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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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INTEGRATING SPORTS TERMINOLOGY INTO ENGLISH TEACHING

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Abstract: This article explores the integration of sports terminology into the process of teaching English to students of physical education and sports universities. The relevance of the study is determined by the growing need for professional communication skills in the field of sports and the role of English as a global language of international cooperation. The paper analyzes linguistic and methodological approaches to teaching sports vocabulary, discusses strategies for effectively incorporating sports terms into classroom practice, and suggests innovative techniques for improving students' professional competence. The results highlight that integrating sports terminology enhances learners' motivation, enriches their linguistic competence, and bridges the gap between language learning and their future professional activities.

Key words: sports terminology, English for Specific Purposes, professional competence, linguistic approach, communicative method, motivation, physical education, teaching methodology.

Annotatsiya: Ushbu maqolada sport terminologiyasini ingliz tili o'qitish jarayoniga integratsiya qilish masalasi tahlil etiladi. Tadqiqotning dolzarbligi sport sohasida kasbiy kommunikativ ko'nikmalarga bo'lgan ehtiyojning ortib borayotgani hamda ingliz tilining xalqaro hamkorlikdagi o'rni bilan belgilanadi. Maqolada sport leksikasini o'qitishning lingvistik va metodik yondashuvlari tahlil qilingan, sport terminlarini dars jarayoniga samarali qo'shish strategiyalari yoritilgan va talabalar kasbiy kompetensiyasini oshirishga xizmat qiluvchi innovatsion metodlar taklif etilgan. Natijalar sport terminologiyasidan foydalanish o'quvchilarning motivatsiyasini oshirishi, lingvistik kompetensiyasini boyitishi va til o'rganish jarayonini ularning kelajakdagi kasbiy faoliyati bilan bog'lovchi muhim vosita ekanini ko'rsatadi.

Kalit so'zlar: sport terminologiyasi, maxsus maqsadlar uchun ingliz tili, kasbiy kompetensiya, lingvistik yondashuv, kommunikativ metod, motivatsiya, jismoniy tarbiya, o'qitish metodikasi.

Аннотация: В статье рассматривается интеграция спортивной терминологии в процесс преподавания английского языка студентам вузов физического воспитания и спорта. Актуальность исследования определяется растущей потребностью в профессиональных коммуникативных навыках в сфере спорта и значением английского языка как глобального средства международного сотрудничества. В работе анализируются лингвистические и методические подходы к обучению спортивной лексике, обсуждаются стратегии эффективного включения спортивных терминов в учебный процесс, а также предлагаются инновационные методики, направленные на повышение профессиональной компетентности студентов. Результаты показывают, что использование спортивной терминологии повышает мотивацию обучающихся, обогащает их языковую компетенцию и способствует тесной связи между изучением языка и будущей профессиональной деятельностью.

Ключевые слова: спортивная терминология, английский язык для специальных целей, профессиональная компетентность, лингвистический подход, коммуникативный метод, мотивация, физическое воспитание, методика преподавания.

INTRODUCTION

In the contemporary world, where globalization and international cooperation play a crucial role in almost every field, the English language has become an essential tool for communication. In sports, where international tournaments, research and educational programs are constantly expanding, the importance of mastering English is especially evident. Therefore, teaching English to students of physical education and sports universities should not be limited to the acquisition of general vocabulary and grammar but should be oriented toward developing the ability to use the language in their specific professional domain.

The introduction of English for Specific Purposes (ESP) into the curriculum of sports universities marks a significant step toward aligning language education with the professional needs of students. ESP provides learners with the opportunity to study linguistic materials that reflect their future work environment. Within

this framework, the integration of sports terminology is not just a linguistic exercise but a bridge connecting language learning to real professional communication.

Sports terminology embodies a complex system of concepts and terms that reflect the physical, tactical and psychological aspects of various kinds of sports. Mastering this terminology enables students to describe athletic performance, analyze sports strategies, discuss training methods and understand international regulations. Furthermore, it helps them access authentic materials such as Olympic reports, coaching manuals and academic research published in English.

