

physical education classes allowed the considerable increase of the level of cognitive competences and the possibility of succeeding in the educational and social process.

Conclusions.

1. For the current development of the educational process it is necessary to pay a special attention to the organization of physical education, including daily classes of physical education in the weekly timetable of students with a positive emotional orientation of the used methods and procedures, being taught by an experienced teacher of physical education. Such requirements refer mostly to primary education, where is put the basis of the motor and intellectual development of children, with an estimated substantiation of their self-improvement.

2. It is necessary a constant (once in five years) scientific development (revision) of physical education evaluation qualifying standards for children of school age, for monitoring the real functional and motor development. The systematic study of the correlation of the impact of motor development of children on their intellectual development.

3. The systematic attendance of physical education classes, with developmental orientation, allows 2nd form students from rural areas (up to 88,40% - 98,43%) to meet the requirements of motor development depending on their age, to strengthen their health and to obtain good results in the educational process.

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THE ROLE OF AN INTERNATIONAL LANGUAGE IN FORMATION OF THE STUDENT FROM THE PHYSICAL EDUCATION DOMAIN

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Rezumat. În domeniul culturii fizice și sportului limba străină satisfac necesitatea de comprehensiune și de achiziționare a competenței de recepționare a informației. Limba străină se axează pe recepționarea textelor specifice mai degrabă decât pe producerea acestora în situații de activitate cotidiană. Astăzi, devine tot mai accentuată necesitatea unei limbi funcționale pentru anumite categorii de persoane, în general, pentru studenții din domeniul educației fizice. Învățarea altor limbi permite, de regulă, activarea acestor cunoștințe și de a le face mai conștiente, factor care urmează a fi valorificat mai degrabă decât neglijat de parcă nici nu ar exista. Însușirea a căi mai multe limbi străine are un rol

esențial în creșterea șanselor studenților din domeniul educației fizice, de a obține burse și de a se angaja pe un post cu profil înalt. Limbile străine facilitează și dezvoltarea relațiilor sociale și legarea prietenilor. Pe lîngă faptul că îi deschide studenților în domeniul educației fizice calea către a cunoaște oameni noi și din diverse medii culturale, studentul își poate lărgi cercul de prieteni care vorbesc alte limbi.

Cuvinte-cheie: *educația fizică, limbi străine, comunicarea în limbi străine, competențe lingvistice, engleza pentru studenți.*

Introduction. In recent years there has been increased interest in teaching and learning other subjects than languages through the medium of a foreign language.

Historically, economically, politically and culturally the society is privy to numerous changes in its evolution that determines continuous and linguistic changes, especially at the lexis level. These changes are not executed quickly and radically, the new forms of the linguistic expression coexist with the old ones for a period, thus assuring for itself the communication possibility through generations. The language as a mean of communication, evolves along with society and this process is faster in terms of relations between nation and the increase of ideas circulation- among others due to the development of information spreading means over time. In the historical evolution of a language (according to the complex rapports between language and society), a group of words receive new senses and associations, according to the respectively epoch reality or completely disappear, being gradually replaced by other forms that better denominate the new concepts.

The subject of research - Physical education domain –next to foreign languages

The continuous preparation in physical education domain –next to foreign languages is a main goal for the student in physical education domain. The students-demonstrate, however the institution preoccupation to find efficient solutions, the increase of the students preparation level in the physical education domain. Physical education actively contributes to the achievement of some goals of the intellectual physical education. There are known points of view expressed in the classical and modern literature regarding the formative- educational resources of the physical education „Mens sana in corpore sana” – Juvenal.[5]

Physical education is a motor activity, whose aim consists in achieving of some instructive-educational objectives well defined. It is a part of the big education family, general education, with intellectual, moral, esthetic, technical-professional education and is developed according to some laws, norms and methodical prescriptions. Physical education is “the activity that systematically valorizes the assembly of practicing forms of physical exercises in order to improve mainly the man biological potential in agreement with social requests”. Physical education means diverse effort, always motor structured. The component of the entire education , the physical education discipline aims to create a man harmoniously developed, to provide the young people with a content of knowledge, competences and action habits within a organized framework. Physical education has the aim to encourage to the trainees the wish of action, in order of their integration in the society to the exigencies of the modern man.

Physical education was, is and will be one of the most attractive disciplines of education, due to its heuristic methodology and his emotional character. Its multiple effects on the human body favorably influence the growth and development of the human being and leads the students to place it on the peak of preferred materials.

The research methodology. The methodological system consisted of: method of specialty bibliography analysis, documental data, Internet information.

