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**TRAINING OF PROFESSIONAL SKILLS TO STUDENTS OF
PHYSICAL CULTURE INSTITUTIONS WITHIN THE “ENGLISH
LANGUAGE” DISCIPLINE**

Specialty: 533.04. Physical education, sports, kinetotherapy and recreation

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CONCEPTUAL GUIDELINES OF RESEARCH

Actuality of topic. 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 master higher awareness, thinking and to communicate effectively [24, 26]. European-type skills require the student to master abilities to use other European languages, to show European-type professionalism and to know the measure of European quality and the ways of communication depending on the emotional climate, for moral, cultural, aesthetic and intellectual quality, in close connection with the needs and interests of study and the realization of communication skills [4, 5, 33].

Professional communication skills in the foreign language and the performance of intellectual, socio-cultural and sports tasks receive a certain informational value in the structure of integrated training representing the development and bio-psychosocial and cognitive maturity 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. Associated with motivational and affective structures, they compose the complex structure of skills [1, 3, 4, 34].

In the regular works, dedicated to the problem of learning a foreign language in higher education institutions in the field of physical culture [11, 14, 15, 32] there are certain shortcomings in the plans and methods developed - both in terms of content, technologies and teaching means - fact confirmed by the poor knowledge by a large part of students of the professional lexis and by the difficulties they encounter in translating authentic texts with professional content.

According to the literary data [23, 24, 25], the innovative technologies of the instructive (didactic) process in case of ensuring a pedagogical influence directed towards the proposed objective and of the corresponding technical-material conditions considerably increase the effectiveness of training the professional-pedagogical students skill from Higher Education institutions. They form the didactic motivation, the intellectual potential of the person, they mobilize the students to an energetic cognitive-instructive activity [6, 26, 34].

Description of the research situation and identification of research problems.

The modernization of the instructive-educational process for training professional development skills implies a renovation of the overall structure of the lesson to synthesize on the positions of an interdisciplinary, multidisciplinary investigation, learning the phenomenon of modern language in various angles [2, 12, 13]. In our research, the activity of training professional skills has preserved some modern conditions:

1. ensuring a rigorous scientific content in the teaching English and physical culture and sports;
2. ensuring the instructive-educational process with the help of active techniques;
3. total engagement of students in the classroom in solving the key problems of bilateral education consisting of two disciplines - English and Fitness with recreation programs;
4. higher specialized training in the light of international scientific research;
5. arousing interest, curiosity, and passion for studying English.

The German scientist S. Vaimberg, quoted by N. Nastas, argues that the purpose of teaching a foreign language should be established not after a geometric progression, but after a situational communicative one [15, p.94]. It should be noted that by learning a foreign language, students gain practical knowledge that will allow them to understand and appreciate another culture, to broaden

the spectrum of career prospects. In order to ensure the adaptation of students to the conditions of contemporary openness to Western economic and social realities, the process of learning English in higher education has been rethought and restructured on new principles: the tradition has been valued in most profiles, with care to modernize, to adapt and appropriate the whole process to current requirements.

The purpose of language learning, in its essence, is interactive and its effective realization is possible only in the case of consecutive orientation of the study process towards the student's personality, his individual interests and requirements, socio-cultural experience and how to achieve knowledge. Such a treatment of the goal allows the deviation from the theoretically oriented objectives to the practical, operational, educational ones in order to form the communicative competence, considers Н.Д. Галъскова [31,р.94].

The training of English professional language to SUPES students helps to know and apply sports-pedagogical language, to form general and special cognitive skills, based on which they will carry out learning and assessment according to the requirements of modern education [8, 9, 13].

Thus, the process of training-learning professional-English language to students in the field of physical culture gains in significance by constantly relating to social practices and concrete contexts of practicing acquired skills. Learning becomes a clearly oriented process that increases the motivation for action. Competences engage the student's previous acquisitions, providing concrete opportunities to do certain things as a result of competency development, which increases students' motivation to learn English. Focusing on the final acquisitions of training gives us freedom in capitalizing on different learning styles and combinations specific to multiple intellects [16].

The purpose of the paper consists in the theoretical-practical foundation of the technological modernization of the professional skills training to students of the physical culture institutions within the educational process in "English" discipline.

The research objectives. Studying and generalizing the theory and practice of the training process of the professional skills to the students of the physical culture institutions within the "English language" discipline; foundation and elaboration of the conceptual model for training professional skills to students, starting from the principles of studying the foreign language, communicative skill; formative itinerary of *the bilateral training/learning notion*; determining the structure and content of the professional training of the students of the physical education and sports institutions in English discipline, by elaborating and applying the training technology; experimental argumentation of the Technology effectiveness for training professional skills of students from physical education institutions in relation to learning English.

Research hypothesis. It was assumed that the application of a technology for the training of professional skills within the subject English will contribute to:

- increasing the level of professional training of students;
- improving the student's level of professional communication;
- raising awareness of the opportunity for bilateral training: English in specialized vocational training.

The synthesis of the methodology and the justification of the research methods in solving the basic problems of the investigation were made through the following research methods: the investigation of the theoretical-conceptual, methodological and practical essences exposed in the scientific-methodical and didactic literature, the analysis of the documentary materials of students professional training, pedagogical observation and testing the level of language training,

sociological questioning, interview and conversation, modeling method, method of pedagogical experiment, statistical-mathematical method of processing the collected results, comparative method, graphical and tabular method.

The novelty and the scientific originality resides in the elaboration and implementation of the Technology of training professional skills of the students in relation to learning English language, based on the fields of Communication, Culture, Connection, Comparison, Community, fact that led to the efficiency of the process of training professional skills; applying bilateral training/ learning in the educational process from physical education institutions.

The research problem reflects the existence of an essential contradiction between the current requirements for the professional communication skill in foreign language of students from higher education institutions in the field of physical culture and the unsatisfactory level of understanding of authentic information, the content of which refers to the chosen specialty.

Theoretical significance is determined by methodical and organizational principles, scientifically and experimentally substantiated, of the process of training professional skill in English language acquisition by students of higher education institutions in the field of physical education, which complement and substantially expand existing conceptions of physical education theory and methodology and sports training, about the training of specialists in the field of physical culture and sports; as well interpretation and capitalization of the bilateral training / learning notion.

The applicative value of the paper denotes the possibility of applying in practice the experimental developed technology, which can influence the formative approach in the field of students' professional skills, by capitalizing on the English language.

Main scientific results submitted for defense:

1. Defining the fundamental concepts regarding the training of professional skills to students of physical education institutions as a strategic goal in scientific communication in the field of modern language.
2. Identifying the needs of knowledge of the foreign language and the value of educational disciplines in training professional skills.
3. Determining the Technological model for training students' professional skills through bilateral teaching / learning.
4. Experimental argumentation of the Technology efficiency for training professional skills to students of physical education institutions in relation to learning English.

The approval of the research results was achieved through the elaboration of scientific papers and their presentation in conferences, symposia, congresses, articles in specialized journals such as: Știința culturii fizice, University Arena, The Annals of "Dunarea de Jos", International Scientific Congress "Sports.Olympism.Health", Lumen International Scientific Conference etc.

Thesis structure. Introduction, three chapters, general conclusions and recommendations, references of 238 titles, 8 annexes, 128 of basic text pages, 30 figures, 18 tables. The results are published in 19 scientific papers.

Keywords: professional skills, English, physical education and sports, professional communication skills, training technology, didactic means of communication, professional language, recreational physical culture, bilateral training.

THESIS CONTENT

The **Introduction** argues the proposed topic for research, mentions the actuality and importance of the investigated topic, the degree of topic research, the purpose and objectives proposed to achieve, formulates the research hypothesis, synthesis of research methodology and justification of research methods.

The summary of the thesis chapters is briefly presented, focusing on the investigations performed and their need to achieve the purpose and objectives of the research.

Conceptual Delimitations on Students' Professional Skills in Physical Education as a Strategic Purpose

(basic content of chapter 1)

Solving the key problems in the professional training of students in a specialized field is solved by achieving interdisciplinary educational objectives [2].

The competence of professional communication in the foreign language is formed through learning, knowledge and the permanent use of the speech act, representing a basic condition of the strategy, of a successful integration, not only on personal level, but also on social scale, in successful structures of long-term psycho-pedagogical activity [8, 14, 15, 27, 31].

From a quantitative point of view, the methodology of training professional skills is considered a large normative tool that aims to register as many conceptual values and to give some necessary indications in the formative-informative aspect.

The data of the special literature research in this field allows us to mention the following desideratum:

1. training of the ability vision for applying foreign language within the training in the disciplines of the university educational institutions of physical culture and sports;
2. training of didactic selection and design skills, research, experimentation and application in learning activities of different methodological strategies in the foreign language and physical culture;
3. training scientific research skills in the field of language, using knowledge effectively in sports activities;
4. training of personal professional competence in an integrated science system, marked by dynamism, complexity, interdependence and globalization, on the selection of teaching content and inter- and transdisciplinary learning, which is to promote knowledge of the language and the approach of athletes, people, growing the Olympic spirit, education for change.

