

Moldavian Journal for Education and Social Psychology

2017, Volume 1, Issue 1, December, pp. 34-39

The Importance of Studying Foreign Languages Texts for Athletes Specialized in Fitness

Natalia NASTAS

Doi: <https://doi.org/10.18662/mjesp/2017.0101.04>

©2017 The Authors. Published by LUMEN Publishing House.

Selection and peer review under the responsibility of LUMEN Publishing House.

How to cite: Nastas, N. (2017). The Importance of Studying Foreign Languages Texts for Athletes Specialized in Fitness. *Moldavian Journal for Education and Social Psychology*, 1(1), 34-39. DOI: <https://doi.org/10.18662/mjesp/2017.0101.04>

The Importance of Studying Foreign Languages Texts for Athletes Specialized in Fitness

Natalia NASTAS¹

Abstract: The study of foreign languages texts for athletes specialized in fitness in the conditions of the actual society is in agreement with the needs of the educated subjects. The teaching-learning of the foreign languages is appropriately with the European educational activity (the common European framework of reference for languages), with the world scientific elaborations regarding this issue. For that purpose, in Republic of Moldova is compulsory the development of education, generally the development of communication competence, necessary in an appropriate for communication in a foreign language. The professional study of foreign language texts contributes to the abilities, knowledge and professional attitudes development, through domains exploration of other disciplines with different contents. However, as evidenced by our study of the theory and practice of teaching English in the faculty of sport and especially in the specialization “Fitness” the inclusion issue of the English language interdisciplinary with professional education subject of the future specialists in the field are not given proper attention. Foreign language is necessary for future sports specialist not only as a means of selecting scientific information but also as a means of communication (the exchange of experience, trainings and international sports events for personal contacts, etc.).

Keywords: foreign languages, texts in foreign languages, students specialized in fitness, fitness, communication competence in foreign languages.

Actuality. Language, as a means of communication, evolves with society, and this process is faster in terms of expanding people-to-people relations and enhancing the circulation of ideas, among other things due to the development of means of disseminating information over time. In the historical evolution of a language (depending on the complex relationships between language and society), a series of words acquire new meanings and connotations, conforming to the reality of that age, or completely disappear from use, being gradually replaced by other forms which better define the new concepts.

¹ PhD student, State University of Physical Education and Sport, Chisinau, Republic of Moldova, natasanastas@mail.ru, +37368361990/+37322311241

Communication in foreign languages generally covers the basic skills described in the communication in the mother tongue. In addition, it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions both in oral and written form (listened, spoken, read, written) in appropriate social and cultural contexts (in education and Training, workplace, leisure) about someone's wishes and needs. Communication in foreign languages requires skills such as mediation, intercultural understanding. The level of advanced knowledge varies between the four dimensions (listened, spoken, read, written) and between different languages, in accordance with the social and cultural environment of the individual, the environment, his / her needs and / or interests (Afanas, 2013).

The professional study of a foreign language contributes to the abilities, knowledge and professional attitudes development, through domains exploration of other disciplines with different contents. In the teaching-learning process of the professional foreign language are developed professional abilities, but through the strategies reference and learning individual activity, adoption and creation, characteristically to foreign languages, on the other hand at the native language is created a unitary ability about the language functioning as a primordial element of communication. For that purpose, it is defined the elaboration necessity of a communication ability development model for the students in physical education domain within the teaching-learning process of foreign languages. (Pânișoară, 2008).

The teaching-learning process of foreign languages in institutions is structured in correlation with the respectively process from education, being centered on common principles of the study object.

To know a foreign language in its functional aspect may encourage them to the employment. At present a foreign language aims the goals and contents of teaching-learning not only in terms of language, but also in terms of communication, ability of communication, dependent on the speaking necessities of an actual activity. It is in the case of students in physical education domain from the professional education: the communication ability within the teaching-learning process of a foreign language is related to their job. At the same time, the students have the possibility to the communication in the respective collectivity. The functional foreign language is relevant to the specialized vocabulary and an education based on competences, the knowledge of a language, it also means the knowledge of more things about many other languages, without being

forever aware of it. Knowing foreign languages ordinarily allow the stimulation of this knowledge and to do them more consciously, a factor that follows to be rather valued than neglected as if it does not even exist. At the same time, as we can see from our study of the theory and practice of teaching English in sports faculties, and especially of the "Fitness" specialization, the issue of integrating interdisciplinary English with the professional educational subject for future specialists in the field is not given due attention. Otherwise, the ones outlined above have become the major factor in addressing the issue of competence training of professional language to the future high-qualified fitness specialists (Grimalschi, 2001).

