LINGUODIDACTIC PECULIARITIES OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS OF PHYSICAL EDUCATION (IN THE EXAMPLE OF SPORTS TERMS)

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Abstract:
The article deals with the issues based on analyzing linguodidactic peculiarities of the development of communicative competence of students of physical education in the example of sports terms. Communication in the course of sports is an integral part of it, it directly affects the course and effectiveness of competitive activities and plays an important role in sports as a whole. Athlete’s sports career depends on how he develops relationships with the coach, how he feels in a team, how he manifests himself as a leader, how competently he receives information about his rivals, unravels their ideas and hides his own. Communication is especially professionally important for team sports. In individual sports, communication helps an athlete to have a high status among partners and provides an opportunity to communicate more freely with rivals, not to be afraid of them and, to a certain extent, to put psychological pressure during informal communication. In this article we studied the essence of communication in sports and researches based on sport terms and their usage in the process, as well as the effective methods that help to develop students’ communicative competence.

Key words: Communication, sport, communicative competence, sport terms, competitive activities, physical education.

Introduction

The education system is the main source of reproduction and increasing the intellectual potential of society. The reform of higher education is aimed at solving the problem of improving the quality of training of graduates. Education is one of the fundamental factors of economic and social progress, spiritual renewal of society. The future of the Fatherland is largely determined by the effectiveness of the work of graduates of pedagogical universities. The teacher is the most important active link in the process of updating society. The role of a physical education teacher with the development of society will certainly increase.

Physical culture is part of the general culture of society, one of the areas of social activity aimed at improving health, developing the physical abilities of a person and using them in accordance with the needs of social practice.

This is a special and independent area of culture. It arose and developed simultaneously with the general culture of man. Physical culture can be considered as a specific reaction to the needs of society in physical activity and a way to meet these needs.

When engaged in physical education and sports, there is a constant interaction with partners and rivals, in which personality traits are born, manifest and consolidate. In the process of physical education, moral and volitional qualities such as courage, courage, determination, initiative, resourcefulness, willpower, collective action skills, organization, conscious discipline, a sense of friendship and camaraderie, clarity in work, a habit of order, etc. are brought up. of great importance is the pedagogically correct organization of the training and training sessions themselves, sports competitions and the whole life of the athletic team.

The role of physical culture in the formation of basic qualities and personality traits is very great. A person should be able to think abstractly, develop general provisions and act in accordance with these provisions. But it’s not enough just to be able to reason and draw conclusions, it is
necessary to be able to apply them in life, to achieve the intended goal, overcoming the obstacles encountered on the way. The same can be achieved only with the right physical education.

Any work involves the communication of people. The work of a specialist in the field of physical culture and sports is one of those where interaction is the basis of professional activity, and the work efficiency of a specialist in this field depends on the level of speech skills formed.

It should be noted that communication in physical education lessons is specific due to the nature of the educational activity carried out by schoolchildren: during it, speech means of communication are used less often and non-speech ones more often. Speech calls are often incomplete and are implemented in the form of remarks, teams, and orders.

The greatest difficulties in the formation of the pedagogical technique of a physical education teacher are caused by such a skill as the use of figurative comparisons when performing various physical exercises. Another indicator of difficulty is the explanation of the exercises. But the teacher’s explanations help to eliminate errors and shortcomings in the implementation and improvement of the skill, to clarify the idea of movement.

The ability to vividly, figuratively, colorfully explain the exercise, to arouse positive emotions in a word at the right moments of the lesson, to talk about the purpose of the exercise, about the goals and objectives of physical education raises the credibility of the teacher, helps to achieve conscious discipline in the lessons, dramatically increases the effectiveness of lessons and sectional exercises.

In the process of pedagogical observation, we paid attention to the technical side of the speech of physical education teachers. After analyzing the data, we identified the main shortcomings in the teacher’s speech.

However, the success of the work of a sports physical education specialist, especially a trainer, largely depends on his relationship with pupils and students, since a teacher in this field is the main strategist who organizes contacts, therefore he should be a conductor of relations, show tact, flexibility in conflict situations and create an optimal relationship style.

Based on what, A.A. Dergach and E.P. Ilyin, they believe that the basis of professional and pedagogical communication of a specialist in physical education and sports is not only professional speech, but also the style of communication, which ultimately determines the form of expression and impact using speech, on which communicative success depends.

At the same time, the influence of the trainer / teacher on the consciousness and will of athletes / students can be carried out in the form of showing attention to them, requests, requirements, persuasion and suggestion, which requires the availability of formed skills and pedagogical communication.

