

DIFFICULTIES OF TEACHING ENGLISH LANGUAGE TO PHYSICAL EDUCATION AND SPORT STUDENTS

The article deals with the difficulties of teaching English in a professional way to future specialists in the field of physical education and sport and analyzes interactive teaching methods as a tool of improving foreign language sport communication. It is noted that, when teaching English to physical education and sport students, peculiar features of sport terminology and also the hallmarks of the students' future specialty must be considerate. The use of interactive teaching methods as the main factor of optimization of the process of English learning by professional orientation is raised in the work, which makes it possible to form students with the necessary professional skills and foreign language sport communication.

Key words: *English for professional orientation; interactive teaching methods; foreign language sport communication; role-playing game; motivation.*

Problem Statement. The development of sports in Ukraine over the past decades and the expansion of international cooperation in the areas of physical education and sport have led to the need of a foreign language as a tool of intercultural communication of specialists in physical education and sport on the basis of characteristic features of the specialty. Specialists, including sportsmen, are increasingly engaged in intercultural communication associated with their activities, which led to a significant increase of the popularity of the English language learning. Therefore, the teaching of English to physical education and sport students is based primarily on the professional needs of future professionals.

The purpose of the article: to consider the difficulties of teaching English language to future specialists in physical education and sport; to analyze the use of interactive teaching methods as effective tools of forming foreign language sports communication.

Analysis of current research. Today, according to leading Ukrainian scientists (V. P. Andrushchenko, P. A. Bech, I. A. Zyazyun, V. G. Kremen, G. V. Onkonovich, V. G. Redko, etc.), the quality of the higher education depends on the level of English language proficiency of university's graduates. However, the level of foreign language proficiency of graduates of non-philology specialties does not always meet modern requirements. That is why more attention is paid to the aspects of learning a foreign language as a language of professional communication. Thus, the difficulties of teaching a foreign language for a professional orientation are highlighted in the publications of such authors, as: S. V. Vadaska, A. V. Pavlovykh [5], L. M. Gyhmytova, M. O. Lebedeva [3], A. B. Sarieva [6], S. Ye. Romanchuk, I. V. Ponomarova, A. V. Kovalova, I. A. Gorobets [1] and others.

Research methods. In the process of work on the article analyzed the latest publications on the topic of re-

search; identified the problem issues through a survey of teachers of English at non-philological faculties and questioning students of the Faculty of Physical Education and Sports; content analysis of the requests of higher education non-philology professors regarding the level of English language proficiency.

Presentation of main material. The intensive development of international sport contacts require from physical education and sport students mastering communicative foreign language competence for communication with foreign colleagues at international competitions, championships, Olympiads. The expansion of scientific contacts, the departure of specialists abroad to study the experience of foreign colleagues or to participate in international scientific symposiums, conferences also increases the demand for foreign language skills. In this regard, there are increased requirements for the level of language skills to the specialists in the field of sports.

However, in the presence of a sufficiently large number of theoretical developments and practical teaching methods of a foreign language, the level of English language skills by non-philology specialists is rather low, and by physical education and sports students is extremely inadequate.

Main reasons of the low effectiveness of the study are the lack of use of a foreign language in the practical activities of specialists in physical education and sports; insufficient development of a number of important issues of learning and organizing the learning process in English, taking into account the specifics of the faculties of the sports profile, the lack of training materials and manuals that meet the goals and conditions of study [7, p. 179].

Mastering the communicative competence by physical education and sports students will be more effective if you change the organization of learning in such a way, that it prevails oral communication on sports topics which cause personal interest of students. For physical education and sports students learning to communicate on sports-

oriented topics has a greater efficiency in a dynamic changing environment.

Motivation is one of the most important elements of improving English vocational training, since the student must understand why he is studying English and how he can use his acquired knowledge in the future. That is, the ultimate goal of learning should be consistent with the student's outline of his future professional activities.

Under conditions, when the abovementioned factors of learning a language are not applied, the learning process is limited only to the translation of texts and the analysis of grammar. If these factors are implemented sufficiently, the student has the opportunity to master the professional communicative competence, the ability to actively participate in communication, develop important professional qualities, which is the main goal of modern personal-oriented vocational education [8].

One of the peculiarities of the professionally oriented learning of English by future physical education and sport specialists is that students, besides the commonly used vocabulary, study the highly specialized vocabulary of the sports industry [7, p. 179].

