

## THE ROLE OF MODERN LANGUAGE IN THE DEVELOPMENT OF PERFORMANCES IN THE FIELD OF PHYSICAL CULTURE

**Nastas Natalia<sup>1</sup>**

<sup>1</sup>State University of Physical Education and Sport, Chisinau, Republic of Moldova

**Rezumat.** Jocurile Olimpice sunt astăzi treceri în revistă, pe plan mondial, ale progreselor realizate în cultura fizică și sport de toate popoarele lumii, care-și trimit la aceste mari competiții pe cei mai buni sportivi ai lor. Rezultatele lor sunt importante și din punct de vedere a cunoașterii limbii străine, ca mijloc de comunicare din cel moral și intelectual. Din punct de vedere a cunoașterii limbii străine, ele au contribuit activ la unificarea strategiilor didactice din domeniul culturii fizice și sportului. Din punct de vedere moral, dezvoltarea considerabilă a trăsăturilor de voință și caracter pe care au adoptat-o pe plan internațional nu se formează de la sine, ci presupun o îndelungată muncă sportiv-educativă și intelectuală.

**Cuvinte-cheie:** limbi moderne, cultura fizică, performanțe, competențe de comunicare, specialiști în domeniul educației fizice.

**Actuality.** Continuous training in the field of performance sports - along with foreign languages – represent a primary goal for higher institutions of physical education. The emergence of the new controversial concept and challenged in some places by specialists in the field - demonstrates, however, the institution's concern to find effective solutions, to raise the level of training of specialists in the field of physical education. Physical education actively contributes to the achievement of requirements to contribute rising the pedagogical status of the field, which is closely correlated with moral education, for the formation of higher traits of will and character, with aesthetic and intellectual education understood as scientific education within the teaching process, aiming to achieve cognitive pedagogical objectives. There are known points of view in the classical and modern literature on the formative-educational resources of physical education "Men sana in corporesana" - Juvenal [7].

Physical education has been, is and will remain one of the most attractive educational disciplines, due to its heuristic methodology and its emotional character. Its multiple effects on the human body and the act of communication favorably influence the growth and development of the human being and determine students to place it in the top of their favorite subjects.

The character, form, content and name of the physical exercises in the communication system have gradually changed, with the historical evolution of the social arrangements. During the people life the motor actions were

presented: a) *through gestures* - used through visual dialogue, to imitate motor actions, exercise techniques, rules of refereeing in volleyball, basketball, football, gymnastics, aerobics, etc .; b) *through drawn images*; c) *through non-artificial sounds*, for directing the tempo of movement while walking, running, various motor actions, in arbitration at sports games and d) *through artificial sounds* - the word, which participates in the act of speaking. Thus was born the natural form of communication process, the expression, the word, the term, hence the knowledge of matter, the formation of the memory of logical thinking; not only at national level but also at international level, in any spoken language [5].

Essential knowledge, skills and attitudes are directly related to competence: competence in foreign languages requires knowledge of vocabulary and functional grammar and awareness of the main types of verbal interaction and registers of language. Knowledge of social conventions, as well as cultural aspect and language variability are also important.

Knowledge and use of functional styles, as subassemblies of the general system of the foreign language are oriented towards various fields of practical activity. The accumulation of knowledge is the main function in the intellectual means of a subject and in its personality. With the accumulation of knowledge, the overall reorganization of the training process takes place, the intellectual and affective structure of the personality changes [10].

The skills are effects of adaptation and learning and can be functionally interrelated in complex structures in functional variants, it is an automated component of actions. Skills are the background of activities involved in socio-cultural integration. The formation of skills is the acquisition of the means to carry out work actions through active interest. The indices of skill formation are the quality and speed of execution of the action, which is reflected in the quantity and quality of the product.

Attitude is a way of reacting verbally, or through behaviors personally, evaluative to personal activities and products, to moral values, to civilized behaviors and to oneself [2].

English is the language of the most powerful state in the world, the language used most directly and globally. In other words, if we don't know English, our chances of getting hired are limited - and that's why we need to force specialists to study and apply it.

As for globalization and its linguistic implications, as a necessity, there are two opposite tendencies: “a unifying, homogenizing and even uniformizing tendency - which is manifested by the strengthening of national and especially supranational domination - and a tendency to atomize, amplify and strengthen the national dimension and, in particular, sub-national (regional or even, narrower, local) and at the same time isolation at this level. ” In terms of languages, global communication needs a universal code, despite cultural and linguistic diversity, and in this way English has gained popularity all over the world. On the other hand, the fear of globalization has led to the resuscitation and revival of some regional, minority languages, which are even in decline, through a series of moral, historical and cultural measures.