The effectiveness of communication largely depends on the coach himself, on how he behaves with the students, which determines the presence of such a component as psychological tact, which includes the presence of professional and personal qualities, the totality of which (benevolence, sensitivity, emotional responsiveness, sincerity, tolerance, etc.) can be represented in the form of “pedagogical tolerance”.

In the process of communication, the coach and the athletes are faced with the task not only to exchange information, but also to achieve its adequate understanding. Communicative influence is possible only if a communicator (the person sending the information) and the recipient (the person receiving it) have a unified or similar codification and decoding system; in interpersonal communication, as a special problem, the interpretation of the message coming from the communicator to the recipient stands out.

We have proposed a three-part structure of the communicative competence of a specialist in physical education and sports, presented in the form of the following interconnected components:
- linguistic - culture and speech technique;
- cognitive-operational - knowledge, skills and effective communication;
- personal - professional and personal qualities (reflection, empathy, self-control).
These components formed the basis for constructing a model of the process of forming the communicative competence of future specialists in physical education sports. The developed model, presented in the form of a structure, made it possible to reproduce the relationship between the target, substantive, organizational and effective components.

In the conditions of the modern educational space, students of the university of physical education lead an active professionally directed lifestyle, taking part in sports competitions, conferences and seminars of international level. Thus, the need for communication in a foreign language is increasing. In addition, in the light of the competency-based approach, the future university graduate should have general cultural, professional and professional competencies. [6]

Today, the competency-based education paradigm implies the mastery of students by a set of competencies (communicative, pragmatic, general, cognitive, intercultural, compensatory, professional) [4; 6].

Based on our own local experience, we note that the formation of this series of competencies is a rather complicated process in a non-linguistic university. We see the reasons for this situation in the following: the insufficient number of hours devoted to the discipline “Foreign Language”, the extreme saturation of the educational process with majors in accordance with the direction of students’ training, as well as constant training and sporting events (training camps, competitions, etc.). As a result, there is a decrease in the motivation of students to study non-core disciplines, including a foreign language.

The task of forming the above competencies is to have a significant impact on the emphasis in the substantive and technological terms in the process of teaching a foreign language. The implementation of the competency-based approach in the process of training foreign students of bachelors of non-linguistic universities is based on the following principles:
- personal orientation of the process of teaching and learning a foreign language;
- the authenticity of the educational materials used (classroom, visual, graphic);
- focus on the formation of communicative skills relevant for understanding foreign cultural discourse and the independent generation of foreign language discourse;
- reliance on the independence and responsibility of students;
- the use of reflection and self-esteem in the educational process, contributing to the development of student autonomy;
- integrative mastery of speech skills and means;
- inclusion of elements of professionalization;
- accounting for interdisciplinary relations [4, p. 5].

In our research, we deliberately draw attention to the students' mastery of oral foreign language, since the goal of teaching a foreign language is to develop the ability of students to use it as a means of intercultural communication. As E. I. Passov notes, very often the definition “spoken language” is used in the meaning of “speaking” [3]. But it is worth clarifying that speaking, as a productive type of speech activity, is only part of oral speech. In the new dictionary of methodological terms and concepts, oral speech is defined as oral speech, consisting of a complex ability to understand sounding speech (listening) and the ability to deliver speech in sound form (speaking) [1, p. 328].

The issues of teaching speaking and listening were reflected in the works of such researchers as A.A. Alkhazishvili, N.D. Galskova, N.I. Gez, E.I. Passov, E.N. Solovova and others. Based on the works of scientists [2; 3], who studied the problems of teaching speaking and listening, as well as their own theoretical and practical searches [5], we note that the effectiveness of this training depends directly on the personality of the teacher, the individual characteristics of the students, on the linguistic and discursive characteristics of the texts and learning conditions. In order to optimize the learning process of oral foreign language speech of students of the university of physical education during practical training, we tested the following interactive methods: role-playing games, the project method, “case studies”, work in small groups, etc.
Broad opportunities for enhancing the educational process, as shown by the study, provide the use of role-playing games. Role-playing games include activities such as gaming, speech, and learning. When incorporating game forms of activity into the practice of students’ language training, several factors must be taken into account. First of all, the role-playing game should be organized in accordance with the abilities and interests of students, which will stimulate the enrichment and consolidation of the lexical stock. In addition, the game should imply the principle of spontaneity of its performance, that is, students do not prepare the roles in advance, but improvisation takes place.

