rules, language is a potential communication tool. Language is a subset that is delimited within the base set, the language being in relation to inclusion [2, p. 494].

Teaching English as a foreign language will ensure the achievement of the three psycholinguistic functions:

- a) content (as a message to be communicated);
- b) structure or linguistic composition (as this message is grammatically formulated);
- c) psychological value or motivation of exposure (emotional state, speaker attitude towards the listener, versus communicated).

On the one hand, the English language teaching / learning process is an interaction of these aspects, correlating common elements of building communication (phonological, lexical and grammatical units) and, on the other hand, ensuring the existing equivalence between the processes defining the expression oral (speaking) and those defining the written (writing), involving the functions of affectivity, motivation and attitudes, argues T. Slama-Cazacu [5, p. 398]

It is obvious from the above that a language can be appropriately acquired only if the learner knows it in the context of concrete use. In order to interact competently in a given situation, it is not enough to know only partial areas of the relevant situational attitude (for example, linguistic competence understood as a grammatical structure). Communication is a global process of behaviour. This holds true even when we treat communication only in its primary aspect, the verbal aspect of the interaction. Here we conclude: learning new languages must also be the learning of new elements of new behaviour. Whoever wants to learn a language, as it is actually used, necessarily gets acquainted with its fundamental forms. An education that clearly emphasizes these forms

gives it a conscious introduction to the new culture.

Thus, the German scholar S. Vaimberg argues that the purpose of teaching a foreign language should be established not after a geometric progression, but after a communication situation [6, p. 28]. It is worth noting that by learning a foreign language, students acquire practical knowledge that will enable them to understand and appreciate another culture, to broaden their career prospects. In the concern to ensure that students adapt to the conditions of contemporary openness to Western economic and social realities, the process of learning English in higher education has been redesigned and restructured on new principles: valuing tradition in most of the profiles with care to modernize, to adapt and match the entire process to the current requirements.

All these conceptual searches now converge towards the primacy of English language communication. A particularly important fact in the communicative orientation is the shift of emphasis from teacher to student, becoming an active factor in learning and self-learning. Thus, the teacher-student barriers, teaching-learning disappear, leaving room for a cooperative process in which the student becomes more important than learning itself. The student is the subject and the main actor in learning, which is important in acquiring the language. He will not pronounce grammatical constructions, but messages that will involve him as an active subject, while receiving messages whose real recipient will be.

As I mentioned, the emphasis on the ideas of the communicative orientation allows the possible balance of the aspects examined from the point of view of compatibility of assimilation of languages. The purpose of learning foreign language is, in its essence, interactive, and its actual realization is only possible in the case of the consecutive orientation of the process of study towards the personality of the student, his / her interests and individual requirements, the social-cultural experience and the way of acquiring knowledge. Such a goal treatment allows the deviation from the theoretical-oriented objectives to the practical, operational, educational ones in order to form the communicative competence, considers Н.Д. Галискова [8, p. 9-12].

Learning a modern language involves a series

of actions by people who develop a set of general competences but, above all, a communicative competence based on the exploration of linguistic means. In the literature, we come across to several concepts and definitions of communicative or communication skills, but which have the same meaning. The idea of competence brings a significant shift from one to the other, it contributes to the formation of a formative education and implies, both in terms of formation and development, a lasting effort, convergent and systematic educational actions. Competence means a person's ability to meet the requirements of a particular field. Skills in DEX are treated as abilities to deeply know a problem and on this basis have the authority to rule on a matter [9, p. 409].

The research of the last four decades [1, 3, 7] confirms the statement that in order to effectively communicate and hold what in the language of psychosociopedagogy signifies the notion of communicative competence, it is not enough to master the grammatical, phonetic, orthographic aspects of the language system or to use a rich vocabulary, but you also need to be able to produce, develop ideas, initiate conversation, dialogue, convince, argue and counteract, hold speech / conversation skills. Thus, communicative competence can be approached from at least two perspectives:

1. Linguistics, which relies heavily on the ability to communicate effectively in a particular language;
2. Psychosocial, which reveals the ability of members of a certain community to get in touch with each other, to convince their interlocutors in achieving personal or collective goals.

In this respect, a distinction can be made between the competence of communication which reveals, in particular, the linguistic perspective, and the communicative competence that approaches the process from a psychosocial perspective.