The communication in foreign languages for the students in the physical education domain

The communication in foreign languages generally covers the basic competences described in the communication in official and mother tongue. Furthermore, it is based on the capacity of understanding, expressing and interpreting concepts, thoughts, sentiments, facts and opinions as spoken as well as written (listened, spoken, read, written) appropriately in social and cultural contexts (in education and professional training, at work, free time), regarding the wishes and someone needs. The communication in foreign languages needs habits such as mediation , intercultural agreement. The advanced knowledge level varies between the four dimensions (listened, spoken, read, written) and also different languages, in agreement with social and cultural medium where the individual, environment, needs and/or its interests come from. [4]

Knowledge, habits and essential attitudes related to this competence:

The competence in foreign languages expects vocabulary and functional grammar knowledge and awareness of the main types of spoken interaction and language registers. The knowledge regarding the social agreements, as well as cultural aspect and languages variability are also important.

The crucial habits to communicate in foreign languages consist in the ability of understanding the spoken language, to begin and to end a conversation, to read, understand and to execute texts suitable to the individual needs. The individuals must be able to use adequately the helping assets and to learn informally foreign languages, as a part of life long learning. A positive attitude involves the gratitude of the cultural diversity, the interest and curiosity regarding the foreign languages and intercultural communication. Each spoken act is enrolled in the context of a real situation, within one of the domains of the social life. The choice of some domains, where the student in physical education domain is ready to work, expects a main harshness in the selection process of situations, goals, tasks, themes and teaching texts of a foreign language. The study of foreign languages in the conditions of the actual society is in agreement with the educated subjects needs.

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. [9].

For that purpose, in the Republic of Moldova is generally authoritative the development of education and the professional (vocational) education, especially the basis of the communication ability, necessary for an adequate communication. At the international conference in the education domain (Vilnius, Lituania 2008) on the topic – the European formula: the today abilities –the tomorrow success key, it was approached the development issue of the communicative abilities in a foreign language, in their abilities-key quality, provided by the European council.

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. 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. [8]

The aim of research

A foreign language contents the necessity of comprehension and acquisition of the information reception competence. A foreign language is rather focused on the reception of specific texts than on their creation in situations of daily activity. Nowadays it is more accentuated the necessity of a functional language for certain categories of persons, especially for students in the physical education domain.

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. [3]

Attitudes, motivations and second language learning

There is a wide variety of factors such as: age, attitude, motivation, aptitude, amount of exposure, and anxiety etc in second language learning. These are also responsible for individual differences in learning a second (L2)/ Foreign Language (FL) . In social psychology, it is a widely accepted fact that learner's individual differences have significant impact on the learner's overall L2/FL performance. That is why the major focus of the recent research in social psychology has been on various social psychological variables like, attitude, motivation, age, aptitude, anxiety, intelligence etc, and their impact on Second Language acquisition (SLA) Gardner (1985) proposes that second language acquisition is truly a socio-psychological phenomenon . It is concerned with the development of communication skills between an individual and members of another cultural community. A major area of research has been done on attitude, motivation and their subsequent relation to second language performance (in addition to intelligence). These topics, attitude and motivation are very important in formation of the sports students.[1]

Motivation

Motivation is a term which is often used with respect to a foreign language learning as a simple explanation of achievement , as in the statement, “ if the students are motivated to learn the language, they will “. Such use of the term has little value, however, since it says nothing whatsoever about the language learning process, the concept of motivation, or the reason for any association between the two. The term motivation for students has very distinct characteristics and a clear link with the language learning process. Motivation refers to the combination of effort plus desire to achieve goal of learning the language plus favorable attitudes toward learning and language. That is why motivation to learn a foreign language for

students from physical education domain is so important and is seen as referring to the extent to which the student works or strives to learn the language because of a desire to do so and the satisfaction experienced in his activity. Dunkel (1948), in his discussion of motivation in a foreign language, distinguished between the extent and the kind of motivation. The concept of motivation is assumed to include the goal, namely to learn the language, and hence Dunkel's notion of the kind of motivation is not directly applicable. This analysis thus differs from Dunkel's in two ways. First motivation is seen to include 3 components of effort, want and affect. Second, it is seen to be goal directed, and the goal is to learn the language. [2].

The main tasks of foreign languages:

1. Once with the **European Union integration** the labor market has been opened very much. Now we have a big possibility to be employed on territory of the countries that belong to Union, and not merely, the students from domain have the opportunity to study abroad. Only knowing foreign languages, respectively the country's language which we visit, a certification which attests the knowledge would be recommendable; it is like a passport for a person without knowing foreign languages you are lost.

The languages of the European Union are the languages that are used by the population from the member states of the European Union. There are 24 official languages, plus a cycle of spoken languages on the union territory. The most 3 spoken languages (as the second one) in UE are English, German and French.

English as the global language, because the English language is so spread in the world, that's why it was often called "the global language", or "lingua franca" of the modern period. Although English language is not an official language in many other countries, at the moment is the most studied as the secondary language in the world. Any philologists consider that this language is not any more the exclusively cultural sign of the English native speakers, but is rather a language that absorbs aspects of some cultures from the entire world, in proportion as its influence expands. English is a language so much important in the today global society. It is the language of affairs, internet and modern culture. Thus, the trust in your English knowledge is a must on helping to achieve the potential and to trade on chances offered in life.