Thus, according to the results of our practical research, role-playing contributes to the development of partnership and personal involvement in what is happening. Being a direct model of communication, it implies the use of skills of both verbal and non-verbal communication, which, in turn, contributes to the formation of foreign language communicative competence among students of a university of physical education.

Sports terminology should be considered as a verbalized result of the cognitive activity of specialists in the field of sports (athletes, coaches, referees). This terminology reflects their understanding and development of professional experience, the processes of conceptualization and categorization of the main objects, their properties and relationships.

Sports terminology is an integral part of the language of sports communication. It is characterized by a number of specific features: openness, a wide range of users, dynamism, poor delimitation from general literary vocabulary, and evaluative nature of items, the presence of a significant number of synonyms, proximity to technical terminology.

The language of sports communication includes professional units that vary in form, content and function. Terminology is the core of this system of units; it is represented by general scientific and intersectoral terms, industry and narrow industry units, as well as highly specialized names. The most numerous group in sports terminology is narrow industry terms. Around the terminology in the language of sports communication are grouped professionalism, professional jargon and nomenclature designations. The boundaries between the individual strata of the language of sports communication are quite mobile: it is possible to transfer professionalism and jargon to the category of terms.

The set of sports terms reflects a system of concepts that are significant for the organization and implementation of sports activities. The basis of the system of concepts in the field of sports is the concept of a sport as a certain kind of sports activity. The traditional division of sports into team and individual can be supplemented by the allocation of two correlating subsystems of concepts: dynamic and static sports [7].

In each professional concept sphere, there are basic concepts that not only reflect special knowledge, but focus on the most significant aspects of a particular activity. In sports terminology, the basic concepts are wrestling, result, victory and record.

Numerous studies within the framework of the issue under discussion show that the project method also contributes to solving the problems of foreign language education. Design work is primarily aimed at solving a problem. At the same time, students are given a wide opportunity to use knowledge of not only a foreign language, but also other educational disciplines. The implementation of projects involves research, creative, gaming, informational and practice-oriented forms of work.

Most methods are based on the ability to summarize foreign sources, conduct discussions on various topics, the ability to make independent decisions, and seek creative approaches to presenting results. At the same time, students are ready for self-esteem and are actively involved in evaluating the design work of other group members, which is undoubtedly an advantage of this type of activity in practice. To this end, it is advisable for the teacher to familiarize the participants in the educational process with the criteria and assessment parameters (literacy, fluency, accuracy and consistency of expression, quality of work with sources, etc.).
It must be borne in mind that interactive methods require thorough, labor-intensive teacher training, which is significantly time-consuming. First of all, the teacher must analyze every detail of the innovative technology offered in practice, prepare the course of the lesson step by step, which is already aimed at achieving the goals of students studying abroad. In addition, the effectiveness of the application of such methods of practical activity is impossible without the presence of a high level of professional training of a teacher of a foreign language and possession of pedagogical skills.

We also note that today the Internet provides unlimited opportunities in the field of foreign language education: teachers can use a large number of sites, including free ones, offering training programs for oral foreign language speech. So, material regarding the inclusion of Video games in the Olympic Games turned out to be effective in practical use. A number of tasks proposed by the author of the site deserve special attention. Let us give examples of some of them, adapted and included in the process of teaching foreign students of a university of physical education.

Do you think that skydiving (Formula 1, chess) should be included in the Olympic Games. Explain your choice. What physical and mental abilities are needed for this sport?

Use the dictionary to find consistent phrases, synonyms, and additional meanings computer and game.

Record your associations with the word "competition." Exchange views with other students in the group.

Along with this, the author of the site offers multidirectional topics for discussion and practical tasks for working with these topics in audio format: combine parts of sentences, insert missing words, choose the correct answer from the proposed statements, answer existing questions and make your own and a number of others. The undoubted advantage of this electronic resource is the audio material, which minimizes some of the difficulties in perceiving speech by ear, namely: the one-time and short duration of the presentation of information, individual speech and voice features, lack of visual support.

Summarizing the foregoing, we note that in the light of modern educational realities, innovative methods of language material presentation open up prospects for finding the most effective approaches to teaching a foreign language. A wide variety of forms and teaching methods, implemented in practice, enriches students with new knowledge from various fields of activity, including professional, significantly increases the time of communication in a foreign language, which, in turn, contributes to the formation of students' foreign language communicative competence University of Physical Education.

References:
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