Globalization is an extended concept nowadays and refers to the integration and interdependence of the economic, social, cultural, technological, political and ecological field of local activities. English is the language of the whole world today and the process of globalization has given it more power and influence over other languages. In Central Europe, as well as in most parts of the world, knowledge of English is becoming an important skill in modern life comparable to the ability to drive or use a computer [3].

There are many reasons why physical education specialist should study as many foreign languages as possible, all of which bring essential benefits in his emotional, cognitive or social development. Language learning contributes greatly to the development of intellectual skills. Improves the memory and concentration of the specialist in the field of physical education and increases his level of intelligence [8].

It also makes its mark on the way we think, because it makes new ways of thinking and facilitates a better and easier understanding of the environment. The acquisition of as many foreign languages as possible has an essential role in increasing the chances of specialists in the field of physical education, to obtain scholarships and to get best jobs.

Languages also facilitate the development of social relationships and friendships. In addition to opening the way for physical education specialists to meet new people from different cultural backgrounds, the specialist can expand his circle of friends who speak other languages.

Last but not least, learning several foreign languages gives the specialist access to various types of cultures. He has the opportunity to learn a lot of new

things about the specifics of those countries and offers him vast cultural opportunities.

Today, English, as mentioned above, is the most widely spoken foreign language in the world. The circulation of English language has increased considerably, so that its efficiency is incomparable. Its phonetic resonances, the establishment of content correspondences become an objective necessity that determines the impulse of studies. The modernization of the documentation and information system imposed the necessity of the terminological study of English .

The need to study English in the university education system of physical culture and the development of an integrated education in the current stage presents some arguments of social interest:

1. Training teachers in the field that provides the foundations of all professional pedagogical sciences of interdisciplinary type;

2. Training of specialists in the field of education management, regarding the systemic-optimal-strategic and innovative management of training.

For this, it is necessary first of all, to train a large number of qualified staff - psycho-pedagogues in the field of integrated education in order to become internationally a high-performing apogee. In this context, in order to reconstruct the training process with an integrated education, it is necessary to impose the component related to the formation of the competence of managerial communication .

Communication, as a necessity, is an energetic and informational exchange between the element of one or more systems that reflects in the educational system the disciplines of modern language and sports. The transfer of information is done in the form of knowledge using teaching strategies that are part of the communication component specific to the training process.

The basic way of the need to study a foreign language lies in the promotion and acquisition by students, performance athletes and sports managers of the common cultural values related to Olympism as a social phenomenon.

The realization, through the training process of the systemic promotion of the Olympic values within the lessons of foreign language, university physical culture, school sports activities, sports trainings, sports clubs will contribute to the linguistic education of the young Olympic talents , which will present our

country at the most prestigious international competitions [1].

It should be mentioned that the specialists in the field who carry out cultural-sports activities with the youth are qualified staff with specialized higher education, they require knowledge of the foreign language. Dozens of international athletes who participated in various editions of the Summer and Winter Olympics needed to mirror the Republic of Moldova internationally by conducting various sports activities, methodological seminars, congresses, international methodological-scientific conferences, information and documentation in the issues of Olympism and, last but not least, the defense of the right of citizen and assertion as a nation.

Many teachers, coaches, managers and Olympic athletes in the field of physical culture and sports show an increased interest in cultivating foreign language. Within the physical culture activity, integral linguistics is used, formed at a specialized level from categories of specific terms as a means of communication, having the tendency to intensify the dialogue between the factors of the educational binomial “teacher-student”, “coach-sportsman”, “sportsman-sportsman”, considered one of the most active and effective ways of training as an interactive method with the difference of nature of the language of gymnastics, fitness, wrestling, swimming and other sports.

Currently, the specialist in the field of physical culture must determine the development of skills in the field of language teaching, in the development of practical experience of pedagogical science and educational policy, to be involved in the multilateral training of students. The need to know the aims of higher education in physical education in achieving key competencies and those specific to the foreign language ensures the efficiency of the professional training process of the student's personality [6].

Addressing the problem is a step forward in understanding internationally the language of physical education and sports. After V. Olaru in the formation of written oral communication skills it is necessary to repeat the orthographic, intonation, punctuation, lexical, grammatical norms, and the rigors of the functional style of correct speech when using specialized terminological categories, in order to know the main basic terms, keeping the technical-scientific language, literary, sports-artistic style, forming expressive skills in speech. The categories of terms presented represent the following formative-educational requirements [4]:

1. Develops the intellectual work style, as a component of scientific values.
2. Forms skills to apply neologisms (new words) and to increase the volume of sports-pedagogical vocabulary.
3. Solves concrete communicative objectives depending on the pace of learning the expected actions.
4. Contributes to the development of communication performance at lexical, morphological, stylistic and orthographic level.
5. It provides for the elaboration and correct use of the basic, concrete and supplementary-operational terms of the curricular documents within the instructive-educational process, sports training and the managerial system.
6. Expresses critical thinking in applying the terms to understand / perceive and respect the opinions of colleagues in various communication situations in order to delimit the emotional block.
7. Solves the problem of forming the specific language of physical culture and sports in Romanian and in a foreign language.