The elaboration, structuring and integration of the contents of the educational disciplines from the didactic point of view, in the case of our research, reflects the combination of two disciplines, two fields, on the one hand the English language with a compulsory educational content, and on the other hand, the inclusion content in the English disciplinary curriculum of physical education and sports sciences, through their interaction and interconditioning, using criteria for modernizing the entire education system, as a unitary-interdisciplinary teaching process, considered an essential problem of modern science [7; 15, p. 52; 17].

In the process of training professional competences, the skills practice present a research topic, a project, a scientific dissertation is indisputable, only by integrating university disciplines. This goal depends on the quality of training of specialists which is in strict accordance with the curriculum.

Curricula contribute to the fundamental and professional theoretical training of specialists [20,21]. A specialist in the field of physical culture and sports is multidisciplinary trained, having knowledge in the following areas of human activity: medical-biological, social-psychological, pedagogical and sports.

The strategy of professional training of students, in the case of our research, is a working hypothesis. It has a dynamic character of research, of modeling in technical-didactic aspect based on approaching the problem of language learning that corresponds to the requirements of the modular structure of the training organization [19].

We consider that training professional skills of students in physical education and sports means a set of cognitive, emotional and motivational skills that interact with the features of a teaching activity with the implementation of modern technologies that stimulate the satisfaction of certain motivations, needs and interests of studying the foreign language [6, 10, 22, 24, 29].

The need to study English in the physical culture university system 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 interdisciplinary pedagogical sciences;
2. training 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, the preparation of a large number of qualified psycho-pedagogical staff 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, the component related to the formation of the managerial communication skill is necessarily required [7, 28, 30].

According to the analysis and synthesis of data from the specialized literature, foreign language works in a competence-based education. Possession of other languages usually allows the activity of knowledge and awareness, a factor that must be capitalized. At the same time, according to our study of the theory and practice of teaching English in higher education institutions of physical education and sports, in the aspect of integrating interdisciplinary English with the educational professional subject for future specialists in the field are not given due attention.

Thus, the above has become the major factor in addressing the important scientific problem solved in the research field related to training professional skills to students of higher education and sports by studying bilateral English.

Reconfiguration of training students' professional skills in relation to learning English

(basic content of chapter 2)

The study of English is not only the training and development of professional skills in students, but also the education *of communication culture*, determined by global trends: globalization, interculturality, necessary to educate personalities who agree to live in a diverse and tolerant society, to understand people who represent different cultures, while ensuring the progress and prosperity of national culture. Adhering to the opinion of Petranova D., we must mention that learning English consists not only in acquiring vocabulary and language structures, but also in new ways of thinking, reflection, visions and philosophies about contemporary civilization. The formative character of the training constitutes the conceptual framework of professional training of the future specialists in the field, for the efficient sports-pedagogical activity in the European area,

for a better cooperation between specialists with message contents in a foreign language. In contemporary sport, it is necessary for the training factors of specialists to focus on the development of professional psycho-pedagogical research of all educational disciplines in close correlation with the foreign language [12, 27].

Research organization. The pedagogical research aimed at completing four stages.

Stage I took place between January and June 2016, the second semester of the 2015-2016 academic years. In this pre-experimental stage, a series of directions were followed regarding the establishment of the methodological-experimental framework for organizing research, by determining the research direction, purpose, objectives and research methods, as well as the coordinates on the basis of which to be studied the didactic and methodical-scientific specialized literature. Pedagogical observations on the educational process were reviewed, and following the analysis of curricular products, a series of methodological and didactic deficiencies were identified, not only in English, but also in the practical disciplines of athletics, sports games, gymnastics, tourism, fitness, specializing in Recovery Physical Culture and Recreation Physical Culture, in order to study sports terminology.

In order to determine the opinions of specialists, master's and students on the research topic, diagnostic questionnaires were developed and applied.

In order to establish the general level of training / development of professional skills, the initial testing was performed on a number of 136 students and 48 teachers with language teaching, to whom two tests were applied: one from a series of disciplines from sports curricular area, and the other test focused on English.

Also in this stage were processed and interpreted the results of sociological questionnaires and tests, based on which the groups of subjects were established that will be included in the basic pedagogical experiment. The experimental group consisted of 25 students, the control group represented by 20 students, the numbers being homogeneous, remaining constant throughout the pedagogical experiment.

The second stage took place between September and December 2016, the subjects of the experimental group and the control group being in the first semester of the 2016-2017 study years.

The topic submitted to the research was the subject of lectures and seminars held at the State University of Physical Education and Sports, Faculty of Pedagogy, specialty Recreation Physical Culture. Following the discussions with the specialists of the methodological-theoretical and practical commissions of the Chair of Modern Languages, it was concluded the implementation in the teaching process of the Technology of training students' professional skills in relation to learning English during two semesters.

The actions undertaken in this stage aimed at elaborating the structure of the model research program, determining the duration of the stages, contents and teaching strategies, as well as other requirements necessary to carry out the activities programmed during the basic pedagogical experiment.

The two groups of subjects included in the experimental research carried out their activity according to the English Language Curriculum, specific to the training specialization, with the mention that in the experimental group systematically intervened with independent variables according to the developed technology.

Current and periodic evaluations were made regarding the achievement of the Communication,

Culture, Connection, Comparison and Community Field in the formation / development of professional communication and pragmatic skill. Based on the results obtained and the pedagogical observations recorded, actions were taken to research and complete the basic experimental technology. The expert control note of the efficiency of the didactic strategies implemented in the basic experiment was the intermediate testing of the subjects. At this stage, psychological tests were performed which indicate a self-confident attitude of the winner towards the problematic situations of training students' communicative professional skills in English and other disciplines of the curriculum.

Stage III, period of the academic year 2017-2018, year of the basic pedagogical experiment. The teaching strategies implemented in the first experimental year were reviewed. The technology for training professional communication skills and learning situations in the didactic context (the nature and content of the task, its degree of complexity and difficulty, individual analytical programs, didactic objectives and strategies) was outlined.

At the end of this stage, the final testing of the subjects was performed.

Stage IV, the final stage, took place during September-December 2018-2019 study years, the results obtained after the implementation of the training experiment from a statistical-mathematical point of view, the dynamics of subjects' adaptation to the experimental stimuli being represented in the form of tables and figures.

The conclusions regarding the efficiency of the experimental teaching methods used in the pedagogical research were elaborated and the methodological recommendations were formulated regarding the coordinates on the basis of which the professional competences can be formed / developed in the students of physical education institutions within the English language discipline.

Generalization of experimental diagnostic data.

In order to find out the respondents' opinion regarding the methodological-experimental framework oriented towards the formation of professional competences for SUPES students within the English language discipline, 184 respondents were employed (136 students and 48 teachers).

The questionnaire-based survey included 9 questions for students and 10 for teachers, through their content aiming to capture aspects related to the English language curriculum for teaching-learning in the instructive-educational process in the first semester, at the beginning of the pedagogical experiment and at the end of the experiment, in the second semester (Table 2.1).

Table 2.1. Students' answers to each item of the questionnaire (n = 136)

No	Items	Sem I	To a large extent		To a sufficient extent		To a small extent		To a very small extent		Max. %
				N%		n%		n%			
1	2	3	4	5	6	7	8	9	10	11	12
1.	<i>Compliance of objectives/tasks announced with interests, expectations and needs of students</i>	I	10	7.35	44	32.35	62	45.59	20	14, 71	45.59
		II	38	27.94	52	38.24	28	20.59	18	13.23	38.24
2.	<i>Configuring the extent to which the foreign language helps students to solve different situations in the field of sports</i>	I	22	16.18	33	24.26	18	13.24	63	46.32	46.32
		II	42	30.88	62	45.59	26	19.12	6	4.41	45.59

1	2	3	4	5	6	7	8	9	10	11	12
3.	<i>Material understanding of foreign language study</i>	I	28	20.59	43	31.62	51	37.50	14	10.29	37.50
		II	62	45.59	64	47.06	10	7.35	0	0	47.06
4.	<i>Students' opinions on training communication skills in foreign language</i>	I	20	14.71	32	23.53	58	42.65	26	19.10	42.65
		II	38	27.94	43	31.62	42	30.88	13	9.56	31.62
5.	<i>Students' opinions on training the competence to understand at European level English language</i>	I	13	9,56	21	15,44	43	31,62	59	43,38	43,38
		II	42	30,88	54	39,71	26	19,12	14	10,29	39,71
6.	<i>Students' opinions on training in English language the competence to learn to learn</i>	I	23	16,91	52	38,24	48	35,29	13	9,51	38,34
		II	62	45,59	43	31,62	22	16,18	9	6,60	45,59
7.	<i>Students' opinions on training professional communication skills</i>	I	17	12,50	48	35,29	37	27,21	24	17,60	35,29
		II	57	41,91	49	36,03	28	20,59	2	1,47	41,91
8.	<i>The connection of the discipline Foreign language with other disciplines of the curriculum</i>	I	28	20,59	52	38,24	44	32,35	12	8,82	38,24
		II	48	35,29	77	56,62	11	8,09	0	0	56,62
9.	<i>Students' opinions on the share of specialized texts in physical culture</i>	I	52	38,23	75	55,15	9	6,62	0	0	55,15
		II	66	48,53	70	51,47	0	0	0	0	51,47

It is very important the students' opinions on the extent to which the foreign language needs to give a certain share to specialized texts in physical culture (Table 2.1, Figure 2.1, item 9).

