

THE ROLE OF MODERN LANGUAGE IN THE DEVELOPMENT OF LANGUAGE SKILLS IN THE FIELD OF PHYSICAL EDUCATION

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Abstract. Ongoing development in elite sports, together with the study of foreign languages, represents a key priority for higher education institutions focused on physical education. The emergence of a new concept—controversial and, in some cases, contested by specialists in the field—nevertheless demonstrates the institution's concern with identifying effective solutions for raising the level of professional preparation of specialists in physical education.

Physical education actively contributes to meeting several requirements, such as enhancing the pedagogical status of the field, which is closely correlated with moral education, aimed at forming higher traits of will and character, as well as aesthetic education and intellectual education. The latter is understood as scientific education within the instructional process, oriented toward achieving pedagogical objectives of a cognitive nature.

Various perspectives are documented in both classical and modern literature regarding the formative and educational resources of physical education, encapsulated in the well-known maxim "Mens sana in corpore sano" (Juvenal).

Keywords: *modern languages, students, physical culture domain, linguistic competences, motivation for studying a modern language.*

Actuality. The European education approach emphasized the training and development of future specialists' professional linguistic performance, the ability to know and process vital information, use new information technologies, have a coachable attitude and communicate effectively. European-type skills require the student to possess the ability to use other European languages, to show a European-type professionalism, and to master the measure of European quality, the ways of communication depending on the affective climate, with a view to moral, aesthetic and intellectual quality, closely related to the needs and interests of studying and achieving communication skills.

Professional communication skills in a foreign language, as well as the performance of some intellectual, social-cultural and athletic tasks, gain information value in the structure of integrated training that represents the student's bio-psycho-social and cognitive development. Cognitive structures are viewed as a tool for forming the learner's personality, positioning the student on an objective scale of professional skills and values.

Incorporating some texts expressed in writing and orally in English with the didactic content of other subjects from physical culture and sports university education is perceived as a fundamental quality in the direction of strengthening the structure of the educational process through the sequential integration of motivational components on emotional-affective and cognitive learning. The integration of educational disciplines is a necessary requirement for reaching the student's optimal dynamic cognitive-behavioural and attitudinal balance.

Communication has evolved quickly, becoming one of the defining features of modern life. The variety of sports branches relates to the athlete's physical, moral, and intellectual needs and is classified into a specific system with a certain orientation. Sports are activities that provide beneficial stimulus for physiological and mental functions. Pierre de Coubertain, a Frenchman, concluded that the best way to give sport a high moral value is to remove the barriers that divide peoples and make international competitions a means of understanding and bringing them closer to the world through the foundations of language - communication and the call to action, cultural-artistic and sports activity.

What physical culture education and foreign language education can and must provide, along with other means of skill development is to contribute to the development of the student's intellectual, moral, aesthetic and psychophysical capacities and become an effective means of international closeness, regardless of the state's ideological conceptions and socioeconomic structure.

The significant development of the modern language on the international level has enabled collaboration between performance athletes from various states, making it an active factor in the policy of understanding and friendship between nations, defending the idea of the universality of the sports movement, verifying its educational effects, which have broadened its field of application.

Today, the Olympic Games serve as a global appraisal of the development made in physical culture and sports by all states that send their best athletes to these major tournaments. Their outcomes are also crucial in terms of understanding the foreign language perspective as a medium of communication.

From this perspective, these relationships helped to unify pedagogic tactics in physical culture and sports. From a moral standpoint, the significant growth of the attributes of will and character that they have embraced on an international level does not occur by chance, but rather as a result of extensive sports-educational and intellectual effort [1].

Higher institutions of physical culture prioritize continuous training in performance sports as well as foreign languages.

Physical education was, is, and will continue to be one of the most appealing educational fields because of its heuristic technique, energetic and emotional qualities. Its numerous impacts on the human body, as well as the act of communicating, have a positive impact on human growth and development, prompting students to rank it among their favourite topics.