In the teaching of foreign languages M. Grigoreviță [10, p.33] delimits the following principles underlying the communicative competences:

- of the communicative orientation;
- of active and conscious possession;
- the application of the learned and motivation in practice;
- the correlation of the four components (hear-

ing, speaking, reading and writing);

- awareness and acquisition of language phenomena in context;
- of communicative situation;
- of temporal unity in assimilation of words (joins, monologue, dialogue, text).

The same author claims that communicative competence in learning is based on the following reasons:

1. Cognitive interest - is manifested by "I want to know, to know";
2. The reason for the note - is "I want to get a better grade";
3. Sense of debt - is manifested by "I have to learn";
4. Vocational training - it is manifested by "I want to get a profession";
5. The Diploma of Studies - is manifested by "I want to get the diploma";
6. The reason for self-affirmation - is manifested by "I want to be the first";
7. The reason for affiliation - is manifested by the need for human contacts "I want to like someone";
8. The reason for self-development - is manifested by "I want to develop myself";
9. The reason for self-integration - is manifested by "I want to be able to integrate into spaces and communities from abroad".

The reasons for learning are divided into two distinct categories:

1. External reasons:
 - a) broad social reasons;
 - b) positional reasons;
 - c) reasons of social collaboration.
2. Internal reasons:
 - a) broad cognitive motives;
 - b) cognitive-instructive reasons;
 - c) reasons for self-training.

In the vision that we are addressing, the communication skills are in close relation with the individuals' ability to relate, with the knowledge they have in this field and with the degree of awareness of the dependencies established between the communicators.

Results of research. It is important to note that the formation of communication skills in the foreign language requires a serious motivation.

Some problems faced by the language teacher are mentioned in the European Language Portfolio. The lack of motivation of students is probably mentioned most frequently. Some address the issue by making considerable efforts to make their practice more dynamic and exciting by selecting stimulating learning activities and attractive documents. However, the comfort of this approach is ephemeral and lasts only until the end of the activities. Contempt is therefore to incite the student to say what he considers to be interesting and to make him take on some of his responsibilities for linking the activities of the classroom with his interests and needs.

In conclusion, we mention that the motivational factor plays a very important role in the formation and development of the communicative competences of the students in English, contributing efficiently and directly to the formation and development of the personality of the future coach teacher who exerts a remarkable influence on the preservation and improvement of the health, of young generations, thus supporting the harmonious, multi-coloured development of society.

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 for physical education.

Therefore, the training and learning process of professional English language for students in the field of physical culture gains in significance through constantly reporting to social practices and concrete exercising contexts of the acquired skills. Learning becomes a clearly oriented process that increases motivation for action. Competencies employ previous student acquisitions, providing concrete opportunities to do things as a result of competence development, which enhance students' motivation for learning English. Focusing on the final purchases of training gives us the freedom to capitalize on the different learning styles and combinations specific to the multiple intellects.

References:

1. Anderson J.R. (1996) ACT: A Simple Theory of Complex Cognition. In: American Psychologist, 51, p. 355-356.
2. Golu M. (2004) Bazele psihologiei generale. București: Editura Universitară. 720 p.
3. Claparède Ed. (1968) L'éducation fonctionnelle. Neuchatel; Paris, Delachaux & Niestle Edition, 1931. 6th ed. 266 p.
4. Estes W. (2014) Approaches to Human Learning and Motivation. Vol. 3. Psychology Press. 382 p.
5. Slama-Cazacu T. (1999) Psiholingvistica - o știință a comunicării. București: All Educational. 840 p.
6. Hargreaves D. (2006) Personalising Learning - 6. The Final Gateway: School Design and Organization. Association of School and College Leaders. 60 p.
7. Helander M.G., Landauer T.K., Prabhu P.V. (1998) Handbook of Human-Computer Interaction. Second Edition, Proceedings. North Holland. 1582 p.
8. Gamble T., Gamble M. (1986) Introducing Mass Communication, McGraw Hill, p. 448.
9. Dicționar explicativ al limbii române. (1996) București: Ed. Univers enciclopedic. 1192 p.
10. Șchiopu L. (2015) Personalized Learning - Revolutionary Approach in Modern Education. În: Linguistic and Functional Features of Lexicon and Differentiation Methods for Teaching Foreign Languages. International Scientific Conference. Chișinău: Tipografia UPS „Ion Creangă”, p. 135-145.