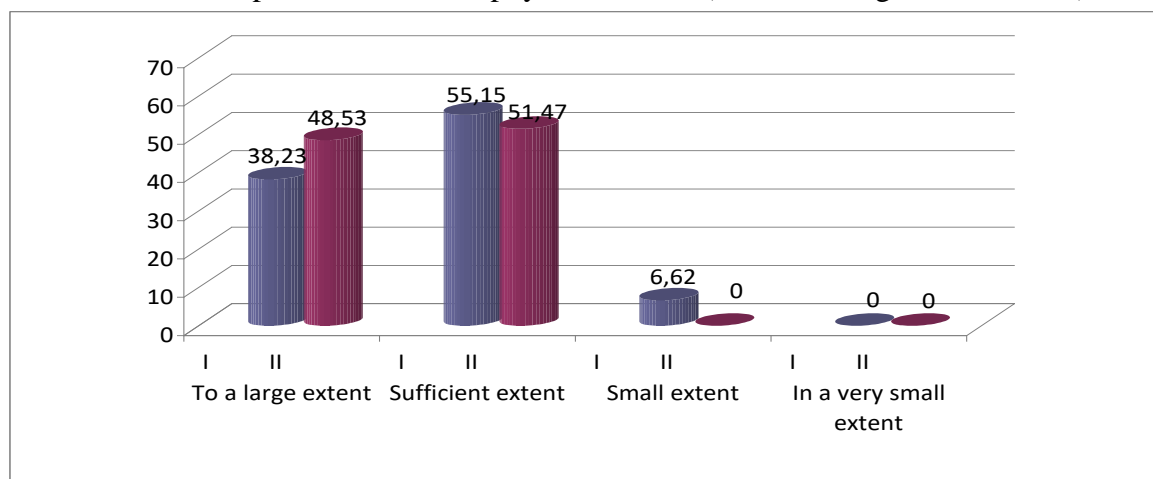


Fig.2.1. Compliance of objectives/tasks announced with interests, expectations and needs of students

The real situation, described by students, regarding the need to coordinate a greater share of the specialized texts in physical culture within the English language teaching process is as follows: in the first semester they had to a large extent opinions of 38,23%, to a sufficient extent - 55.15, to a small extent 6.62%. For the second semester, the students sustain the idea of giving a certain share to the specialized texts in the field of physical culture and sports at the level of 100% opinions. In the second semester of the study year, skills from related disciplines (mother tongue, ICT, music, dance, sports games, gymnastics, fitness, athletics, etc.) can be applied to inform, discuss, perform European learning activities.

The opinion survey, conducted among the teaching staff indicates a proportion of 89.59% the need to develop the experimental English language curriculum that will contribute to the formation of the professional skill of the student in the field.

The data of the applied questionnaire show that the students of the experimental group consider the influence of the intellectual horizon in the training of professional skills, namely, Modern Language and specialized disciplines (Table 2.2).

Table 2.2. Valuable educational disciplines that form primarily professional skills in the teaching-learning process of Fitness and recreation programs (ascertaining experiment, n = 27)

Period	Disciplines	Low level help		Sufficient level help		High level help		Very high level help		Σ score	Maxim Rez. %	Ranking
		Score	%	Score	%	Score	%	Score	%			
SEM. I	1 <i>Anatomy of the musculoskeletal system</i>					39	16,74	194	83,26	233	83,26	I
	2 <i>Biochimistry</i>			26	13,13	38	19,19	134	67,68	198	67,68	II
	3 <i>Theory and methodology of physical culture</i>					39	16,74	194	83,26	233	83,26	I
	4 <i>Foreign language (I) (English)</i>					85	38,46	136	61,54	221	61,54	IV
	5 <i>Information technologies</i>			45	24,06	84	44,92	58	31,02	187	44,92	VI
	6 <i>Artistic Gymnastics</i>			6	2,97	100	49,50	96	47,52	202	49,50	V
	7 <i>Sports Swimming</i>			17	7,94	62	28,97	135	63,08	214	63,08	III
SEM. II	1 <i>Human physiology and ergophysiology</i>					40	18,87	172	81,13	212	81,13	V
	2 <i>General pedagogy</i>			6	2,88	87	41,83	115	55,29	208	55,29	VII
	3 <i>TMPC Recreation</i>					39	17,57	183	82,43	222	82,43	IV
	4 <i>Foreign language (II) (English)</i>					24	10,62	202	89,38	226	89,38	III
	5 <i>Communication culture and specialized language</i>			15	7,85	60	31,41	116	60,73	191	60,73	VI
	6 <i>Theoretical bases of Fitness</i>			5	3,12	16	6,78	215	91,10	236	91,10	II
	7 <i>Aerobic fitness</i>							231	100	231	100	I

The vast majority of subjects in the experimental group are aware to emphasize first of all the value of the skills formed in the discipline of Anatomy of the musculoskeletal system, they assume the motivation to study at a high level 83.26%. At the same level the scores obtained in the discipline Theory and methodology of physical culture.

At a high level (38.46%) and at a very high level (61.54%) solves the problem of training professional skills in English with an amount of 100%. Until the semester I of the experimental year, students set the goal of communicating effectively by applying knowledge in the field of communication culture using the terminology of physical culture in Romanian and English. At a high and very high level, the discipline of Artistic Gymnastics is motivated with 97.02% answers, Sports Swimming with 92.05% and information technologies with 75.94%.

In the semester II of the experimental year, the data obtained allow us to highlight the fact that educational disciplines contribute to a different extent in the formation of professional skills of students in the experimental group. It was established that most of the curriculum in Fitness - aerobics is oriented 100% towards the development of specialized professional competence, including the discipline Theoretical Basics of Fitness, at a very high level - 91.10%. At the high level (10.62%) and very high level (89.38%) in training the skills to communicate in English is presented the discipline Modern Language (II).

Out of the number of surveyed students, 31.41% state that the Culture of communication and the specialized language form professional skills at a high level and 60.73% at a very high level, the total percentage being 92.12%.

The results of the experimental research show that in order to formally capitalize on the availability, skills, knowledge of students in the educational process, teachers must use competently the influence of motivational factors, aspirations, desires, interests of students on:

- ✓the degree of satisfaction of the motivations, expectations and aspirations of the members of the experimental group;
- ✓information communication structures and networks;
- ✓creating the possibility for students to participate in the task of learning through message exchanges;
- ✓development of a Technology that will request information on solving the task of bilateral communication in specialized English in the field of physical culture and sports.

Technology for training students' professional skills in relation to learning English

The technology for training students' professional skills for English is developed according to the education development strategy for 2014-2020 "Education 2020", is the modernization of national education, being the basic factor in creating and transmitting new educational values and skills to be found in the specialized profile in the field of physical culture and sports. Focusing on the final acquisitions of the training offers freedom in capitalizing on different learning styles, strategies and modern technologies for training the future sports specialist.

Synthesizing the ideas presented above, starting from the guidelines to increase the performances of fluidizing specialized communication in physical education, reconstructing a possible educational approach in the field of training the professional skills of students in physical education and sports and following the objectives of applied research, was developed *The conceptual model of training professional skills to students of physical education institutions within the English language discipline*, which includes a number of key components in capitalizing on students' professional skills. This model constitutes the theoretical-conceptual basis of the research, its rationality consisting in the functional designation of the formative actions, having important consequences on the meaning of these ongoing actions.