The aim of research

Improving the process of formation the competencies of professional English language to the students from the faculties of physical education and sport specialized in fitness as well as the formation of the abilities of studying the foreign language literature.

Objectives of research

1. Studying the theory and practice of the educational process in English discipline within State University of Physical Education and Sport.
2. Appreciation the level of English professional language possession for State University of Physical Education and Sport students.
3. Determining the content of the English language course in order to form the abilities of communication in foreign languages to specialists in the field of fitness.
4. The acquisition of sports terminology and the formation of the skills to read the literature in the foreign language.

Methodology of research

Analysis and generalization of the literature data, study of the working documentation, pedagogical observation. By studying the specialized texts, the following results are aimed to be achieved: the training of the oral and written communication skills, as well as the achievement of some performances enabling the student to read the specialized literature in the studied foreign language (***) (2001).

The methodical aspect refers to the organization of the selected material, the determination of the succession of texts, the system of exercises and forms of control, the verification of the formed skills and linguistic skills.

According to the analytical curriculum, the introduction of the general and specialized sports lexicon is progressive, in stages during the first years of university studies, the students acquire, strengthen the lexicon of the common literary language; in parallel with this lexicon, very general words and terms are introduced; in the last year of study the students assimilate the general sports lexicon, laying the foundations for learning the specialized terminology.

The specialized lexicon must be studied in particular, because a good knowledge of the usual lexicon is not sufficient, it does not require proper understanding of a specialized text. The lexicon of scientific language, although quite unsubstantiated, is common (much of it) for texts that refer to various areas of sports science and technology. But the combination of these words is not linear - it can be repeated in different texts, but it may also vary depending on whether it belongs to one or another domain. In addition, in a text with specialized language is presented a terminology belonging to a specific domain and that is not used in other disciplines as well. It is also important to know morpho-syntactic constructions, not just isolated terms, in the case of acquiring the specialized language (Chirilă, 1989).

In acquiring a foreign language, developing the skills of oral expression is a primary objective. Not the same seems to be the case in teaching the scientific aspect of the foreign language. Most of the materials dealing with this issue emphasize the written expression, considered to be the most common hypostasis of the scientific and technical language. That is why the main purpose of teaching this aspect of language seems to be that the specialist can take advantage of a magazine or a book written in a foreign language. It is clear that in this situation the immediate purpose of approaching a scientific text must be, for a time, the comprehension of the written text, quite difficult by its specificity (Lado, 1976).

Linguists argue that there is no language without communication or communication without a language without good knowledge of it; here is a dynamic language function. In this context, we must remind ourselves that the foreign language must be taught and understood under all three aspects of it: $\frac{3}{4}$ identity construction, an individual and collective identity at the

same time; $\frac{3}{4}$ possibility of communication - the speaker will give expression to his intentions corresponding to his communicational images in various situations; $\frac{3}{4}$ establishing different types of speech, reflecting the relationship between the speaker and his discussion partner.

Robert Lado argues that “language is a communication structure” thus “Teach the language as it is, not how it should be ... linguists notice that the forms used by educated native speakers, not every unnatural and imagined standard, constitute a guide to what is right and accessible as native cultural speech. By this principle it is understood that the type of language to be taught is the language used by educated native speakers”. Under these circumstances, in order to achieve the desired communication competencies, in a relatively short time and with less waste of energy, we need to find not only the most accessible methods for students but also the best materials. This is why most linguists agree that genuine or why not those that are produced on specific goals, can be used as pedagogical support (Chirilă, 1989).

Conclusions

The studying of a professional foreign language in the teaching and learning process, develops the professional competencies and communication in foreign languages, but by reporting the strategies and individual learning, reception and production activities, typical of foreign languages to the ones of the native language, 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.).

References

- (***) (2001). *Cadrul european comun de referință pentru limbi: învățare, predare, evaluare*. Consiliul Europei.
https://www.coe.int/t/dg4/linguistic/Source/CEFR_moldave.pdf
- Afanas, A. (2013). *Metodologia dezvoltării competenței de comunicare a elevilor în limba străină*, Chișinău.
- Chirilă, F. (1989). *Обучение языку специальности*, București.

- Grimalschi, A. (2015). *Formarea competentelor cheie în învățământul general: Provocări și constrângeri*. Chișinău.
- Lado, R. (1976). *Predarea limbilor – o abordare științifică*. București: Editura Didactică și Pedagogică.
- Pânișoară, I. O. (2008). *Comunicarea eficientă, Ediția a III-a, revăzută și adăugită*. Iași; Editura Polirom.