

Features of Foreign Language Training for Students-Specialists in Physical Education in the Context of Globalization

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Abstract

The changes taking place in the modern world in social and public life, the system of priorities and targets require a revision not only of the content of general and vocational education, but also of new approaches to improving the main components of the educational process. The task of the university is to provide the country with human resources of the appropriate scale and the required competence. In this regard, foreign language training of future specialists, whose communication skills would not be limited by language barriers and monocultural thinking, is of particular importance in the structure of professional training of students-specialists in physical education. The main purpose of the study is to identify the basic features of foreign language training for students-specialists in physical education in the context of globalization. As a result of the study, the basic mechanisms and features of foreign language training for students-specialists in physical education in the context of globalization were identified.

Keywords:

Pedagogy, Foreign Language Training, Universities, Globalization, Physical Education, Educational Process

1. Introduction

Inclusive In the period of globalization and integration processes, as well as changes of a different nature that are currently taking place in the world, therefore, modern society is in great need of competitive specialists who are ready to communicate in a professional foreign language of their specialty. Now knowledge of a foreign language provides an increase in the level of professional competence of a specialist, including a future specialist in physical education. Therefore, of course, the question of how to teach a professionally oriented foreign language is more relevant today than ever. As we all know, in the modern methodology of teaching foreign languages, not only at school, but also at a higher educational institution, the main emphasis is

now placed on the formation of communicative competence. Communicative competence can be defined as "the ability of a specialist to communicate in the process of performing various legal actions and solving problems based on specially formed knowledge and skills." [1].

In our opinion, the goal of any professional education is to achieve a high level of professional competence by a future specialist. But in order for this goal to be achieved and implemented, it is naturally necessary to have appropriate competent and clear training at the university. The formation of the professional competence of a future specialist in physical education at the present stage of development of modern higher education is unthinkable without integration into the general system of language education. Therefore, it can be argued that the competent selection of the content of teaching foreign language communication, taking into account professional specifics, features of the subject area of the functioning of the specialty language is one of the factors contributing to the effective organization of the educational process.

The problem of improving the process of teaching students of physical specialties at the university and the professional training of specialists is constantly in the center of attention of pedagogical science and practice. For many centuries, teachers have sought to create a system of education that would provide a high level of human education, would guarantee a high-quality result of the upbringing and education of the individual. In their works, scientists addressed both the analysis of various aspects of improving the quality of education in general, and its individual elements, the

improvement of which, in their opinion, will lead to a higher level of effectiveness of education, upbringing, and professional training.

The process of foreign language training of students, the identification and study of the conditions for increasing the effectiveness of this process are the focus of numerous scientific pedagogical and psychological studies of the last decade. According to the conclusions of the authors of these studies, a foreign language, its assimilation contains a number of specific features that affect the psychological and pedagogical characteristics of the process of teaching this discipline. This circumstance requires the development of a certain pedagogical approach to the organization, implementation and methodological support of foreign language training for future professionals. This requirement is a complex scientific and practical task of the pedagogical sphere for a number of provisions that characterize the specificity of the process of mastering a foreign language [2].

Firstly, a foreign language does not give a person clear structured knowledge about the world around him, which gives reason to talk about, as it were, the "non-objectiveness" of a foreign language and its purpose as a means of obtaining more complete and multifaceted information about the real world. In this regard, we can say that the assimilation of lexical, grammatical and phonetic rules is only a prerequisite for the successful use of these norms in the course of the professionalization of the individual through the development of skills for their application.

Secondly, the specificity of a foreign language as an academic discipline lies in its "limitlessness". The volume of any language includes a large number of lexical units, and this requires certain restrictions on the volume. As the data of psycholinguistic studies show, a vocabulary within 2000 lexical units provides an understanding of at least 75% of the volume of a foreign text of any content and orientation. However, the creation of a language minimum for various educational levels allows for control and self-control, adjustment and long-term planning of foreign language training, its development within the framework of professional development and practical implementation.

