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METHODOLOGY OF TEACHING FOREIGN (ENGLISH) LANGUAGE FOR STUDENTS-VOLUNTEERS OF SPORTING EVENTS

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This article discusses new methods of teaching English to students of non-linguistic specialties (the specialties “Physical Culture” and “Sports Pedagogical Practice” in particular) based on the use of basic words and expressions, suitable in situations and context for the sports events of various kinds, part of which is the participation of student volunteers from different countries.

Introduction. Currently, the holding of international sporting events is becoming increasingly important, and the number of states wishing to become the host country is growing every year. The organization of such events brings many advantages, which undoubtedly play a role in their growing popularity both among the older generation and among young people. Firstly, sporting events, such as, for example, the World Championships or European Games promote a healthy lifestyle and attract interest to sports. Secondly, the need to create conditions for the competition determines the construction of sports facilities and structures, which also increases the overall level of citizens' involvement in physical activity. The next advantage of holding large-scale sporting events is the inflow of investments, which bears a huge economic benefit. If the event is international, then certainly the tourist business will develop, since the influx of foreign citizens requires the necessary conditions for their admission. In general, large-scale sporting events create a festive atmosphere, where everyone can become part of it. Moreover, they cause patriotic feelings and pride for the citizens of the host country. These and many other positive aspects of holding sports forums motivate the desires of state leaders to become the host country of such events.

A large number of recently held international sports competitions led to the development of volunteer activities, since no sports competition can exist without the help of volunteers. The peculiarity of training volunteers for working at sports events of various types is most fully reflected in the unity and independence of three areas: linguistic and translation, psychological and pedagogical, organizational and managerial. Training volunteers in all three areas allows creating the most complete range of knowledge, skills and abilities necessary for the implementation of volunteering [1]. The linguistic and translational direction addresses the issues of the complex formation of foreign language training for volunteers, the problems of interaction between cultures in the context of tolerance and humanism, applied issues of translation of sports vocabulary. The areas related to the issues of overcoming the psychological barriers of intercultural communication and the selection of linguistic and didactic material for the integrated foreign language training of volunteers are also relevant and debatable [2].

One of the most important aspects of volunteer activities at international sports events of various sizes is the linguistic and translational aspect. A student, who has decided to try participating in the volunteer activity, needs to master a whole complex of skills and knowledge in order to achieve a good result in these activities. This complex includes such skills as the willingness to engage in dialogue in any situation and the ability to explain your thoughts clearly and briefly. However, the main part of preparing a volunteer for an international sporting event is studying and mastering the necessary lexical material consisting of not only the most used words and expressions (assistance, directions, etc.), but also of special terminology connected to sport,

which is an integral part of the preparation and holding the event. Such terminology is most often used in the corresponding characteristic of the object where an event is held.

By the reason of holding the second European Games in the Republic of Belarus in 2019, the volunteer movement among Belarusian students has reached a new level. On average, about eight thousand volunteers took part in this event, most of which were students from various universities of the Republic of Belarus. The main part of volunteering at European games in Minsk was the communication with foreign citizens, for which knowledge of the English language is a necessity. At the time of their volunteering, many students had already had a medium or high level of proficiency in English, but for many, communication in non-native language became an obstacle. At the F. Skorina Gomel State University, more than a hundred students took part in the volunteer movement. However, a large number (about 40%) of student volunteers from this educational institution were students of the Faculty of Foreign Languages, which implies a proficiency in English. The rest were students of other non-language faculties, including the Faculty of Physical Culture. Undoubtedly, the opportunity to participate at the sporting event was especially attractive to the students of this faculty, based on their specialty. However, our survey has revealed that only about 10% of the surveyed students of the specialty "Physical Culture" have the proper level of foreign language skills and about 20% have the elementary level of foreign language command. Moreover, the results of the survey revealed that a large number of students from this department refused to participate in the European games in 2019 due to the lack of knowledge of English at the required level.

Thus, conducting language training for GSU students who wish to become a part of the volunteer movement for their practice at international sporting events is, in our opinion, undoubtedly relevant. Presently, a number of textbooks and manuals have been published, aimed directly at teaching English to student volunteers. However, most of them are focused on teaching volunteers during a short period of time, while volunteer training takes place, and include only a glossary, without subsequent words-training exercises. In addition, language training in a group is known to show greater effectiveness than self-study with the help of textbooks.

The aim of our research was to develop a methodology of teaching students of various non-linguistic specialties (including the specialty "Physical Culture") the English language to the level required for volunteering at various international sports events.

The following categories have been put forward:

1) General vocabulary (assistance; answers to questions concerning everyday needs; directions, etc.);

For example, situations like: "Where can I find the bathroom?"; "Could you help me ..."; "Where is the ..."; "I think I've lost my ..." etc.; movement indication, for example: "Right", "Left", "Go down the street", etc.;

2) Sports terminology (sports; sports equipment; volunteer terminology, etc.);

For example, such words as: "Administration", "Catering", "Qualification", "Badges", "Venue"; sports and sports equipment, for example: "Fencing", "Long jump", "Racket", "Rowing", "Shooting", etc.;

3) Host Country (general knowledge of the country where the event is held: geographical location, history, culture, traditions and customs);

For example, such words as: "Custom", "Tradition", "Anthem", "Cuisine", "Location", etc.

It is also possible to divide the vocabulary according to the topics relevant to the kinds of volunteering:

1) Accommodation: Types of Accommodation;

2) Transport: Types of Transportation;

3) Catering: Types of Catering;

4) Interaction with the media (Media Operations);

5) Navigation and Directions, etc.

