



DEVELOPING PROFESSIONAL-COMMUNICATIVE COMPETENCE OF SPORT STUDENTS THROUGH WORKING WITH TEXTS IN ENGLISH LESSONS

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Annotation: This article investigates methods for enhancing professional-communicative competence among physical education students through text-based activities. It analyzes existing research, teaching strategies, and practical approaches, emphasizing the role of authentic texts in developing field-specific vocabulary, communication skills, and professional readiness. Recommendations for effective implementation in academic and practical contexts are provided.

Keywords: professional competence, communicative competence, physical education, text-based learning, student-centered approach, ESP, academic texts, teaching methodology, active learning, professional language

INGLIZ TILI DARSLARIDA MATNLAR BILAN ISHLASH ORQALI SPORT YO'NALISHI TALABALARINING KASBIY-KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

Annotatsiya: Ushbu maqola matnga asoslangan mashg'ulotlar orqali sport yo'nalishi talabalari o'rtasida kasbiy-kommunikativ kompetensiyani oshirish usullarini o'rganadi. U mavjud tadqiqotlar, o'qitish strategiyalari va amaliy yondashuvlarni tahlil qilib, o'ziga xos sohaga oid so'z boyligini, muloqot ko'nikmalarini va kasbiy tayyorgarlikni rivojlantirishda haqiqiy matnlarning rolini



ta'kidlaydi. Ilmiy va amaliy sharoitlarda samarali amalga oshirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: kasbiy kompetentsiya, kommunikativ kompetentsiya, jismoniy tarbiya, matnga asoslangan ta'lim, talabaga yo'naltirilgan yondashuv, ESP, akademik matnlar, o'qitish metodikasi, faol o'rganish, kasbiy til

В УРОКАХ АНГЛИЙСКОГО ЯЗЫКА РАЗВИТИЕ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ФИЗИЧЕСКОГО ВОСПИТАНИЯ ПОСРЕДСТВОМ РАБОТЫ С ТЕКСТАМИ

Аннотация: В данной статье исследуются методы повышения профессионально-коммуникативной компетенции студентов физического воспитания посредством работы с текстами. Анализируются существующие исследования, стратегии обучения и практические подходы, подчеркивается роль аутентичных текстов в развитии специфической для данной области лексики, коммуникативных навыков и профессиональной готовности. Предлагаются рекомендации по эффективному внедрению в академическом и практическом контексте.

Ключевые слова: профессиональная компетенция, коммуникативная компетенция, физическое воспитание, обучение на основе текстов, студентоцентрированный подход, английский для специальных целей, академические тексты, методика преподавания, активное обучение, профессиональный язык



Introduction

The development of professional-communicative competence among sport students is a critical objective of contemporary higher education. Professional-communicative competence refers to the ability to communicate effectively in professional contexts, demonstrating both subject-specific knowledge and linguistic proficiency (Richards & Schmidt, 2013)¹. In the field of sport, students must master specialized vocabulary, comprehend professional texts, and deliver accurate oral and written communication within various professional settings, including coaching, sports science, and health education. Recent educational reforms in Uzbekistan and globally emphasize aligning foreign language instruction with students' professional fields. The Ministry of Higher and Secondary Specialized Education of Uzbekistan, for example, has introduced initiatives under the "Education 2030" strategy to promote English language learning tailored to specific professional domains, including sport and sports sciences (Ministry of Higher Education, 2022)². These reforms encourage the integration of text-based learning, authentic materials, and practical communicative tasks to prepare students for professional challenges.

Text-based learning serves as a foundation for developing professional competence because it provides authentic, contextually relevant language input. Texts such as academic articles, training manuals, instructional guides, and sports research papers expose students to field-specific terminology, sentence structures, and professional discourse patterns. According to Nation (2016)³, repeated engagement with texts enhances vocabulary acquisition, reading comprehension, and the ability to convey ideas accurately, all essential for professional communication. In sport, text-based activities enable students to analyze exercise protocols, summarize research findings, and discuss professional topics, fostering both linguistic and cognitive skills. Moreover, modern teaching methodology highlights the importance of interactive, student-centered approaches. Task-based



learning, collaborative analysis of texts, and problem-solving exercises promote active participation, critical thinking, and the practical application of knowledge (Tomlinson, 2017)⁴. For instance, students may work in pairs or small groups to examine a scientific article on exercise physiology, extract key information, and present their findings in English. Such activities develop communication skills, professional reasoning, and confidence in using the target language in real-life professional contexts.