Knowing English language is necessary to be employed in certain domains, jobs or occupations. The effect of this must is that over a billion of people from the whole world speak English at least on a basic level. English is also one of the six official languages of the United Nations.[6]

2. **Globalization** is defined in a variety of ways: a step towards a integrated global market global interconnectivity, global system, global society, a world without borders, which, on the ground appears through a stream of technology, services and products, knowledge, people, values and ideas that transcends the limits of national borders.

Thus, the internationalization of higher education is somehow catalyzed by the globalization.

In the field of languages, the world communication needs a universal code, despite the cultural and linguistic diversity, and thus English language has gained the ground all over the world. Nowadays globalization is an expanded concept and refers to the integration and interdependence in the economic, social, cultural, technological, political and ecological local activities. Today English is the language of the world and globalization process, offered it more power and influence over other languages. In Central Europe, as well as in the most part

of the world, knowledge of English is an important skill of modern life comparable with the talent to drive a car or use the computer.

3. Erasmus + is the new EU program for education, training, youth and sport domain, which started in 2014 and will end in 2020. The program continues the activities of the previous program (Lifelong Learning - Learning Lifelong, carried out between 2007-2013) and integrates a number of different programs and actions in the past: Grundtvig, Erasmus, Comenius, Leonardo da Vinci, Youth in action, Erasmus Mundus, Alfa, Edulink, Jean Monnet and sport programs. The new program addresses to some broad categories of institutions and individuals.[7]

Language proficiency test is written, which assesses the comprehension of a written text and written speech in foreign language that is why students in physical education should know a foreign language to cope in foreign language both written and read for the opening of the new gates in the future.

However, it should be stressed that the interest for learning and knowledge of foreign languages is determined by the realities of the today world and exactly: globalization, the importance of multilingualism in building a new Europe under the EU logo, increasing the chances of individuals to benefit from the opportunities offered by the mentioned phenomena as well as the necessity that in this world to be trained and educated individuals who accept that- there are other cultures and to exist in the future, the understanding effort and tolerance of those who are different is the only alternative that ensure the progress and prosperity of human community.

Conclusions:

There are a lot of reasons why physical education student should study as many languages, all essential benefit in the development of emotional, cognitive and social. The learning of foreign languages fully contributes to the development of intellectual abilities. Improves memory and concentration of the physical education student and increases his level of intelligence. Assimilating as many foreign languages is essential in improving opportunities for physical education students, to get scholarships and to be engaged in a high-profile post. Languages facilitate social relationships and bonding friendships. Besides that opens the way to the physical education students to meet new people from diverse cultural mediums, the student can widen the circle of friends who speak other languages. Lastly, learning more languages gives the student the access to various types of cultures. He has the opportunity to learn a lot of new things about the specific of these countries and receives vast cultural opportunities.

English, as I mentioned above is the most widespread language in the world and the first in the top of the international languages. It is one of the official languages of the European Union. Today, there are very few countries in the world where there is no English-speaking or it is not studied in schools or other educational institutions. So languages are the passport to the other people. They help to communicate effectively with foreigners who come into contact, whether at work or in vacation. Foreign languages are used in all areas; they bring people closer and connect continents, linking countries, connecting cultures and civilizations. Without the knowledge and use of foreign languages there would not be political alliances, diplomatic movements or international relations.

English, is the language of the most powerful state in the world, is the language most globally used. In other words, if you do not know English, your chances to be engaged are

limited. - That is why we should make the students to study and apply it. Languages are a "must" in everyday life and career. We should make them an advantage! To become a big success in the professional career of the students in domain!

Without knowing foreign language we seem to have both the hands and feet bounded. To know foreign languages, whether it's one or two, or more can not have any negative effect on the contrary, you have only to gain.

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DES DIFFICULTÉS SYNTAXIQUES SPÉCIFIQUES À L'ÉTUDE DES TEXTS DE SPÉCIALITÉ EN FRANÇAIS

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Abstract. In this text some syntactical difficulties are occurred, which are faced by the students at the lessons of French language, during the learning of a text on specialty. Some syntactical characteristic features of the certain type of text are also examined. In order to facilitate the act of understanding the contents included in the text on specialty and to optimize the process of learning of French language, certain strategies of great importance are proposed to favour an adaptable education.

Keywords: learning strategies, syntactical analysis, constitutive elements, text on specialty.

Dans l'Université de l'Education Physique et du Sport l'enseignement des langues étrangères est orienté vers la future profession des étudiants et le progrès dans l'apprentissage de la langue dépend de la prise de conscience de l'usage des connaissances professionnelles acquises par les étudiants, c'est-à-dire le but final de l'étude des langues consiste dans la formation de la compétence communicative tournée vers les spécialités obtenues dans l'université.

Au centre de nos préoccupations se trouvent quelques procédés méthodologiques appliqués dans l'étude des textes de spécialité en français concernant l'éducation physique et le sport.

Les méthodes de recherche appliquées sont: l'étude de la littérature méthodologique de spécialité, l'analyse, la comparaison, l'observation pédagogique.