Classes based on these categories should also include the analysis of the general grammar of the English language, to develop the ability to articulate their thoughts and answers to questions

correctly. According to the goal of foreign-language training of volunteer students to work at a sporting event, it is logical to attempt to avoid oversaturation of the content of the grammatical component, and try putting emphasis on a brief, schematic explanation of the structures of everyday communication. At the same time, however, the need to develop students' communication skills must not be ignored.

We recommend dividing the lesson into two parts for 30-40 minutes:

- The first part, which includes spelling explanation and pronunciation of new vocabulary, as well as explanation of new grammar rules;

- The second part, which is aimed to exercise and repeat the old material and practice the new one.

Such classes should be held 1-2 times a week on an optional basis, so as not to interfere with the basic educational process of students. Moreover, an important part of this technique is the use of visual material, especially video- and audio materials, in order to give a better explanation of the new vocabulary and prepare students for future activities. We advise to use the media resources, such as videos and short films, which through the use of illustrations, audio and video accompaniment facilitate the perception of the material and contribute to its better assimilation. Video- and audio materials help students to learn how to perceive speech at the hearing, as well as overcome such learning tasks as, for example: examining dialects of a language, obtaining new knowledge about the country of the language, using already known vocabulary and expanding it, using video for searching for language information and many more [3].

Moreover, based on the **research methods** used (questioning, data collection, survey), we found that about 45% of the surveyed students of the Faculty of Physical Culture of GSU refused to participate in volunteering at the European Games in Minsk, due to the fear of communicating with foreign citizens, which is also connected with their lack of confidence in their level of proficiency of a foreign language. Therefore, it is important for this technique to increase confidence of the students and their knowledge in order to help them overcome this fear. In this case, various interactive exercises will be useful, for instance, "situations", where two or three students need to play situations that may arise during their volunteer practice, while communicating in a foreign language. It is important to bring the training as close to reality as possible so that students may acquire increased self-confidence and level of preparedness for any possible situation at a sporting event.

Due to training without excessive pressure and stress, with the inclusion of video and audio material that is interesting for students, our classes were perceived by students easily and without tension. The main focus of this method is to memorize new words and vocabulary on the topics necessary for sporting events, as well as their subsequent use in practical exercises. The level of motivation and interest in studying was positively affected by the provision of the opportunity for students to offer their words and expressions, or ways to learn new vocabulary. An important aspect of the methodology was the encouragement of any student initiative that had a positive effect on the learning process.

An additional way of reducing pressure on students is possible through involving students from other faculties (in particular, from the Faculty of Foreign Languages) to fulfill the role of a teacher. Thus, learning will grow into a club or interest group, rather than a formal lesson.

In order to test the developed methodology we conducted a preliminary experiment, in which 15 students of the Faculty of Physical Culture participated. Even after using this technique for a short period of time, students mastered a large number of new foreign words, and also noted an increase in the level of motivation to learn a language.

Results and conclusions of the research. To sum up, it should be noted that volunteering at international sporting events requires students to be ready to work with their native and foreign languages in various social situations. Of course, the knowledge of a foreign language and the ability to use it properly plays an important role in the level of training of the volunteers. However, mainly the confidence in their knowledge is often the main factor of success. For many students, especially those whose specialty is not connected with the study of languages, the language barrier is the main obstacle for the successful performance as a volunteer at international sporting events. For such cases, we developed a technique that allows teaching English in a relaxed atmosphere in a group of students, using different visual materials and a variety of teaching methods, which not only guarantees learning the necessary vocabulary for future volunteering at sports events, but also

creates the base for further studies of English. The result will also be affected by the common goal of students to try themselves in volunteering, to overcome the fear of communicating with foreign citizens and to gain confidence in their level of English proficiency.

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МЕТОДОЛОГИЯ ОБУЧЕНИЯ ИНОСТРАННОМУ (АНГЛИЙСКОМУ) ЯЗЫКУ ДЛЯ СТУДЕНТОВ-ВОЛОНТЕРОВ СПОРТИВНЫХ МЕРОПРИЯТИЙ

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В данной статье рассматриваются новые методы обучения английскому языку студентов неязыковых специальностей (в частности, специальностей «Физическая культура» и «Спортивная педагогическая практика»), основанных на использовании основных слов и выражений, подходящих в ситуациях и контексте для спортивных мероприятий. различных видов, частью которых является участие студентов-волонтеров из разных стран.

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COMPARISON OF RULES FOR SPORT: BOXING ON OLYMPIC GAMES 2012 AND 2016

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After passing each Olympic cycle in many sports begin to change the rules. In many ways, this is done for the following reasons: 1) To raise interest from the audience and fans. 2) To increase the objectivity of refereeing, that is, the evaluation criteria are being simplified. Not only in order to avoid an unjust judicial decision, but also, again, to be understood by ordinary spectators for what points athletes are given points and points for. 3) To increase the dynamism and density of the time of battle, fight. Therefore, a comparative analysis of the last 2 summer Olympic games of 2012 and 2016 should be carried out.

Objective: to analyze the changes in the rules in boxing.

The results of the study and their discussion: With the change of the rules of the sport, the tactics and the manner of conducting the bout, the athlete's battlefield and the method of preparing for the competition change. Further, using the example of boxing sports, a comparison will be made of how the rule changes influenced the example of the two Olympic Games, namely 2012 and 2016.