The literature also emphasizes the role of digital and multimedia resources in enhancing text-based learning. Online journals, interactive e-textbooks, and audiovisual materials offer students access to diverse professional content, providing authentic examples of professional communication and specialized terminology (Brown, 2015)⁵. Integration of technology enables learners to work at their own pace, engage with interactive content, and practice comprehension and production of professional language. Despite these advances, challenges remain in implementing text-based learning effectively. Many students struggle with complex terminology, abstract concepts, and adapting academic knowledge to practical scenarios. Teachers, therefore, require methodological strategies that balance language instruction with professional knowledge, ensuring students can comprehend texts, internalize terminology, and communicate ideas coherently. Hutchinson and Waters (1987)⁶ emphasize that the design of English for Specific Purposes (ESP) courses must focus on authentic professional contexts to maximize relevance and learning outcomes. This study aims to examine the methodology for developing professional-communicative competence of sport students through working with texts. It reviews existing research, compares effective strategies, and highlights practical approaches that integrate text-based activities with student-centered and interactive methods. The findings are intended to guide educators in designing lessons that simultaneously develop language proficiency and



professional competence, ultimately preparing students for real-world communication within their field.

Literature Review and Methodology

Research on professional-communicative competence and text-based learning has grown significantly over the past decades. Hutchinson and Waters (1987)⁶ introduced the ESP framework, emphasizing the importance of tailoring language learning to students' professional needs. They argue that the use of authentic texts—documents, manuals, and professional articles—is crucial for providing meaningful input that reflects real professional communication. In sport, ESP methodology supports comprehension of exercise manuals, research articles, and coaching instructions, enabling students to engage with content that mirrors their future professional practice. Brown (2015)⁵ applied ESP principles in sport contexts, demonstrating that text-based activities such as reading professional articles and writing summaries significantly improve students' ability to communicate exercise instructions and health recommendations. Students who engaged in structured text analysis showed increased mastery of technical vocabulary and confidence in presenting professional content orally. Nation (2016)³ highlights that repeated engagement with texts fosters long-term vocabulary retention and enhances reading comprehension, particularly when activities combine reading, discussion, and writing. His research indicates that structured reading activities help students internalize sentence structures, discourse patterns, and professional terminology, which are critical for both understanding and producing professional communication. Tomlinson (2017)⁴ emphasizes interactive methods, such as collaborative text analysis, peer discussions, and problem-solving tasks, which promote active learning and critical thinking. In sport, such methods allow students to apply theoretical knowledge practically, discuss training techniques, and analyze research findings, reinforcing both language and professional skills.



Karimov (2020)⁷ conducted a study in Uzbekistan specifically on sport students, using authentic sports texts in English lessons. He found that students' professional-communicative competence improved significantly when lessons combined text-based activities with group discussion, role-play, and presentations. His research supports the claim that integrating authentic texts and interactive methods promotes both motivation and proficiency. Comparing these studies, it is evident that effective development of professional-communicative competence relies on several key strategies: the use of authentic texts relevant to the professional field, structured reading and writing tasks, interactive and collaborative learning, and integration of technology for enhanced engagement. Methodologically, the studies utilize mixed approaches, including pre- and post-assessment of language proficiency, observation of classroom interactions, and evaluation of oral and written tasks. These methods allow researchers to measure both linguistic improvement and professional application effectively.

Results and Discussion

The analysis of research findings indicates that working with texts significantly contributes to developing professional-communicative competence among sport students. First, exposure to authentic texts enhances understanding of field-specific vocabulary and professional discourse. Students learn to interpret complex information, summarize content accurately, and present findings effectively, which is essential for professional communication. Second, interactive, student-centered activities amplify learning outcomes. Tasks such as group discussions, presentations, and role-play based on texts enable students to practice both comprehension and production of professional language. Brown (2015)⁵ and Karimov (2020)⁷ demonstrate that students who engage in collaborative text analysis and discussion achieve higher levels of communicative competence than those using traditional lecture-based methods. Third, digital and multimedia tools provide access



to authentic materials and facilitate self-paced learning. Students can interact with online journals, e-books, and video content to practice comprehension, note-taking, and presentation skills, aligning language learning with professional development. Nation (2016)³ highlights that repeated engagement with authentic materials promotes long-term retention of specialized vocabulary and improves the ability to communicate in professional contexts.

Overall, the comparative analysis of literature suggests that combining authentic texts, interactive learning methods, and task-based approaches leads to the most significant improvement in students' professional-communicative competence. The novelty of this study lies in its focus on adapting these methodologies specifically for sport students, ensuring both linguistic proficiency and professional readiness are addressed simultaneously.

Conclusion

Working with texts proves to be an effective approach to developing professional-communicative competence in sport students. The integration of authentic materials, interactive tasks, and student-centered methods facilitates the acquisition of field-specific vocabulary, comprehension of professional discourse, and the ability to communicate ideas effectively.

This methodology also addresses common challenges in language learning, such as difficulties with specialized terminology and application of theoretical knowledge in practical scenarios. By combining reading, writing, speaking, and collaborative activities, students acquire not only linguistic skills but also professional reasoning and communication abilities essential for their future careers. The findings confirm that teachers should prioritize text-based, interactive, and authentic approaches in their instruction. The novelty of this research lies in its adaptation of these strategies specifically to the needs of sport students, providing a framework for practical implementation and further studies. Ultimately, the



methodology contributes to preparing students who are confident, competent, and ready to communicate professionally in their field.

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