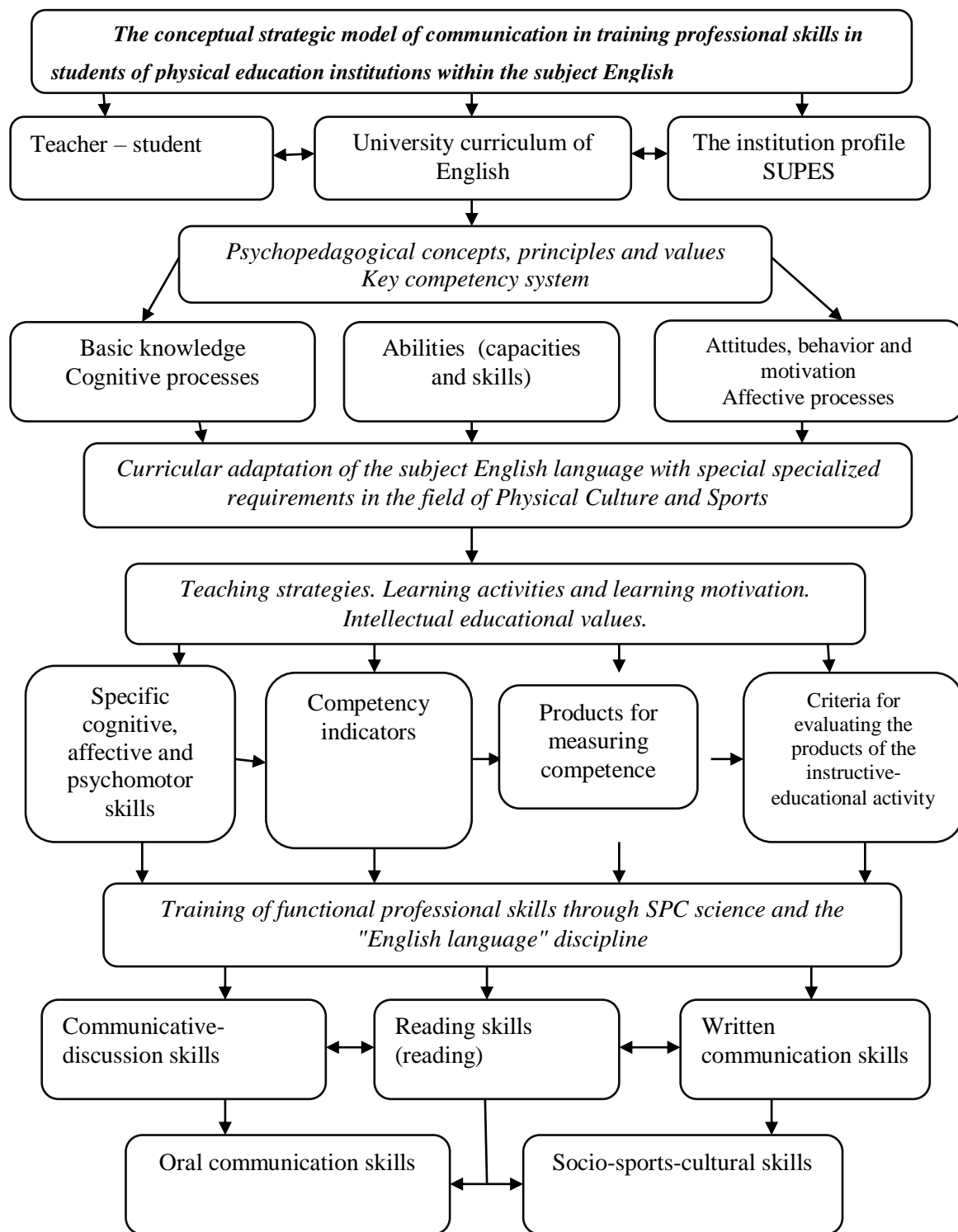


Fig. 2.2. The conceptual model of training professional skills to students of physical education institutions within English

By promoting and updating an active English language pedagogy, especially the bilateral interactive methods, based on mutual changes of ideas and experiences, on collaboration and interpersonal relationships, on the formation of social and action intelligence, as constituents of a

contemporary formative education. The development of Experimental Technology in English for the specialty of Fitness and recreation programs is for higher education in physical education and sports, a just begun process, thus the parallel activity of training professional skills and assessment technology would be welcome.

In order to implement an experimental program, an initial test is required to determine the level of knowledge and skills, according to a well-established algorithm: initial evaluation - program approach, planning and application - summative evaluation and final evaluation (Figure 2.3).

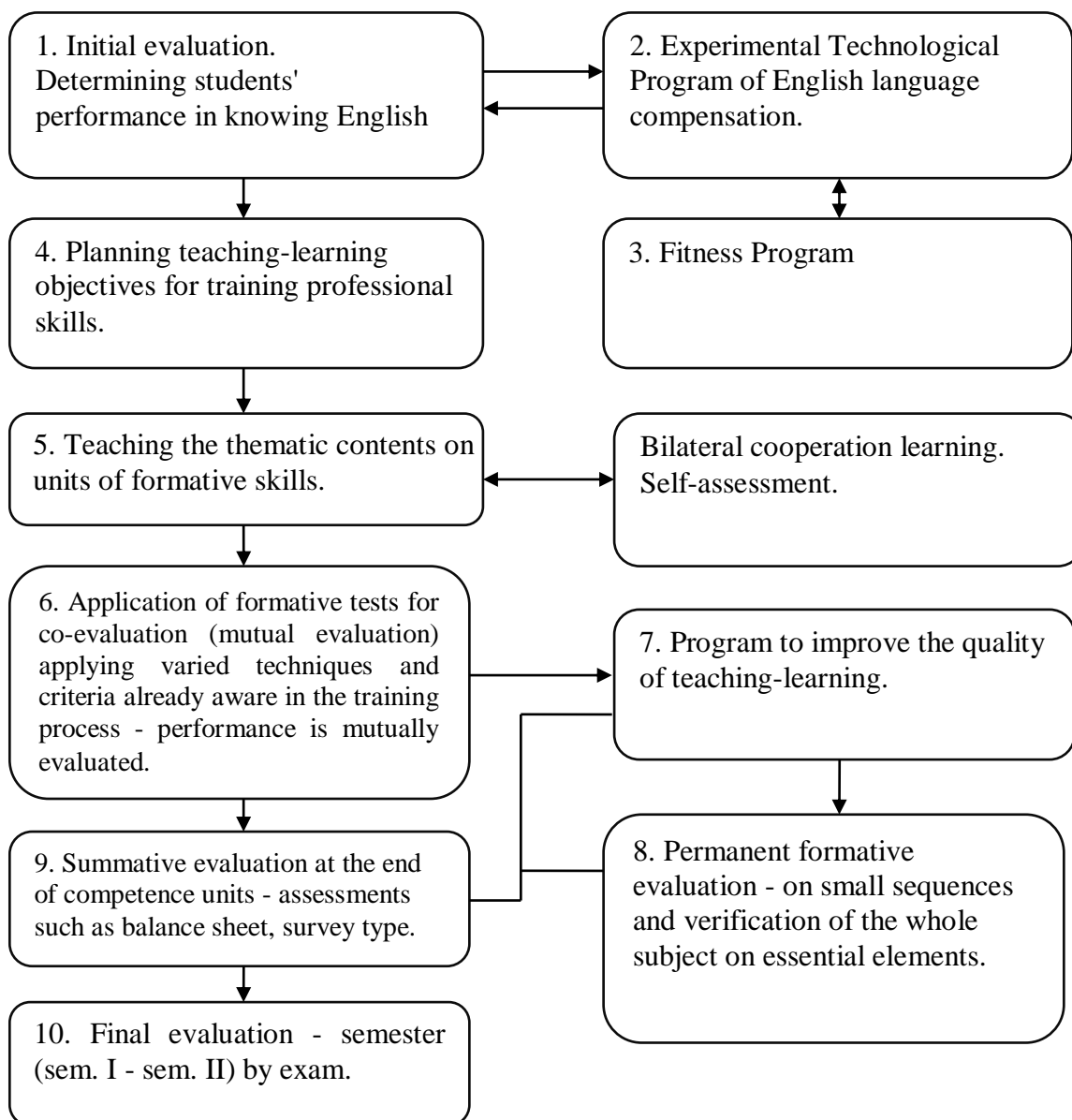


Fig. 2.3. Suggestions and recommendations for the revision and modernization of the bilateral experimental Technological program

Experimental foundation of the technology efficiency for training students' professional skills in relation to English language learning

(basic content of chapter 3)

During the training process the message was used in the bilateral communication relationship, on the one hand English, on the other hand Fitness with recreation programs, constituting a bilateral

operational interaction.

In the first part of the study, the first semester, it is found that the operationalized knowledge background goes from the presentation and explanation of the teacher, to the organization of students' activities in the training of communicative skills in English. In the second part of the study, the second semester, the results of the activity are capitalized, the contribution of the contents of physical culture and sports in the training of professional skill is specified (Figure 3.1).