The communication system presents the character, form, content, and name of motor activities: a) through gestures – used, visual dialogue, when imitating motor actions, exercise execution technique, refereeing rules in volleyball, basketball, football, gymnastics, aerobics, etc.; b) through drawn pictures; c) through natural sounds, for directing the tempo of movement when walking, running, in various motor actions, in refereeing sports games; Thus was formed the natural form of the communication process, the expression, the word, the term, forming the memory of logical thinking; not only at the national but also at the international levels in any speech activity.

Of course, essential information, talents, and attitudes are inextricably linked to competence. For example, foreign languages skill requires knowledge of vocabulary and functional grammar, as well as awareness of the various types of verbal communication. Knowledge of social conventions, cultural aspects and the variety of languages are also significant. [5]

Knowledge and application of functional styles, as sub-assemblies of the main system of the foreign language, are geared toward a variety of practical activities. The

accumulation of knowledge serves as the primary function in a subject's intellectual configuration and personality. By the accumulation of knowledge, the overall restructuring of the training process occurs, and the intellectual and affective structure of the personality changes.

Decision-making ability is the result of adaptation and learning decisions and it can be functionally intercorrelated in complex structures in many functional forms, as an automated component of actions. Skills serve as the foundation for sociocultural integration initiatives. The development of capacities entails the means acquisition in order to carry out acts through active and reflexive interest. Capacity formation indicators include the quality and dynamism of action execution, which are represented in the quantity and quality of the result.

The attitude is a personal and evaluative response to activities and products, moral principles, civilized behaviours, and oneself, expressed orally or by conduct. We must remark in this field of concepts that there are numerous reasons why the physical education specialist should learn as many foreign languages as possible, all of which provide important benefits to his emotional, cognitive, and social growth. Learning foreign languages fully contributes to the development of intellectual capacities, improves the memory and focus of the specialist in the field of physical education, increasing his/her degree of intelligence.

Recent research confirms the statement that in order to communicate effectively and possess what in the language of psychosociopedagogy means the notion of communicative competence, it is not enough to know grammar, phonetic, orthographic aspects of the language system or to use a rich vocabulary, but it is necessary to be able to produce, elaborate ideas, initiate a conversation, a dialogue, to convince, argue, and reply, to possess skills. Thus, communication skill can be approached in at least two ways:

1. *Linguistics* focuses on effective communication in a language.
2. *Psychosocial* refers to a community's ability to form relationships and persuade others to achieve personal or collective goals.

In this regard, a contrast can be drawn between communication competence, which reveals, in particular, the language perspective, and communication skill, which approaches the process from a psychosocial standpoint. In teaching foreign languages, M. Grigorovita [2] identifies the following elements that support communication skills:

1. Communication orientation
2. Active and intentional appropriation
3. Practical application of learning and motivation
4. The relationship between knowledge outcome and its dissemination.
5. Understanding and acquiring language phenomena in context.
6. Communication scenario;
7. Word acquisition occurs in chronological units, including combinations, monologues, dialogues, and texts.

According to the same author, communication skill in learning activities is founded on the following reasons:

1. Cognitive interest "I want to know, to master";
2. The motivation for grade "I want to get a better grade";
3. The sense of duty "I have to learn";
4. Professional training "I want to get a profession";
5. Diploma of study "I want to get the diploma";
6. The self-affirmation "I want to be the first";

7. The compliance "I want to please someone";
8. The self-development "I want to improve myself";
9. The self-integration "I want to merge in areas and communities abroad".

The motivating factors for learning are classified into two categories:

1. External Reasons:

- a) Broad social or sociocultural reasons;
- b) Positional reasons.
- c) Social collaboration factors.

2. Internal reasons:

- a) Humanistic motivation to stimulate oneself;
- b) Broad cognitive reasoning.
- c) Cognitively information reasons;
- d) Motivating factors for self-education;
- e) Behavioural factors through knowledge-based sustainable actions.

It is critical to emphasize, frequently, that developing conversational skills in a foreign language needs genuine motivation. The European Language Portfolio mentions some of the issues that foreign language teachers confront. The most common complaint is a lack of student motivation. Some handle the issue by making significant efforts to make their practice more dynamic and exciting by choosing stimulating learning exercises and visually appealing papers.