Thirdly, a foreign language is included in the block of such disciplines, in which tasks of a problematic and creative type occupy a significant

place. The established didactic requirements are of a schematic nature, they only regulate the direction of mental processes and the formation of a system of psychological mechanisms that ensure the effectiveness of individual creative cognitive activity of students. This feature makes it possible to model the content of foreign language training of students, strengthening the professional orientation, varying the subject [4]. Within the framework of the competency-based approach that has been established in education, this makes it possible to focus attention in teaching students on the formation and development of qualities that ensure the acquisition of the required competencies. An analysis of the psychological and pedagogical literature and scientific research has shown that various approaches are used to improve foreign language training, which indicates that, on the one hand, there is a real pedagogical problem, the solution of which is an urgent practical task, on the other hand, the versatility of views and approaches testify to the insufficient level of efficiency of this process at the present stage. Foreign language education was carried out at every time period of history with an emphasis on certain aspects that were perceived by society as the most significant at that time. Various approaches and methods have been used to improve this process.

2. Methodology

The main purpose of the study is to identify the basic features of foreign language training for students-specialists in physical education in the context of globalization. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

For a more visual systematization of the main aspects and ways to improve the system of foreign language training for students-specialists in physical education in the context of globalization, we used the methodology of functional modeling IDEF0.

IDEF0 is a functional modeling methodology and graphical notation designed to formalize and describe business processes. A distinctive feature of IDEF0 is

its emphasis on object subordination. IDEF0 considers the logical relationships between activities, not their temporal sequence [5].

The IDEF0 standard presents the organization as a set of functions, there is a rule here - the most important function is in the upper left corner.

The IDEF0 methodology can be used to model a wide range of systems and define requirements and functions, and then design a system that satisfies those requirements and implements those functions.

3. Research Results and Discussions

In the modern paradigm of education, the task is to prepare not only a high-level professional, but also a multicultural personality capable of a holistic and systematic analysis of the surrounding reality, possessing humanitarian literacy and a holistic scientific worldview. In this regard, the disciplines of the humanitarian block, an important component of which is language training, are of particular importance in the system of training a graduate of a non-linguistic university [6]. A foreign language is considered at the present stage of development of higher professional education as an obligatory component of the graduate's professional training and as an obvious prerequisite for the successful activity of a specialist in the future. New requirements for the language training of a specialist provide for improving the quality of language education in technical universities.

Today, the scheme of teaching a foreign language to students of physical specialties should be built taking into account the following provisions [7]:

- definition of communication models, communicative features of oral speech and means of their expression;
- selection of lexical and grammatical units necessary for understanding, reading, listening and speaking;
- systems of exercises, analysis of texts focused on communication in the specialty and consolidation of structural lexical units;
- the use of audio and multimedia tools for the implementation of oral speech using tasks of a problem-search nature.

The term "professional-oriented education" in a non-linguistic university is used to refer to the process of learning a foreign language and is focused on reading literature in the specialty, mastering professional

vocabulary and terminology, as well as communication in the field of professional activity. The essence of professionally-oriented teaching of a foreign language is its integration with special subjects in order to obtain additional professional knowledge and form professionally significant personality traits.

The process of teaching professionally oriented communication in a foreign language is one of the most important components of the educational activity of students of non-speech specialties, who perform the following functions in the pedagogical process [8]:

- has a general stimulating effect on the educational activities of students;
- provides the necessary and sufficient level of mastering a foreign language in situations of professionally oriented communication;
- Encourages independent and better ways of solving practical problems.

Most scientists distinguish the following features of teaching foreign languages in non-speech universities [9]:

- practical orientation of training (training in non-philological specialties is distinguished by a clear practical orientation and objectivity);
- the consistent nature of education at a non-philological university (the course is based on the knowledge, skills and abilities acquired by the student at school);
- a high level of generalization (a feature of studying at a non-philological university is that the acquired knowledge of the language on the basis of generalizations is formed into a directed functional system);
- increasing the value of independent work (the ability to automatically use language means in speech, and skills can be formed only with the active learning activity of the student himself);
- features of the correlation of types of speech activity (taking into account the mutually positive influence of the development of oral speech and reading skills, the nature of the learning objectives and the features of the construction of the educational process indicate the appropriateness of a foreign language course at a non-philological university of incompatible parallel development of oral speech and reading skills and abilities).

