

оздоровительных систем способствуют снижению массы тела и значительно улучшают силовые возможности студенток и в достаточной степени развивают гибкость, подвижность суставов, сердечно-сосудистую и дыхательную системы. Но для этого основным положением является систематичность занятий – не менее двух-трех раз в неделю. Комплексный эффект в улучшении состояния здоровья студенток, на наш взгляд, достигается при использовании рационального двигательного режима, включения комплексов аэробных нагрузок как в структуру физкультурного занятия, так и в ежедневную двигательную активность.

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TEACHING FOREIGN LANGUAGE PROFESSIONALLY ORIENTED VOCABULARY TO STUDENTS OF THE SPECIALTY «COACHING»

The article is devoted to the description of methods of teaching professionally oriented vocabulary to students of the specialty “coaching”. In the work, the following teaching methods are described: the use of sets of exercises grouped according to the lexical topic; use of electronic learning tools (game software simulators, educational gaming applications). Both methods can be successfully combined with each other or with other known methods of teaching professionally oriented vocabulary.

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ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОЙ ЛЕКСИКЕ СТУДЕНТОВ СПЕЦИАЛЬНОСТИ «ТРЕНЕРСКАЯ ДЕЯТЕЛЬНОСТЬ»

Статья посвящена описанию методов обучения профессионально ориентированной лексике студентов специальности «тренерская деятельность». В работе рассматриваются следующие методы обучения: использование комплексов упражнений, сгруппированных

согласно лексической теме; использование электронных средств обучения (игровых симуляторов, обучающих игровых приложений). Оба метода могут быть успешно комбинированы друг с другом или с другими известными методами обучения профессионально ориентированной лексике.

In the modern world, knowledge of a foreign language is necessary for a specialist of any profile. Due to this, almost all curricula of higher educational institutions of the Republic of Belarus include the study of a foreign language, in most of the cases – the English language. Moreover, foreign languages are an important part of the educational process not only of the specialties directly related to their study, such as “Foreign Languages” or “International Relations”, but also of other specialties, in particular, of specialties related to sports activities and physical culture.

The importance of knowledge of a foreign language for specialists related to sports and physical culture is determined, first of all, by the intensive development of the international sports contacts and the increasing competition of rivals in international competitions, which implies the need for communication between athletes and coaches in English. Moreover, according to A. V. Levchenko and N. V. Mayorova, knowledge of at least one foreign language is a necessity for athletes, Physical Education teachers, coaches of various types of sport, due to the following factors: firstly, representatives of the professions mentioned above need to constantly improve their knowledge and experience, which is impossible without getting acquainted with new international achievements in the field of theory and practice of physical culture and sports [1, p. 74]; secondly, competitive and training practice, in which all professional coaches and athletes are involved, implies communication in a foreign language, constant international contacts; thirdly, participation in the international seminars for coaches and judges of various sports, the implementation of written contacts in order to participate in competitions, the need to study constant changes in the rules of competitions, the opportunity to participate in international congresses, symposiums, seminars and conferences on the development of physical culture and sport in the world are also the reasons for the importance of knowing a foreign language for the professional development of athletes, coaches and specialists in the field of physical culture and sports [1, p. 74].

All of the above-mentioned factors determine the relevance of research aimed at finding the most effective methods of teaching a foreign language to students of the Faculty of Physical Education, especially of the specialty “*Coaching*”, which implies fairly frequent communication in a foreign language due to promising participation in various international competitions.

Mastering the foreign language competence by students of the faculty of Physical Culture (in particular, students potentially involved in coaching activity) includes not only the ability to communicate with colleagues and other athletes on a daily basis, but also knowledge of special foreign language terminology of their field of activity, or, in other words, *professionally oriented vocabulary*. In this regard, there are increased requirements for the language training of coaching specialists, which is expressed in the introduction of relevant disciplines into the curriculum of the specialty.

The purpose of this work is to describe the methods of teaching professionally-oriented vocabulary to students of the specialty "Coaching".

In the methodological literature, three stages of the formation of lexical skills are distinguished: *introduction, training, application*. For successful memorization, recognition in speech and use of professionally oriented vocabulary by students, the teacher is required to undertake purposeful work to ensure mastering new vocabulary in the professional field of students, which involves solving the following tasks:

- 1) familiarizing students with new professional vocabulary and its meaning;
- 2) training in the use of new vocabulary in speech;
- 3) checking the students' independent use of new vocabulary in speech, the formation of their active vocabulary.

In our work we will describe two ways of teaching professionally oriented vocabulary to students of the specialty “Coaching”, which can help teacher with solving the above-mentioned tasks.

1. Using the complexes of exercises grouped according to the lexical topic.

According to N. S. Vakhrameeva, the reproduction of lexical units studied by students should be brought to automatism, which implies the need for *a system of targeted exercises* specially designed for a particular lexical topic [2, p. 25]. It is most expedient to compose such sets of exercises according to various sports topics, as well as focus them on the latest achievements in the field of physical culture and sports. In addition, the teaching materials used should reflect the professional interests of students, give them the opportunity not only for the development of vocabulary, but also for general professional growth. Following the above-mentioned points, it is possible to facilitate the familiarization of students with professionally oriented vocabulary, the study of which often causes difficulties. For example, the components of the complex may be lexical exercises such as “*match the words from line 1 with the suitable words from line 2 to make word combinations*”; “*match the words with their definitions*”; “*match the synonyms/match the opposites*”; “*choose the right word*” and so on. Thus, after the introduction of a new professionally-oriented vocabulary, with the help of a variety of exercises it is possible to successfully train it, as well as to ensure and check its independent later use by students.