Optimizing the sources of communication and information in the field of physical culture and sports for feedback tends to achieve its goal of achieving social value. The role of communication has taken a prodigious development, becoming one of the characteristic aspects of contemporary life. The variety of sports branches corresponds to the needs of the physical, moral, intellectual being of the athlete and falls within a certain system that has a certain orientation. Sport contains activities that generate good stimuli for physiological and mental functions. The Frenchman Pierre de Coubertain (1863-1931) concluded that the best way to give sport a high moral value is to remove the barriers that separate people and make them international competitions, a means of understanding and bringing them closer together through the foundations of language - communication and urge to action, to cultural-artistic and sports activity.

What physical education can give and what the foreign language discipline must give along with the other means by which the skills are complemented, is to contribute to the development of the intellectual, moral, aesthetic and psychophysical abilities of the student and to become an effective means of rapprochement regardless of ideological conceptions and the socio-economic order of the state. To ensure a great appreciation in the whole world the

professional training of communication in the foreign language of the student must satisfy the scientific, pedagogical and social requirements.

Communication in foreign languages represents the student's ability to know, understand, express and interpret orally and in writing, thoughts, feelings and deeds, in all social contexts, being a fundamental condition for personal achievement, for integration in society.

The European concept of education focused on the training - professional development of future specialists, to know and process essential information, to use new information technologies, to have a trained spirit and to communicate effectively. European-type competences require the student to have the skills to use other European languages, to show a European-type professionalism and to know the measure of European quality and the ways of communication depending on the emotional climate, in view of moral, aesthetic and intellectual quality, closely related to the needs and interests of study and the development of communication skills [9].

**In conclusion** the professional communication skills in the foreign language and the performances for accomplishing some intellectual, socio-cultural and sports tasks receive a certain informational value in the structure of the integrated training representing the development and bio-psycho-social and cognitive maturation of the student. Cognitive structures are considered as a tool for achieving the student's personality. They place the student on the objective scale of professional skills and values.

The ability represents a learning complex that conditions the successful accomplishment of different intellectual, scientific activities, which allows the student to successfully carry out an activity in the chosen specialty field. Possessing communication skills in foreign language means to solve an optimal activity efficiently, in terms of quantity and quality, usually in physical culture and sports.

The combination of written and oral texts of English subject with the didactic content of other disciplines of physical education and sports is considered a fundamental quality in the direction of consolidating the structure of the educational process through successive integration of motivational, emotional-affective and cognitive components. The integration of educational disciplines is a necessity, a condition for achieving the optimal dynamic cognitive-behavioral and attitudinal balance of the student.

The knowledge of at least 2-3 foreign languages is indispensable for a better and normal functioning of the state in the European Union, especially of the studious youth of higher education.

**References:**

1. Ambrosi N. *Oameni devotați sportului și olimpismului*. Chișinău: Valinex, 2012. 400p.
2. Callo T. *Esența culturii în educația atitudinii*. În: *Pedagogia practică a atitudinilor*. Chișinău: Litera, 2014, p. 37, 88-93.
3. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Language Policy Unit, Strasbourg. [www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR). 273 p.
4. Grimalschi T. *Deschideri la impactul noilor tendințe de dezvoltare a competențelor specifice de comunicare în educația fizică școlară*. *Revista științifico-metodică*. Chișinău: Sirius, 2014, p.29-32.
5. Grimalschi T., Craijdan O., Reaboi N. *Suport științific de instruire*. Chișinău 2019, p.20.
6. Guțu V. *Teoria și metodologia proiectării curriculumului universitar în contextul reformei învățământului în RM*. Chișinău: I.E.P. Știința, 2000. 69 p.
7. Krashen S. D. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982. 209 p.
8. Nastas N., Dorgan V. *The role of an international language in formation of the student from the physical education domain*. In: „*Sport. Olimpism. Sănătate*”: *Materialele Congresului Științific Internațional, 5-8 octombrie, vol. I*. Chișinău: USEFS, 2016, p. 646-652.
9. Smirnov A.A., Leontiev L.N., Rubinștein S.L., Teplov B.M. *Trebuințele și motivele activității*. În: *Psihologia*. Traducere. Chișinău: Cartea Moldovei, 1959, p.370, 373, 446.
10. Șchiopu U. *Dicționar enciclopedic de psihologie*. București: Bebel, 1997, p.166, 201, 634.