The modern practice of improving the foreign language training of students of all levels is in the

center of attention of psychological and pedagogical science[10]. Researchers choose different pedagogical approaches to achieve this goal. Many researchers consider the competence-based approach to be one of the most promising at the present stage. At the same time, the authors choose various methods and means of improving foreign language training, which indicates its wide possibilities, which are under study and reflection.

Exploring ways to improve the foreign language training of students, comes to the conclusion that the preparation of students for professional foreign language communication “is carried out in two stages (Table 1).

This approach allows at the first stage (1-2 courses) to systematize existing knowledge and skills, give them a certain focus, expand the volume and prepare the basis for mastering a foreign language within the framework of professional competence [11].

Improvement of foreign language training of students from the standpoint of three approaches - cognitive, information-synergetic and acmeological - which, in the author's opinion, ensure the effectiveness of modeling the foreign language component of specialist training in order to improve it, which is manifested in expanding the possibilities of a scientifically based choice of technologies, methods, organizational forms and teaching aids. The author considers the integration of a foreign language component into the structure of professional training

of specialists as one of the most important aspects of improving the model of the educational environment in the process of teaching a foreign language at the university.

Table 1: The main stages in the process of foreign language training for students-specialists in physical education in the context of globalization

Stage	Meaning
correctional systematization	aimed at solving general educational problems
professionalization	the solution of special professional tasks. These stages have their own content and structure, in which it is necessary to pay special attention to the creation of conditions for their implementation

Thus, with the help of the functional modeling model, we have formed a model of the main ways to improve the foreign language training of students-specialists in physical culture in the context of globalization. This model includes three main drawings. So, in Fig.1 an algorithm of goals is presented that demonstrates the main stages and the ultimate goal of this model - to improve the foreign language training of students-specialists in physical culture in the context of globalization (Fig.1).

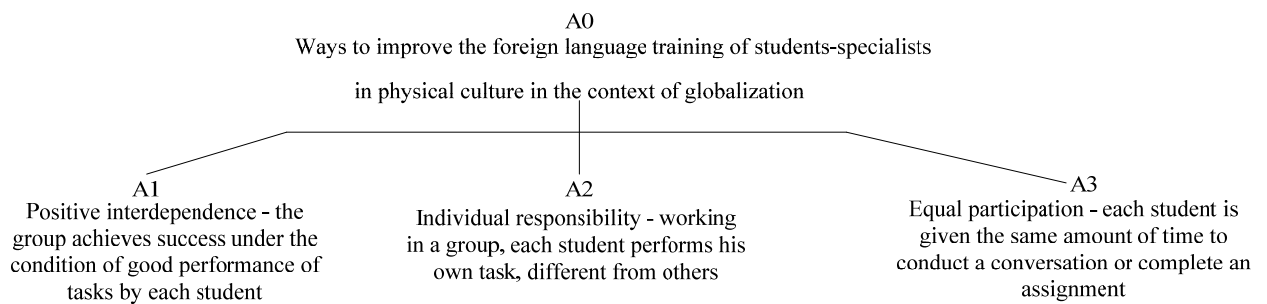


Fig.1. Algorithm of goals of the main stages and the ultimate goal of this model - to improve the foreign language training of students-specialists in physical culture in the context of globalization

In order to most accurately represent all the elements necessary for this, as well as depict the inputs and outputs of the model, we have formed a block

diagram of all the necessary elements and resources for organizing a system to improve the foreign

language training of students-specialists in physical culture in the context of globalization (Fig.2).