In the study of English specialized sports vocabulary we must take into account that in professional sports terminology there are many words that are used in a figurative sense or at once in several meanings depending on the type of sport. For example, in the curling English word «end» is not a game finale, but one of its 10 periods. The word «draw» in football means «draw», in a curling it is a «throw», and the same word can be used in the sense of «toss-up». Much depends on the type of English: the same game in Great Britain called «football», and in USA – «soccer».

In addition, many sports terms English borrowed from other languages. For example, climbers use terms borrowed from the French and German languages, and in oriental martial arts, Japanese and Chinese borrowings are common. Also, in vocabulary it is often found non-dictionary terms: in the car «groove» – the best, most effective trajectory of passing a circle or «dialed in» – good car control.

Interactive methods of learning that make it possible to combine individual, pair and group types of work are becoming more widespread; significantly increase the level of language proficiency and internal motivation of students [3].

The essence of interactive learning is that the learning process takes place under the constant, active interaction

of the teacher and all students. Interactive learning involves modeling life situations, using role games, solving certain problems based on the analysis of circumstances and the situation [5]. Therefore, interactive learning is the most effective method of teaching English in a professional direction, and effectively suited for physical education and sports students.

Among the interactive teaching methods, the use of the simulation-game approach to the organization of learning activities becomes a special value for the future development of a physical education and sports specialist. Role-playing game on English lessons imitating future professional activities and facilitates the development of students with the necessary professional skills and abilities. The role-playing game allows those who learn not only to feel themselves in a certain communicative role, but also to identify their emotions, intellectual abilities, imagination and creativity [2, p. 218].

The topics for role-playing simulation games in learning English language for professional orientation should be those related to students' future professional activities. The technology of learning in the role-playing game involves the following stages: preparation for the game (role distribution, instruction of the participants of the game, preparation of roles); a game that involves playing situations and roles by each participant; analysis by the participants of the game [2, p. 219].

Conclusions and perspectives of further scientific research. The difficulties of teaching English future physical education and sports specialists are the main consideration of the specifics of the professional sphere. Therefore, it is necessary to bring closer the content and methods of teaching to the practical needs, interests and motivation of students, with due consideration of the peculiarities of sports English terminology. It is necessary to select a training material reflecting the modern and professional requirements of the sports industry. It is advisable to use interactive teaching methods that allow to bring learning English closer to real conditions and promote the full development of students.

Prospects for further exploration in this direction. Numerous features of the teaching of a foreign language for professional orientation require further research in order to find methods and means of study that will increase the level of language training of future specialists in physical education and sport, which is one of the conditions for their successful professional activity.

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СЛОЖНОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ФИЗИЧЕСКОГО ОБРАЗОВАНИЯ И СПОРТА

В статье рассматриваются трудности профессионального преподавания английского языка для будущих специалистов в области физической культуры и спорта, а также анализируются интерактивные методы обучения как инструмент совершенствования иноязычного спортивного общения. Отмечается, что при обучении английскому языку студентов физического воспитания и спорта, необходимо учитывать особенности спортивной терминологии и отличительные черты будущей специальности студентов. В работе поднимается вопрос использования интерактивных методов обучения как основного фактора оптимизации процесса изучения английского языка по профессиональной направленности, что позволяет сформировать у студентов необходимые профессиональные навыки и спортивное общение на иностранном языке.

Ключевые слова: *английский язык по профессиональному направлению, интерактивные методы обучения, иноязычная спортивная коммуникация, ролевая игра, мотивация.*

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СКЛАДНОЩІ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ ФІЗИЧНОЇ ОСВІТИ ТА СПОРТУ

У статті розглядаються складнощі викладання англійської мови за професійним спрямуванням майбутнім фахівцям у галузі фізичного виховання та спорту, аналізуються інтерактивні методи навчання як засобу вдосконалення іношомовної спортивної комунікації. Відзначається, що при викладанні англійської мови студентам фізичного виховання та спорту повинні бути враховані особлива спортивна термінологія та відмінні риси майбутньої спеціальності студентів. У роботі розглядається використання інтерактивних методів навчання як основного чинника оптимізації процесу вивчення англійської мови за професійним спрямуванням, що дає можливість сформуванню у студентів необхідні професійні навички та іношомовну спортивну комунікацію.

Ключові слова: *англійська мова за професійним спрямуванням; інтерактивні методи навчання; іношомовна спортивна комунікація; рольова гра; мотивація.*

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