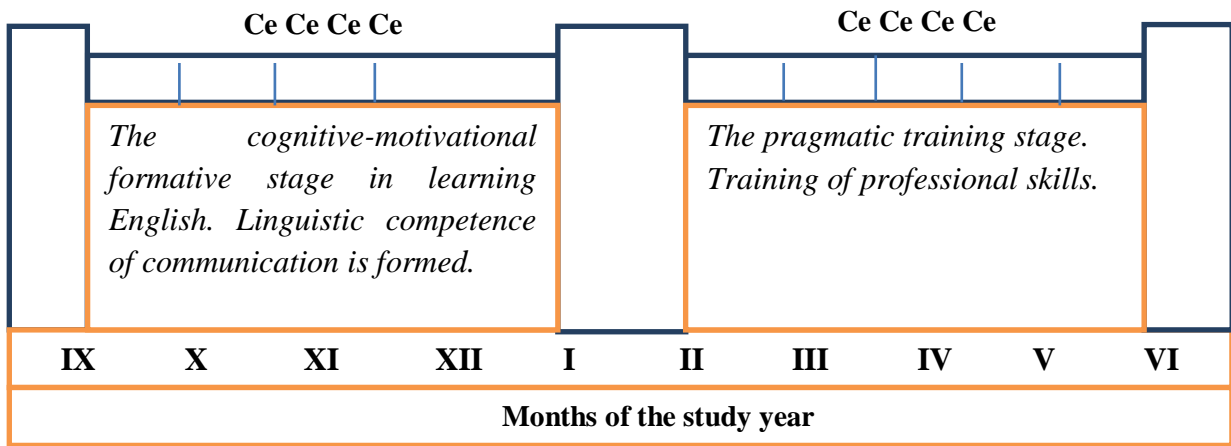






Fig. 3.1. Stages of training linguistic and professional skills to students

Agenda:  - initial control;  - intermediate control, exam
 - final control, exam;  - verification of linguistic and professional skills in the field

In order to know as objectively as possible the level of training of professional skills in students, a concrete research was performed with the role of pretest. For this purpose, knowledge tests and grading scales were applied to the current assessment (CE) x 0.6 (60%) and the final assessment (FE) - English proficiency test x to the coefficient 0.4 - 40 %.

The data obtained are presented in Table 3.1, recording data appreciated and recognized by teachers in 7 subjects, according to the curriculum of semester I. The tested students occupy the status of "accepted" homogeneity, 7.65 - 13.85%, of the coefficient of variability (Table 3.1, Figure 3.2).

Table 3.1. Average marks of the students at the ascertaining stage (first semester, experimental group)

Statistical data on the results of students' ability at the ascertaining stage of the pedagogical experiment.								
	Anatomy of the musculo-skeletal system	Biochemistry	TMPC	English	Information Technologies	Artistic Gymnastics	Sports swimming	Marks Average
\bar{x}	7,77	7,42	7,96	7,93	8,12	7,68	7,94	7,87
σ	0,80	0,92	0,82	0,61	0,61	0,65	1,10	0,60
$\pm m$	0,23	0,26	0,25	0,18	0,18	0,20	0,35	0,17
Cv	10,30	12,40	10,30	7,69	7,51	8,46	13,85	7,65

NOTE: n = 13; f = 12

It is easily found that the frequency of results does not suggest the hypothesis of a normal distribution in the experimental group of students. The average marks between 8.12 and 7.42 obtained in the disciplines studied in the first semester have a difference of 0.7.

No	Disciplines	Average marks								
		7,0	7,2	7,4	7,6	7,8	8,0	8,2	8,4	8,6
1.	<i>Anatomy of the musculoskeletal system</i>									7,77
2.	<i>Biochemistry</i>									7,42
3.	<i>Theory and methodology of physical culture</i>									7,96
4.	<i>English</i>									7,93
5.	<i>Information Technologies</i>									8,12
6.	<i>Artistic Gymnastics</i>									7,68
7.	<i>Sports swimming</i>									7,94
MEDIA										

Fig.3.2. Histogram of the results of the experimental groups (communicative skills)

In the second semester of the study year, the English language training process was modified and focused on the formation of pragmatic professional skills in the field of Fitness. Better skills were found, compared to the results obtained by students in the first semester of studies (Table 3.2, Figure 3.3).

It was found that in the training process, in order to produce a lasting change in the behavior of a student or group of students, it is necessary to change the attitude towards the training process, the internal and external situation, through recreation fitness, increasing internal tension and physiological changes, argued by the final grade obtained in the discipline Aerobic Fitness - 8.52 ± 0.21 with the coefficient of variability of 7.63% (Table 3.2).

Table 3.2. Average marks of the experimental group students (professional skills)

Statistical data of the students' ability results in pragmatic training of the pedagogical experiment								
	Human physiology and ergophysiology	General Pedagogy	TMPC Recreation	English	Communication culture and specialized language	Theoretical bases of Fitness	Aerobic fitness	Marks average
\bar{x}	7,92	7,62	8,02	8,78	7,67	8,58	8,52	8,07
σ	0,97	1,56	0,97	0,65	1,62	0,65	0,65	0,73
$\pm m$	0,31	0,49	0,31	0,21	0,51	0,21	0,21	0,23

Cv	12,25	20,47	12,09	7,40	21,12	8,47	7,63	9,09
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NOTE: n = 10; f = 9

No	Disciplines	Average marks	
		7,0 7,2 7,4 7,6 7,8 8,0 8,2 8,4 8,6 8,8	
1.	<i>Human physiology and ergophysiology</i>		7,92
2.	<i>General pedagogy</i>	6,62	
3.	<i>TMPC Recreation</i>		8,02
4.	<i>English</i>		8,78
5.	<i>Communication culture and specialized language</i>	7,67	
6.	<i>Theoretical bases of Fitness</i>		8,58
7.	<i>Aerobic fitness</i>		8,52

Fig.3.3 Histogram of the experimental group results (pragmatic stage)

In order to illustrate the difference between two averages in the case of the semester I and II (at the final evaluation) in the case of the experimental group, the significance index was operated: $P < 0.05 - 0.01$ with a probability of 95% and 99% corresponding to the evaluation in the semester II (Table 3.3 and Figure 3.4.)

Table 3.3. Share of testing results (experimental group, ascertaining stage)

Testing period	Testing Type					
	Current evaluation(c)		Examen (E)		Final mark	
	$\bar{X} \pm m$	V%	$\bar{X} \pm m$	V%	$\bar{X} \pm m$	V%
Semester I	7,82±0,19	8,05	7,93±0,19	7,79	7,86±0,19	7,87
Semester II	8,15±0,27	11,0	8,78±0,21	11,54	8,47±0,28	11,43
t	1,634		3,76		2,48	
P	>0,05		<0,01		<0,05	

NOTE: n = 12; f = 11

During two semesters, the subjects of the experimental sample were given to solve didactic tasks with a certain degree of difficulty in English, in two experimental conditions:

1) solving, in the first semester, a didactic task with a rather high degree of difficulty through independent action in the operationalization of the specific linguistic terminology, in various situations of oral and written communication;

2) solving, in the second semester, a didactic task with a high degree of difficulty through discussions in English of the didactic activity elements in the Fitness discipline and recreation programs.

The research results are presented in Figure 3.4. The final average mark obtained in the semester II by the experimental group for professional skills is 8.78 ± 0.21 , $t = 3.76$, $P < 0.01$ compared to the semester I 7.93 ± 0.19 .

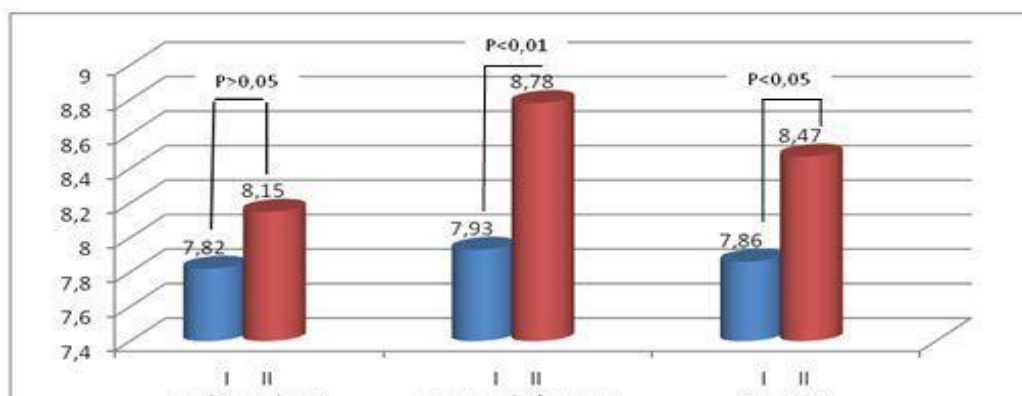


Fig.3.4. Distribution of results in experimental tests

In subchapter 3.2. The impact of capitalizing on the technology of training students' professional skills in relation to learning English (fitness and recreation programs) were set the following objectives:

1. Determining the influence of the application of the experimental program on the training of professional communication skills in English to the students of the experimental group, in the specialty of Fitness and recreation programs.
2. Experimental argumentation of the educational content of the English language course with interdisciplinary aspect for the training of professional language skills to students specialized in fitness and recreation programs.