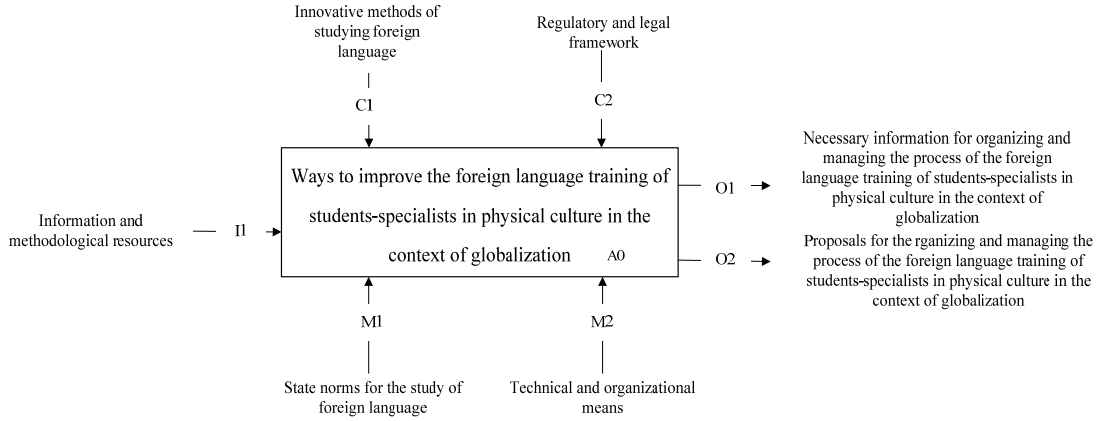


Figure 2: Block diagram of all the necessary elements and resources for organizing a system to improve the foreign language training of students-specialists in physical culture in the context of globalization

The final stage of our functional modeling is the creation of a decomposition of the main stages of achieving the ultimate goal - to improve the foreign

language training of students-specialists in physical culture in the context of globalization (Fig.3).

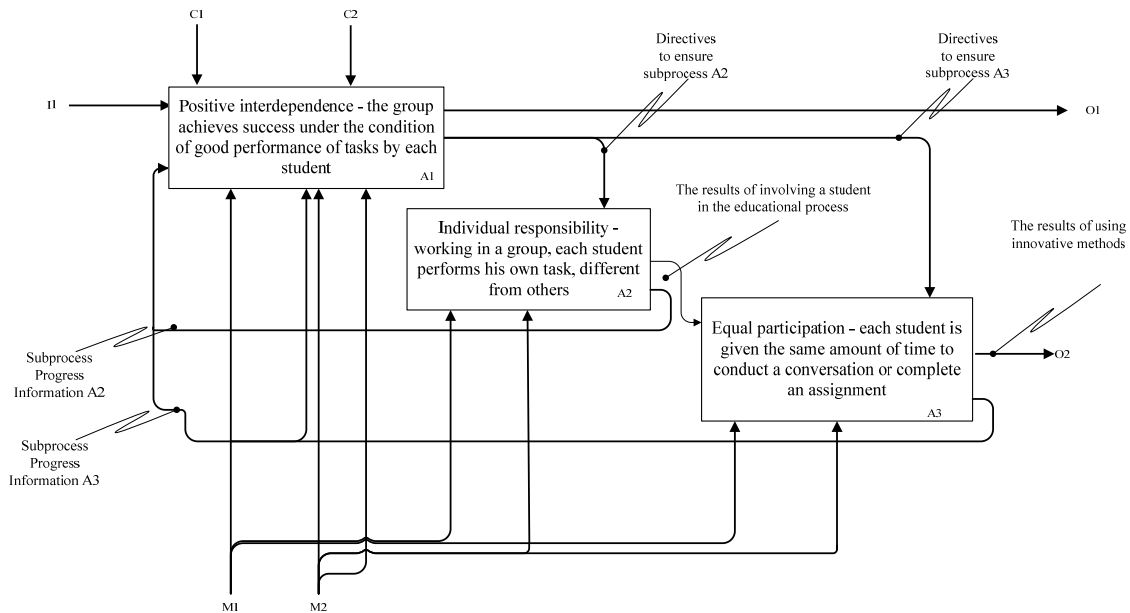


Fig.3. Decomposition of the main stages of achieving the ultimate goal - to improve the foreign language training of students-specialists in physical culture in the context of globalization

The integrative component of the educational process includes several aspects that characterize its different aspects and procedural elements [12].

Firstly, in a holistic educational process, when considering it from the standpoint of a systematic approach, two relatively independent subsystems can be distinguished - educational work and cognitive activity, which are differentiated primarily by the nature of goals and objectives, as well as the totality of external conditions and subjective characteristics of students. The essence of integration lies in the fact that when organizing the educational process, educational and cognitive goals form a single goal, in the course of achieving which didactic, educational and developmental tasks are solved. In the course of foreign language training, an integrative approach to the target component of the process is due to the specifics of the process of learning a foreign language, and the content of the didactic material (its individual creative orientation), and the variety of options for solving educational problems, the variability of the result.