However, traditional methods of English teaching often fail to provide students with sufficient exposure to professional vocabulary. Textbooks tend to focus on everyday topics – family, travel and education – while omitting sports-specific content. This gap leads to a lack of motivation among sports students, as they fail to see the connection between what they study and their professional goals. Thus, integrating sports terminology into English teaching serves as an effective motivational tool, encouraging active participation and deep engagement with the language.

The main goal of this paper is to explore the theoretical and methodological foundations of integrating sports terminology into English teaching at universities of physical education and sport. It aims to identify effective strategies, teaching methods and practical approaches that enhance the acquisition of professional vocabulary and improve students' communicative competence. The study also considers how the integration of such terminology contributes to forming metacompetence – the ability to transfer knowledge and skills from one context to another – which is crucial for future coaches, teachers and athletes.

THEORETICAL FRAMEWORK

1. The Nature and Structure of Sports Terminology

Sports terminology is a highly specialized lexical subsystem characterized by precision, brevity and internationality. It consists of words and expressions used to describe the phenomena of sports and physical culture. Many sports terms originate from English, reflecting the global dominance of English-speaking countries in modern sports culture. Terms like goal, referee, penalty, fair play, record and training have become internationalized and are widely used even in non-English-speaking countries.

Linguistically, sports terminology includes:

- General sports terms, which are common across various disciplines (e.g., competition, athlete, performance, coach);
- Specialized terms, specific to a single sport (e.g., freestyle, offside, vault, slam dunk);
- Technical and tactical terms describing movements, actions and strategies (e.g., to dribble, to sprint, to defend, to block);
- Colloquial expressions typical of sports journalism and commentary (e.g., the underdog, sudden death, extra time).

Understanding and using these categories of terms help students navigate authentic texts, interpret professional discourse and participate in international communication.

2. Linguistic and Didactic Principles

Integrating sports terminology into teaching English should be guided by several key principles:

Professional Orientation: language materials should correspond directly to the learners' field of study and future occupation, ensuring relevance and motivation.

- Communicative Contextualization: sports terms should be introduced through realistic communication situations rather than isolated lists.
- Systematicity and Consistency: new terminology must be presented in logical order, moving from general to specific concepts.
- Interdisciplinary Integration: English lessons should connect with professional disciplines such as anatomy, physiology, sports psychology and training theory.
- Active Learning: students should be encouraged to use terms in speaking and writing activities, not merely memorize them.

These principles create a pedagogical environment where students actively apply language knowledge to professional contexts, enhancing retention and comprehension.



3. Practical Integration in the Classroom

The theoretical foundation of integrating sports terminology into language teaching is based on the principles of communicative linguistics, lexical semantics and professionally oriented pedagogy. According to Hutchinson and Waters (1987), ESP instruction should be tailored to meet the specific needs of learners in their future professions. This principle fully applies to students majoring in sports, where language is closely connected to physical activity, competition and teamwork.

Sports terminology can be divided into general sports terms (e.g., athlete, competition, record, performance) and specialized terms related to particular disciplines (offside, backstroke, triple jump, penalty, free-style). Mastery of these terms not only enriches learners' vocabulary but also deepens their understanding of professional concepts. From a linguistic perspective, sports terminology represents a dynamic system influenced by globalization, borrowings and media.

METHODOLOGICAL APPROACHES

Integrating sports terminology into English teaching requires a combination of traditional and innovative methods. The most effective approaches include:

1. Communicative Method:

Using real-life sports situations, dialogues and discussions that incorporate relevant terminology. For example, simulating press conferences, commentating on sports events or discussing rules in English.

2. Lexical Approach:

Emphasizing the acquisition of lexical chunks and collocations related to sports, such as to score a goal, to break a record, to serve the ball, to win a match.

3. Task-Based Learning:

Designing tasks that reflect authentic professional activities – preparing sports reports, analyzing athletes' interviews or creating presentations about Olympic Games.