In the thematic contents of the pedagogical experiment were applied themes from everyday life (family, rest, health, housing, lifestyle, professional life, friends, culture, leisure, sports, etc.). The objectives formulated on the basis of technology focused on the variety of Communication, Culture, Comparison, Community and Connection fields and skills that students must form and develop in the educational process, are oriented towards interdisciplinarity, which is an important element, since in not confined only by English language discipline, but involves the skills acquired in the study of the Fitness discipline and recreation programs. In the future, students, future specialists in the field, must apply the skills formed and developed through the study of related disciplines in practice. The efficiency of the application of experimental TTPS transforms the teaching-learning environment, so that Fitness students apply their potential in the learning process, accumulating knowledge and skills in recreation physical education activities and in English, as needed. In the semester II, the students mastered the specialized sports lexis, laying the groundwork for learning specialized sports terminology in English.

The development of the experimental activity at the level of the experimental group involved an approach with two experimental variants of training the professional and action-strategic skills of the students within the English language discipline.

Experimental approach of training students' professional and action-strategic skills in the "English" discipline

VARIANT I

30% - the ability to communicate in English in terms of skills: knowledge, abilities, skills, attitudes and values.

20% - identification and selection of bibliographic sources for the assimilation and application of new scientific information in the specialized field.

40% - elaboration and defense of the professional activity project in English from the

perspective of the development of Recreation Fitness.

10% - evaluation in oral / written testing of communication skills.

VARIANT II

40% - professional activities in English with the use of new teaching-learning technologies adapted to internal conditions. Acquiring the knowledge and skills of training professional competence in the fields.

40% - designing the contents of the training in the language of communication, demonstrating the ability to solve concrete problems / situations specific to the action-strategic competence in Fitness with training level: knowledge and understanding, application and integration.

20% - evaluation based on interview.

In both variants of the experimental approach of training professional and action-strategic skills of students are approached criteria for classifying activities, types of teaching activities that are required in a rigorously designed educational process based on the fundamental principles of teaching technology.

In the pedagogical experiment were used:

1. Methods of communication, as a source of knowledge, by transferring the values of the culture of English language science and physical culture of which they were part of: a) expository (affirmative) methods, description, explanation, theoretical demonstration, university lecture, information; b) interactive methods - discussions, discussion-dialogue, group consultation, brainstorming, guided discussion (through the topics stated in fitness).

2. Written communication methods (based on written language): learning from printed text, text analysis and translation.

3. The method of oral-visual communication: training by demonstrating the exercises, as an objective method, direct contact within the practical-methodical lessons.

4. The method of rationalization through the connection of the contents and teaching-learning operations focused on professional performance, on the maximum efficiency of connections between the discipline "English Language" and the discipline "Fitness Methodology" through practice.

The didactic methodology demonstrated by teaching-learning methods, modern work techniques, the forms of organization of didactic activities, the types of relations between students and English teacher in relation to the instructive-educational objectives was different. In the experimental group was used the methodology of training communicative-linguistic knowledge and skills.

In the semester II, the instructive-educational process was directed on the specialized professional competence (variant no. 2 of the experimental program) which included the special capacities:

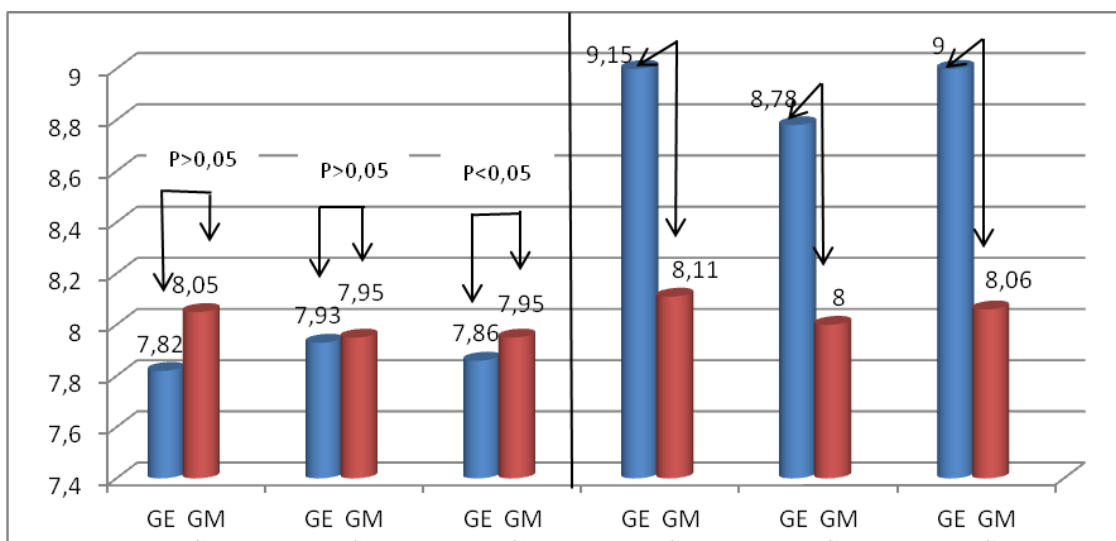
1. Knowledge of the specialized subject in English;
2. Ability to establish links between theory and practice in English and physical culture;
3. Ability to renew the content of communication specific to the disciplines of English and Fitness and recreation programs.

The results obtained by the experimental groups in the semester II of the study year are presented in Table 3.4 and Figure 3.6. The level of development of the skills of the subjects of the experimental group was influenced by the knowledge formed in the first semester, including the originality of the specialized didactic content and the adaptive operationalization of the entire experimental didactic content.

Table 3.4. The results obtained at the final stage of the research in the experiment group and in the control group

Testing Period	Experiment Group	Statistical indicators					
		The results of the formative evaluation		Final exam results		ECTS GRADE	
		$\bar{X}\bar{X}_{\pm m}$	V%	$\bar{X}\bar{X}_{\pm m}$	V%	$\bar{X}\bar{X}_{\pm m}$	V%
Semester I	E	7,82±0,19	8,05	7,93±0,19	7,79	7,86±0,19	7,87
	C	8,05±0,12	6,71	7,95±0,19	10,23	7,95±0,15	8,18
t		1,022		0,074		0,372	
P		>0,05		>0,05		>0,05	
Semester II	E	9,15±0,27	11,0	8,78±0,21	11,54	9,00±0,28	11,43
	C	8,11±0,22	8,26	8,00±0,22	8,15	8,06±0,22	8,21
t		2,989		2,566		2,640	
P		<0,01		<0,05		<0,05	

Legend: E - experiment group; c – control group
n=31, f=29



Legend: EG – experiment group; CG – control group

Fig.3.6. Comparative results between the final evaluations of the control group

The average mark obtained by the experimental group at the current / formative evaluation is 9.15 ± 0.27 of the control group 8.11 ± 0.22 . The calculated value ($t = 2,989$) is higher than the tabular one at $P < 0.01$. Therefore, we can conclude that the difference found between the results of the two experimental groups is significant and the null hypothesis is rejected.

Following the same statistical procedure, we further present the results obtained in the two experimental groups, the performances in taking the English language exam. The subjects of the experimental group were assessed with an average grade of 8.78 ± 0.21 , the subjects of the control group obtained a grade of 8.00 ± 0.22 . The calculated value ($t = 2,566$) is higher than its tabular value at $P < 0.05$. The difference is also significant for the ECTS grade - the experimental group average grade 9.00 ± 0.28 , the control group 8.06 ± 0.22 , $t = 2.640$, $P < 0.05$. We conclude that at $P < 0.05$ and 0.01 the difference observed between the two averages is significant, and the null hypothesis is affirmative.

The superiority of the performances obtained by the subjects of the experimental group,

constituted on professional skill criteria formed on the basis of the experimental English language technology compared to those who acted in the training conditions according to the traditional program is explained by the positive influence of the didactic content elaborated in fields, where were involved the subjects to the extent of meeting the needs of linguistic communication in English for the instruction of a dialogue or conversations in the field of physical culture or of socio-cultural necessity in sports.

The statistical data accumulated in the additional experiment to capitalize on the efficiency of the program application are presented in Table 3.5 and Figure 3.7.