The need to study English language in the physical culture university education system, as well as the current development of an integrated education, provide several socially relevant arguments:

1. Training teaching staff in the core field of interdisciplinary professional pedagogical sciences.
2. Training specialists in education administration for optimal, strategic, and innovative training management.

In terms of conceptual valorisation, we must emphasize that communication is a necessary dynamic and information interchange between elements of a system or many systems, which is reflected in the education system by the modern language and sports disciplines.

The fundamental component of the necessity to study a foreign language is the promotion and acquisition by students, performance athletes, and sports management of common cultural values associated with Olympism as a social phenomena. The achievement, through the training process, of the systemic promotion of Olympic values in foreign language lessons, university physical culture, school sports activities, sports training in specialized sports schools within sports clubs contributes to the linguistic education of young Olympic talents, who will present the country at the most prestigious international competitions .

It should be emphasized that many instructors, coaches, managers, and Olympic competitors in the fields of physical culture and sports have expressed an increased interest in learning a foreign language. Within the physical culture activity, the English language is used at a specialized level, containing specific terms as a means of communication, tending to intensify the dialogue between the factors of the educational binomial "teacher-student", "coach-sportsman", "athlete-athlete" ", considered one of the most active and effective training methods as an interactive method

The problem-solving technique shows an improvement in global understanding of the physical education and sport language . According to V. Olaru [5, p 45-50], when training

oral and written communication skills, it is necessary to repeat the orthographic, intonation, punctuation, lexical, grammar rules, and the rigors of the correct functional style of speech when using specialized terminological categories, in order to know the main basic terms. The types of concepts offered represent the following formative educational requirements:

1. It fosters intellectual work style, a key component of scientific values.
2. Develops neologism skills and expands sports-pedagogical vocabulary.
3. Achieves communication objectives in proportion that aligns with the desired actions.
4. Improves communication skills at lexical, morphological, stylistic, and orthographic levels.
5. Ensures accurate use of curricular words in education, sports training, and management.
6. Demonstrates critical thinking by understanding and respecting colleagues' viewpoints in communication settings, reducing emotional blockages.
7. It addresses the challenge of teaching physical culture and sport in both Romanian and foreign languages.

According to the current research, developing professional communication skills is predicated on the following modernization conditions: making sure that English language teaching includes rigorous scientific content as well as physical culture and sports; making sure that the teaching-educational process uses some active techniques;

- Students engaged in tackling major challenges in two disciplines: English and another core discipline.
- Higher specialized training based on international scientific research.
- Increased interest, enthusiasm, and passion for studying English.

Language is a sophisticated system of signs, symbols, and grammar rules that serves as a primary tool for interpersonal communication. Teaching English as a second language can help students achieve the three functions that psycholinguistics refers to:

- a) The message to be conveyed;
- b) The linguistic structure or composition, including general grammar aspects.
- c) biopsychopedagogical value (to incorporate biological, psychological, and pedagogical factors into teaching, learning, and assessment).

As previously we mentioned, a language may only be properly learnt if the learner understands it in the context of concrete use. To interact professionally in a particular context, it is not sufficient to understand merely a subset of the situational attitude. Communication is a worldwide process of behaviour. This is true even when we merely consider communication in its most basic form, the oral part of interaction, as demonstrated by experimental investigations conducted by J. House [3] and R. Schmidt [6]. As a result, we argue that learning new languages must also involve learning new behaviours.

It also has an impact on how people think, as it shapes new ways of thinking and makes it easier to grasp the surroundings. The mastery of as many foreign languages as possible helps physical education professionals increase their prospects of receiving scholarships and working in a high-profile job.

In conclusion knowing multiple foreign languages allows the specialist to interact with people from varied cultural backgrounds, the opportunity to learn a great understanding about the details of the other countries, as well as to participate in a variety of cultural activities.

As previously, we mentioned, English is currently the most widely spoken foreign language in the world. The English language's circulation has expanded significantly,

making it unequalled in efficiency. Its phonetic resonances, or the development of content correspondences, become an objective need that dictates the motivation for research. The modernization of the documents and information system requires the terminological study of the English language.

Knowing at least 2-3 foreign languages at a professional level is essential for the state's fair and regular functioning in the European Union, particularly among the youth in higher education.

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