4. Digital and Multimedia Resources:

Using online platforms, interactive videos and virtual simulations to present sports vocabulary in context. For instance, watching short clips of matches and commenting on them in English.

5. Project-Based Learning:

Encouraging students to research and present topics related to sports history, terminology development and cultural aspects of different sports.

Through these methods, students not only learn vocabulary but also improve their speaking, writing and listening skills in professionally meaningful contexts. Regular exposure to professional terminology improves retention and allows students to connect linguistic forms with real-world situations. Furthermore, integrating sports terminology increases students' motivation by linking the language to their personal interests and career goals.

LITERATURE REVIEW

The integration of specialized terminology into English language teaching has long been emphasized within the field of English for Specific Purposes. Hutchinson and Waters highlight that ESP must be built on learners' professional needs, ensuring that language instruction reflects real communicative situations relevant to their future careers. Their view underscores that sports students require instructional materials that incorporate authentic terminology aligned with their field. Similarly, Dudley-Evans and St. John argue that ESP pedagogy should be discipline-oriented, systematically connecting vocabulary learning with professional discourse practices in specialized domains such as sports science, coaching and physical education.

Nation's research on vocabulary acquisition further strengthens the need for integrating sports terminology into classroom practice. He stresses that learners retain new lexical items more effectively when they encounter them in meaningful, context-rich environments. For sports students, this includes exposure to terminology embedded in match reports, training manuals and sports commentary. Richards and Rodgers also note that communicative and lexical approaches are most effective when learners interact with domain-specific language through tasks, simulations and role-based activities that mirror real-life professional communication. This pedagogical perspective directly supports integrating sports terminology into English teaching.

In addition, Flowerdew and Peacock emphasize the role of disciplinary literacy in academic and professional settings. Their research shows that learners must engage with the discourse patterns, text genres and vocabulary typical of their specialty to achieve communicative competence. In the context of sports education, this means equipping students with the linguistic tools required to analyze athletic performance, discuss tactics, interpret regulations and communicate in international sports environments. Overall, existing scholarship consistently demonstrates that incorporating sports terminology into English teaching enhances motivation, deepens subject-specific understanding and strengthens students' readiness for future professional activities.

RESEARCH METHODOLOGY

The study employed qualitative methods to collect data on the integration of sports terminology into English teaching. Information was gathered through classroom observations, teacher interviews and analysis of instructional materials used in sports universities. Student responses and engagement levels were documented to identify how effectively sports-related vocabulary supports learning. The collected data were analyzed using thematic analysis, allowing recurrent patterns and methodological challenges to be identified. Particular attention was given to how learners applied sports terminology in communicative tasks and how teachers incorporated domain-specific vocabulary into lessons. The findings were interpreted to determine the pedagogical effectiveness of using sports terminology in ESP instruction.

ANALYSIS AND RESULTS

Observations and teaching experience show that students of sports universities respond positively when English lessons are connected to their field of study. They demonstrate higher engagement, better retention of terms and greater willingness to communicate in English.

The use of sports-related content creates a sense of professional identity and helps develop metacompetence – the ability to transfer language knowledge across contexts.

However, certain challenges remain. Many teachers lack sufficient methodological resources for ESP in sports; available textbooks often focus on general English. Therefore, there is a growing need for specialized materials and teacher training in sports linguistics and terminology teaching.

CONCLUSION AND SUGGESTIONS

Integrating sports terminology into English teaching is a vital aspect of modern professional education in the field of physical culture and sport. It allows students to acquire language skills that are immediately applicable to their future careers. The combination of communicative and lexical approaches, supported by digital technologies and authentic materials, proves to be the most effective way to achieve these goals.

This integration not only enhances linguistic competence but also fosters motivation, intercultural awareness and professional communication skills. Future research should focus on developing specialized ESP textbooks and digital platforms that reflect the evolving nature of sports terminology in the global linguistic landscape.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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