Table 3.5. The share of the experimental group performances within the verification experiment

Testing period	Type of testing					
	Current evaluation		Exam (FE)		Final grade ECTS	
	$\bar{X}\bar{X} \pm m$	V%	$\bar{X}\bar{X} \pm m$	V%	$\bar{X}\bar{X} \pm m$	V%
Semester I	7,83±0,18	8,04	8,11±0,23	8,63	8,04±0,23	8,63
Semester II	8,60±0,21	7,79	8,90±0,21	7,53	8,72±0,21	7,68
t	3,684		2,61		2,24	
P	<0,01		<0,05		<0,05	

Note: Semester n=12,f=11
Semester II n=12,f=11

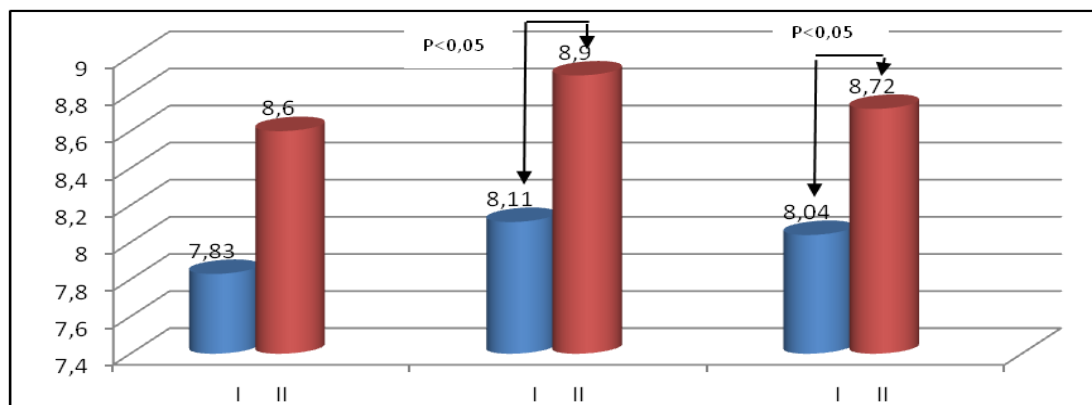


Fig. 3.7. Graphical representation of the experimental group performances within the verification experiment

The analysis of the results obtained by the students of the experimental group highlights the following performances:

- the current evaluation of professional skills is statistically significant, the difference in grades obtained in English between the semester I with an average of 7.83 ± 0.18 and the semester II - 8.60 ± 0.21 shows that in the instructive-educational activity were implemented new concepts in the typology in mastering specialized language, a good knowledge of the much more informative lexis, based on scientific words, not only general, but also the specialized lexis. The calculated value ($t = 3,684$) is higher than its tabular value at $P < 0.01$, with a probability of 99.0%.

The average marks obtained at the final evaluation are in favor of training to students the skills of using the literature, without neglecting any of the four skills: **communicative - discussion, speaking, reading, writing and listening**. The calculated value ($t = 2.24$) is higher than its tabular value. We conclude that at $P < 0.05$ the difference observed between the two average grades is significant, with a probability of 95.0%.

In the pedagogical experiment of capitalizing the didactic texts were selected by fields

according to the following criteria: - **thematic unit**; - **informative content**; **content unit**; - **competence unit**;

The adopted solutions depended not only on the individual competence of the subjects, but also on their social interaction within the didactic and didactic-scientific activity, which thus proves to be an important factor that facilitates the performance of English language learning updated by the activity of the specialized sports lexis.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

In the investigative process, through the involvement of several educational and socio-communicative factors, which occupy an obvious position in teaching-learning building, both from a methodological point of view and from the selection of the subject, by observing the relationship between them and others aspects of the training activity, the idea that practice has at least as important a role as knowledge or epistemology was rediscovered and expanded. The background of the conclusions we can draw includes the following ideas:

1. Representing the process of training professional skills, neutralizing some ideational controversies, requires a set of concrete actions, focused on the involvement of **bilateral training / learning** and following the dynamics of increasing knowledge and development of skills, abilities, attitudes, motivations of students. Theoretical and applied foundations led to the determination of a set of professional skills, such as junctional competence, cognitive competence, methodological competence, strategic competence, intercultural competence, communicative competence, multidisciplinary competence, competence of self-determination and their nominal meanings, that offered an argumentative basis in modeling the lines of formative action in the educational approach at the level of the students from the physical education faculty.

2. In order to record the applied framework of the research, a diagnostic experiment was carried out at the level of physical education students and teachers in order to determine their opinions in relation to the implementation of a revised English language technology in sports; teachers' perception of the **student's professional competence** profile; determining the concordance of technology in the foreign language with the objectives of learning in physical education. Also, the *Conceptual Model for the formation of professional competences to the students of physical education institutions within the English Language discipline* was elaborated, which includes a series of decisive components in the capitalization of the students' professional competences. This model constitutes the theoretical-conceptual basis of the research, its rationality consisting in the functional designation of the formative actions, having important consequences on the meaning of these ongoing actions.

3. Starting from the educational values of the Conceptual Model, from its formative objectivity, *the Technology for training students' professional skills in relation to English language learning (TTPS)* was conceived and elaborated, which has a primordial role in creating the premises for development and adaptation to the current requirements of the educational system by training **professional communication skills** in a foreign language. Connected to the specialty of **Fitness and recreation programs**, *the Technology of training professional skills* logically leads to placing the student at the center of the educational process as a competent specialist, the main actor in the teaching-learning process in his chosen specialty. The successful realization of this technology also involves a re-approach of the teaching-learning methodology by promoting and updating an active

pedagogy of the English language, especially interactive or bilateral methods, based on mutual changes of ideas and experiences, collaboration and interpersonal relationships, on the formation of social and action intelligence, as constituents of a contemporary formative education. It was concluded that learning English can be productive if the process focuses on five main **thematic fields** of activity (5C): *Communication, Culture, Connection, Comparison and Community*.

4. It was argued that from the perspective of its pedagogical functionality, TTPS has the following practical contributions: streamlining learning through various activities, supporting social and communicative relationships, fostering the educational approach, consolidating and supporting the communicative message in English. Therefore, TTPS is indispensable for the productive development in the training of students, attributing the quality of a state of normality in the actuality of education at university level. At the same time, TTPS does not only justify, but it necessarily demands the planned formative intervention, tilting the balance towards the positive pole. The statistical data of the results are a proof in this sense: the students' competences at the cognitive-motivational formative stage is lower (7.93 ± 0.18 , $V = 7.69\%$) compared to the average grade obtained in the second stage ($8,78 \pm 0.21$, $V = 7.43\%$). The differences registered between the results obtained by the students are significant, $t = 3.76$ at $P < 0.01$. The comparison of the differences found between the results obtained by the students in the two experimental conditions (E-C) at the first stage of the semester I demonstrates insignificant results, $t = 0.074$ at the threshold of $P > 0.05$. The competences of the experimental group, compared to the control group, are more efficient, with a statistically significant difference ($t = 2,640$, $P < 0.05$).

5. We find the achievement of goals by increasing the share of bilateral content of study disciplines, which have a performance effect in the development of student professionalism, oriented towards a certain goal - professional interests, teaching, sports, which are formed precisely in the realization of bilateral educational activity - foreign language in correlation with other fields, forming the following competences: learning competences - the student's willingness to self-organize, self-educate and regulate their own learning; English language communication skills in the field; linguistic-synchronous competence; communicative-verbal competence, ability to converse, to hold a dialogue, a scientific report in the chosen specialty; the ability to identify physical movements and communicate in a foreign language the motor actions learned; relational skills - provide guidance to the student in finding the sources of information he/she needs, for social collaboration, regardless of their concepts, attitude and individual value in the field of physical culture and sports; cultural-sports skills aimed at involving the English language in the activities of physical culture and sports, which the student must know and appreciate as a value of national culture.

6. The technology of training students' professional skills in relation to bilateral English language learning is linked to the emergence of new needs for organizing the knowledge activity.

Modeling the training conditions in the formation of professional skills were accepted by students "to a very large extent" at 63.64% and "large extent" 25.62%, amounting to 89.25%, which confirms the complexity and opportunity of the study in question.

Recommendations

1. In the contemporary university, teaching-learning presents the truths of science, by cultivating strong thinking and active relational communication. University education not only in the vision of assimilating knowledge, but also of creating and capitalizing on them through solid professional skills, can be achieved based on a *Strategy of bilateral university education*, explaining the purpose and objectives of learning modern language in relation to physical specialties through a monitoring of professional skills trained. The results of this research can be a real platform in developing this Strategy.

2. Higher education, as a specialized human activity, is conditioned by the level of human practice and the subjects involved. In order to essentialize this existential practice, it is rational to formatively substantiate other notions that would aim at university education, which would project its future, such as: **the rigor of modern language testing, positive eclecticism in the selection of subjects, globality of studies, dual educational platforms, communicative education in res (in reality).**

3. Starting from the idea that the university has as its social function the transmission of culture and the training of professional skills to carry on this culture, the training of high class specialists in the field of physical education and sports must be based on ensuring their own scientific research, showing solutions to the problems facing the field, one of them aiming at the **Quality Map in the European training of the physical education specialist**, elaborated also based on the results of the present research. The idea of its concrete realization would highlight the fact that the formative understanding of the educational act is emancipated by increasing the potential offered by the English language, as a postmodernist landmark in education.

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ADNOTARE

Nastas Natalia "Formarea competențelor profesionale la studenții instituțiilor de cultură fizică în cadrul disciplinei „Limba engleză”: teză de doctor în științe ale educației. Chișinău, 2020.

Structura tezei. Introducere, trei capitole, concluzii generale și recomandări, bibliografie din 238 de titluri, 8 anexe, 128 de pagini de text de bază, 30 figuri, 18 tabele. Rezultatele sunt publicate în 19 lucrări științifice.