An example of possible exercises for training professionally-oriented vocabulary on the topic “*Track-and-field*” is presented below in the *Table 1*. The following professionally-oriented vocabulary can potentially be trained: *height, speed, decathlon, relay, obstacle, victory, race, pace, speed, athlete, sportsman, hurdles, obstacles competition, contest, victory, track-and-field, athletics, dash, middle distance, endurance, throwing, powerlifting, crossbar, vaulting, high jumping*.

Such various exercises are able to form not only an isolated concept of the meaning of the professionally oriented vocabulary being studied, but also the concept of the contextual use of new vocabulary, that is, in those phrases in which they occur in speech. It is also advisable to give a more complete context of the use of words before presenting exercises – for example, read an article or a text including new vocabulary. After completing a certain number of exercises, the teacher can proceed to the stage of verbal training of words, evaluating the correctness of their pronunciation and use.

2. Using the electronic learning tools (ELT)

The use of modern information technologies, in particular electronic learning tools, is especially relevant when teaching foreign languages. The clear advantages of using ELT in a foreign language lesson are the motivational potential of these teaching tools, ensuring the diversity of the educational process and its modernization [3]. Thus, the use of ELT has become an integral part of modern foreign language class. The following ELT can be used to learn professionally oriented vocabulary.

A) game software simulators

In foreign language class, to practice and test the knowledge of the newly learned professionally oriented vocabulary *game software simulators* can be used. Such tools give users the ability to create their own quests or tasks that can be solved by students with the current or subsequent supervision of the teacher. In particular, the interactive program “*Kahoot!*” allows to create a game environment during class, which is rarely possible when learning new vocabulary. With the help of this gaming simulator the teacher creates an online-test, to which students respond in real time from any device connected to the Internet. In the course of the lesson, students answer the questions, complete tasks and compete in getting the maximum set of points. The whole process is accompanied by various animations, images or audio and video materials. Thus, to study the vocabulary on the topic mentioned above – «*Track-and-Field*», an online-test in the above-mentioned game software can be created, where students will have to type or choose the correct response to each question. Such questions as “*what is shown in the picture?*” or “*pick the right translation for the word*” can be used. After completing each question intermediate results will be displayed on the screen, with the award of first, second and third places, according to the number of correct answers. The thematic vocabulary exercises described earlier can also be loaded into the program, which can diversify the process of solving them.

The competitive element of educational and game software can differentiate the process of learning, and atypical tasks designed in the form of a game increases students' motivation to study new vocabulary. The thematic vocabulary exercises described earlier can also be loaded into the program, which can diversify the process of solving them. Thus, the interactive program “*Kahoot!*”

introduces diversity into the educational process, and consequently, improves the quality of learning new professionally oriented vocabulary.

Table 1 – Possible exercises for training professionally-oriented vocabulary on the topic «Track-and-field»

№	The exercise condition	The exercise	The solution	The trained vocabulary used in the exercise
1.	Match the words (written in italics) with their definitions.	<i>Height, decathlon, relay, obstacle, victory, speed.</i> 1. A particular distance above the ground. 2. The rate at which somebody/something moves/travels. 3. A race between teams in which each member of the team runs or swims one section of the race. 4. Success in a game, an election, a war, etc. 5. A sporting event in which people compete in ten different sports. 6. An object that is in your way and that makes it difficult for you to move forward.	1 – height 2 – speed 3 – relay 4 – victory 5 – decathlon 6 – obstacle	<i>Height, speed, decathlon, relay, obstacle, victory, race</i>
2.	Match the synonyms.	A: pace, athlete, hurdles, competition, success, track-and-field, race; B: obstacles, victory, a contest, a sportsman, speed, athletics, dash.	1 pace – speed 2 athlete – sportsman 3 hurdles – obstacles 4 competition – a contest 5 success – victory 6 track-and-field – athletics 7 race – dash	<i>Pace, speed, athlete, sportsman, hurdles, obstacles, competition, contest, victory, track-and-field, athletics, race, dash</i>
3.	Choose the right word.	1. Middle distance runners need speed but also (brevity/endurance). 2. Track-and-field includes running, jumping, and (throwing/swimming). 3. (Track-and-field/Powerlifting) is an important part of the Olympic Games. 4. Track-and-field meets take place mostly in an (indoor/outdoor) stadium. 5. A crossbar in vaulting is (lower/higher) than in high jumping.	1 Endurance 2 Throwing 3 Track-and-field 4 Outdoor 5 higher	<i>Middle distance, endurance, throwing, track-and-field, powerlifting, crossbar, vaulting, high jumping</i>

B) educational gaming applications

Educational gaming applications are electronic (most often mobile) applications that are used to practice the learned material. For example, during foreign language classes, educational and

gaming application for learning language “Quizlet” can be used, which allows to master subjects using the so-called “cards” (memory cards, flashcards) and tests. Cards for memorizing the material can be created by the teacher and by the students themselves. In addition, the application has precreated modular sets of cards that can be used by students to study or review topics. This application has become particularly popular among those who study foreign languages, since the method of learning new vocabulary using memory cards is one of the most convenient and effective, especially for beginners. Thus, a set of memory cards with new vocabulary can be created using the “Quizlet” app and offered to students for practicing.

Thus, mastering a professionally oriented vocabulary is a particularly important part of teaching a foreign language to future coaching specialists, based on the features and potential of the specialty. It is important for the teachers to choose teaching methods that are suitable for them and can effectively be applied during class. Among the possible methods are the ones described in this work: “*using the complexes of exercises grouped according to the lexical topic*” and “*using the educational games and programs*”. Both methods can be combined or alternated with each other, as well as with other possible methods of teaching professionally oriented vocabulary.

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