The quality of the potential "polysubjectivity" of a foreign language as an academic discipline is the most mobile didactic object that can perform an integrating function of synthesizing diverse knowledge based on the actualization of interdisciplinary connections in the learning process, becoming, as it were, a kind of "integrating core" that ensures the development of practical competencies .

Secondly, in its content, the integration of higher education is the interconnection of national educational systems, their complementarity, the transformation of higher education into a global social system. The integration of higher education, responding to the growing need for intercultural understanding, caused by the global nature of modern means of communication, consumer markets, is certainly a favorable trend. Along with other trends - the growth of the scale of higher education, the diversification of higher education in terms of institutional levels, forms and content, internationalization, universalization - integration is an objective process that should not develop spontaneously [13].

Thirdly, the integration of the content of a foreign language in non-linguistic universities as an academic discipline with the content of vocational training allows the student not only to acquire

competencies that will ensure his competitiveness in the labor market, but also allow him to develop his own approach (strategy) for mastering other foreign languages as part of raising the level professionalism. One of the key problems of students learning a foreign language is the problem of maintaining and building the potential of foreign language competencies. For a full-fledged entry of a specialist into labor activity after leaving the university, it is necessary to know a foreign language. However, as noted above, the program of studying a foreign language at a university is often limited to 2-3 courses, and the subsequent development of foreign language communicative abilities occurs outside the classroom and mainly depends on the activity of the student himself. In this regard, it was concluded that teaching a foreign language should be largely characterized by a developmental character.

As you know, any education in one way or another solves the problems of the development of the student. However, according to scientists and educators, only within the framework of the developmental approach does the independence and activity of the subject reach a high degree due to the specifics of the organizational and methodological conditions, which are constructed in accordance with these goals, i.e. the necessary pedagogical environment is created [14].

To form the required qualities of the subject, a special model of the educational system is required, capable of providing a high level of development of self-awareness and activity. The level of subjectivity currently determines the competitiveness of young professionals in the labor market, and the activity of the individual is manifested both at the stage of a conscious choice of profession, and at the stage of obtaining professional education and the required level of qualification. All of the above provisions indicate that as a full-fledged subject of activity, each student must be formed during the period of study and acquisition of a specialty, this requirement also enhances the specific nature of the formation of a foreign language competence of a specialist. Thus, the subjects of foreign language training at the university are students, faculty, employees of the administrative apparatus of the university, and the objects of foreign language training are: in the narrow sense - the nature of the interaction of the subjects of foreign language education of the

university, in the broad sense - the educational environment that determines the specifics of foreign language training in specific university [15].

We recommend the following types of independent work in a foreign language using information technology:

1. Language trainings in vocabulary and grammar. The use of trainings helps to develop skills in writing, translation, expand vocabulary, and prepare for international exams.
2. Tests of input, intermediate and output control of students' knowledge. The test results are entered into electronic protocols, students and teachers can familiarize themselves with them at any time.
3. Problem-search tasks based on Internet resources. To implement such tasks, students and teachers use information and communication services of the Internet, search engines, catalogs, etc. Depending on the technology, problem solving can be based on the level of foreign language proficiency and skills in using the Internet and a computer.
4. Creative tasks (creating mini-presentations on topics of your choice). The result is a computer presentation made in Microsoft Power Point using text, graphics, audio and video information.

A promising direction in the teaching of foreign languages is the use of combined, or the so-called built-in or blended learning (blended learning), i.e. Internet access, etc.

4. Conclusio

Thus, the pedagogical essence of foreign language training of students of physical specialties on the basis of an integrative-developing approach is to form their abilities for foreign language communication by integrating the most promising didactic approaches to creating a foreign language developing educational environment at a university. The content of this process includes the following areas of activity: building an organizational and methodological system of teaching a foreign language based on the synthesis of elements of various pedagogical approaches; creation of conditions for improving the quality of the results of classroom and extracurricular work based on the assimilation of didactic requirements by students, the realization of their self-educational and creative abilities in the course of solving educational

problems; modeling the integrative-developing educational environment of the university based on the introduction into practice of innovative forms and methods of interaction between teachers and students, contributing to the development of creative communication skills of students and motivation to learn a foreign language, the effectiveness of which is substantiated by modern psychological and pedagogical science and practice.

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