Cuvinte-cheie: competențe profesionale, limba engleză, educație fizică și sport, competența profesională de comunicare, tehnologie de formare, mijloace de comunicare didactică, limbaj profesional, cultura fizică recreativă, instruire bilaterală.

Scopul lucrării constă în fundamentarea teoretico-practică a modernizării tehnologice a formării competențelor profesionale la studenții instituțiilor de cultură fizică în cadrul procesului educațional la disciplina „Limba engleză”.

Obiectivele cercetării: Studiarea și generalizarea teoriei și practicii procesului de formare a competențelor profesionale la studenții instituțiilor de cultură fizică în cadrul disciplinei „Limba engleză”; fundamentarea și elaborarea modelului conceptual de formare a competențelor profesionale la studenți, pornind de la principiile studierii limbii străine, ale competenței comunicative; consemnarea formativă a noțiunii de *instruire/învățare bilaterală*; determinarea structurii și conținutului pregătirii profesionale a studenților instituțiilor de educație fizică la Limba engleză, prin elaborarea și aplicarea unei tehnologii de formare; argumentarea experimentală a eficacității Tehnologiei de formare a competențelor profesionale a studenților instituțiilor de cultură fizică în raport cu învățarea limbii engleze.

Noutatea și originalitatea științifică rezidă în elaborarea și implementarea Tehnologiei formării competențelor profesionale ale studenților în raport cu învățarea limbii engleze, având la bază domeniile Comunicare, Cultură, Conexiune, Comparatie, Comunitate, fapt care a condus la eficientizarea procesului de formare a competențelor profesionale; aplicarea instruirii /învățării bilaterale în procesul educațional de la instituțiile de cultură fizică.

Rezultatele științifice obținute care au contribuit la soluționarea problemei științifice importante însumează: rezultativitatea fundamentării teoretico-aplicative a Tehnologiei formării competențelor profesionale ale studenților în raport cu învățarea limbii engleze: întemeierea, elaborarea și implementarea tehnologiei experimentale, ceea ce a avut ca efect formarea competențelor profesionale ale studenților în cinci domenii tematice, în vederea promovării și valorificării ideii instruirii /învățării bilaterale.

Semnificația teoretică este determinată de principiile metodice și organizatorice, fundamentate științific și experimental, ale procesului de formare a competenței profesionale în însușirea limbii engleze de către studenții instituțiilor de învățământ superior în domeniul educației fizice, care completează și extind substanțial concepțiile existente ale teoriei și metodicii educației fizice și ale antrenamentului sportiv, despre pregătirea specialiștilor în sfera culturii fizice și sportului; de asemenea, interpretarea și valorificarea noțiunii de instruire/învățare bilaterală.

Valoarea aplicativă a lucrării denotă posibilitatea aplicării în practică a tehnologiei experimentale elaborate, ceea ce poate influența demersul formativ în domeniul competențelor profesionale ale studenților, prin valorificarea limbii engleze.

Implementarea rezultatelor științifice. Rezultatele cercetării au fost implementate în cadrul procesului de instruire la disciplina Limba engleză la specialitatea Fitness și Programe de Recreare.

АННОТАЦИЯ

Настас Наталия: *Формирование профессиональных компетенций у студентов высших учебных заведений физического воспитания и спорта в рамках дисциплины «Английский язык»*: диссертация на соискание ученой степени доктора педагогических наук. Кишинэу, 2020

Структура работы: введение, 3 главы, общие выводы и рекомендации, литература - 238 источников, 8 приложений, 128 страницы основного текста, 30 рисунков, 18 таблиц. Полученные результаты опубликованы в 19 научных работах.

Ключевые слова: профессиональные компетенции, английский язык, физическое воспитание и спорт, профессиональная компетенция общения, технология образования, средства педагогического общения, профессиональная речь, рекреативная физическая культура, двустороннее обучение.

Цель исследования состоит в теоретико-практическом обосновании технологической модернизации формирования профессиональных компетенций у студентов высших учебных заведений физической культуры в рамках учебного процесса по дисциплине «Английский язык».

Задачи исследования: изучение теории и практики процесса формирования профессиональных компетенций студентов физкультурных вузов в рамках дисциплины «Английский язык»; обоснование и разработка концептуальной модели формирования профессиональных компетенций студентов, исходя из принципов изучения иностранного языка, коммуникативной компетенции; установление формирующего контекста пространства понятия *двустороннее учение/научение*; определение структуры и содержания профессиональной подготовки студентов физического воспитания и спорта в рамках дисциплины «Английский язык» путем разработки и внедрения технологической модели обучения; экспериментальное обоснование эффективности технологии формирования профессиональных компетенций студентов высших учебных заведений физического воспитания и спорта, связанных с изучением английского языка.

Научная новизна и оригинальность работы заключается в разработке и внедрении технологии формирования профессиональных компетенций студентов институтов физического воспитания и спорта, связанных с изучением английского языка, имеющих в основе общение, культуру, связь, сравнение, сообщество, что привело к оптимизации процесса формирования профессиональных компетенций; к применению обучения/ двустороннего обучения в учебном процессе в учреждениях физического воспитания.

Полученные результаты способствующие решению значимой научной проблемы, заключаются в результативности теоретико-прикладного обоснования технологии формирования профессиональных навыков студентов применительно к изучению английского языка: обосновании, разработке и внедрении экспериментальной технологии, что привело к формированию профессиональных компетенций студентов в пяти тематических областях, с целью продвижения и применения идеи обучения / двустороннего обучения.

Теоретическая значимость диссертации определена методическими и организационными, научно и экспериментально обоснованными, принципами процесса формирования профессиональных компетенций в рамках изучения английского языка студентами высших учебных заведений физического воспитания, которые дополняют и расширяют существующие концепции теории и методики физического воспитания и спортивной тренировки по подготовке специалистов в сфере физической культуры, а также в объяснении и применении идеи обучения / двустороннего обучения.

Практическая значимость работы заключается в возможности применения на практике разработанной экспериментальной технологии, что может повлиять на формирующий подход в области профессиональных компетенций студентов за счет использования английского языка.

Внедрение научных результатов. Результаты научных исследований были внедрены в учебный процесс в рамках дисциплины «Английский язык» по специальности Фитнес и рекреативные программы.

ANNOTATION

Nastas Natalia: *Training of professional skills for students of physical culture institutions within the "English language" discipline: PhD thesis in educational sciences. Chisinau, 2020.*

Structure of the thesis. Introduction, three chapters, general conclusions and recommendations, references of 238 titles, 8 annexes, 128 of basic text pages, 30 figures, 18 tables. The results are published in 19 scientific papers.

Keywords: professional skills, English, physical education and sports, professional communication skills, training technology, didactic means of communication, professional language, recreational physical culture, bilateral training.

The purpose of the paper consists in the theoretical-practical foundation of the technological modernization of the professional skills training for students of the physical culture institutions within the educational process in the discipline "English Language".

The research objectives. Studying and generalizing the theory and practice of the training process of the professional skills to the students of the physical culture institutions within the "English language" discipline; substantiation and elaboration of the conceptual model for training professional skills to students, starting from the principles of studying the foreign language, communicative skill; formative itinerary of *the bilateral training/learning notion*; determining the structure and content of the professional training of the students of the physical education and sports institutions in English discipline, by elaborating and applying the training technology; experimental argumentation of the Technology effectiveness for training professional skills of students from physical education institutions in relation to learning English.

The novelty and the scientific originality resides in the elaboration and implementation of the Technology of training professional skills of the students in relation to learning English language, based on the fields of Communication, Culture, Connection, Comparison, Community, fact that led to the efficiency of the process of training professional skills; applying bilateral training/ learning in the educational process from physical education institutions.

The scientific achieved results that contributed to solving the important scientific problem sum up: the result of the theoretical-applied Technology foundation for training the students' professional skills in relation to English language learning: establishment, elaboration and implementation of experimental technology, which had the effect the training of students professional skills in five thematic fields, in order to promote and capitalize on the bilateral training / learning idea.

Theoretical significance is determined by methodical and organizational principles, scientifically and experimentally substantiated, of the process of training professional skill in English language acquisition by students of higher education institutions in the field of physical education, which complement and substantially expand existing conceptions of physical education theory and methodology and sports training, about the training of specialists in the field of physical culture and sports; as well interpretation and capitalization of the bilateral training / learning notion.

The applicative value of the paper denotes the possibility of applying in practice the experimental developed technology, which can influence the formative approach in the field of students' professional skills, by capitalizing on the English language.

Implementation of scientific results. The results of the research were implemented within the education process in the English language discipline in the specialty of Fitness and Recreation Programs.

NASTAS Natalia

**TRAINING OF PROFESSIONAL SKILLS TO STUDENTS OF
PHYSICAL CULTURE INSTITUTIONS WITHIN THE “ENGLISH
LANGUAGE” DISCIPLINE**

Specialty: 533.04. Physical education, sports, kinetotherapy and recreation

Summary of the doctoral thesis in education sciences

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