



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th September, 2026

Website: <https://econferencia.com>

DEVELOPING STUDENTS' PROFESSIONAL COMMUNICATIVE COMPETENCE THROUGH SPORTS TERMINOLOGY

Jaxongir Abdisalomovich Kenjabayev

PhD in Pedagogical Sciences, Associate Professor

Termez State University, Uzbekistan

Abstract

This thesis examines the pedagogical and methodological potential of teaching English through sports terminology for developing the professional communicative competence of students majoring in sports activity. Particular attention is given to the integrated use of English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), English as a Medium of Instruction (EMI), and Task-Based Language Teaching (TBLT). The paper argues that professionally oriented terminology, authentic sports discourse, contextualized tasks, and digital learning resources create favorable conditions for improving students' lexical, communicative, and professional abilities in English.

Keywords: Professional communicative competence, sports terminology, English language teaching, ESP, CLIL, EMI, TBLT, sports discourse, professional communication.

The modernization of higher education requires graduates to possess not only profound subject knowledge but also the ability to communicate effectively in international professional environments. This requirement is especially relevant in the field of sports, where athletes, coaches, referees, managers, researchers, and other specialists regularly participate in international competitions, seminars, training camps, scientific events, and professional exchanges. English has become one of the main languages of communication in these settings. Therefore,



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th September, 2026

Website: <https://econferencia.com>

the development of professional communicative competence in English should be regarded as an essential component of the training of students majoring in sports activity.

Professional communicative competence is a complex and multidimensional phenomenon. It includes linguistic knowledge, the ability to use appropriate terminology, sociolinguistic awareness, discourse competence, strategic competence, and the capacity to interact successfully in specific professional situations. In sports education, this competence cannot be formed effectively through general English materials alone. Students need systematic exposure to field-specific vocabulary, communicative patterns, instructions, rules, descriptions of techniques, competition procedures, and authentic professional discourse. Sports terminology therefore becomes both a subject of learning and a practical instrument of communication.

The vocabulary of sport is characterized by a high degree of specialization and functional diversity. Terms such as warm-up, endurance, sprint, tackle, pass, serve, rebound, referee, penalty, injury prevention, training load, recovery, and performance assessment carry precise meanings within professional contexts. Their correct use requires more than simple memorization. Students should understand their definitions, pronunciation, grammatical behavior, collocations, and communicative functions. For this reason, terminology should be introduced through meaningful contexts, examples, dialogues, authentic texts, and practical tasks that reflect the realities of the sports profession.

One of the most appropriate methodological foundations for such instruction is English for Specific Purposes (ESP). ESP is based on the analysis of learners' professional needs and the selection of language material that corresponds to those needs. In sports education, the ESP approach allows the teacher to organize vocabulary, reading, listening, speaking, and writing activities around the



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th September, 2026

Website: <https://econferencia.com>

professional interests of students. For example, students may learn to describe training sessions, explain the rules of a game, report the results of a competition, discuss an athlete's performance, or give safety instructions. In this way, language learning becomes directly connected with future professional activity. The effectiveness of ESP can be strengthened through Content and Language Integrated Learning (CLIL). CLIL provides opportunities to learn subject content and a foreign language simultaneously. Its four core components - content, communication, cognition, and culture - are particularly relevant to sports education. Content introduces students to professional knowledge; communication encourages them to use English to exchange information; cognition develops problem-solving and analytical skills; and culture prepares learners for intercultural interaction in international sports environments. The integration of these components transforms the English lesson into a professionally meaningful learning environment.

English as a Medium of Instruction (EMI) can also contribute to the development of professional communicative competence. Selected elements of practical and theoretical sports classes may be delivered partially or fully in English. For instance, a teacher may explain the stages of a warm-up, demonstrate a technique, provide safety instructions, or discuss competition regulations using English. Regular exposure to English in such situations enables students to become familiar with professional speech patterns and increases their confidence in listening and speaking. EMI should be introduced gradually and supported with visual materials, glossaries, and scaffolding techniques so that language difficulties do not prevent students from understanding professional content.

Task-Based Language Teaching (TBLT) is another important element of an innovative methodological system. TBLT focuses on the completion of meaningful tasks rather than the isolated study of language forms. In sports-



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th September, 2026

Website: <https://econferencia.com>

oriented English classes, tasks can imitate real professional situations: conducting an interview with an athlete, preparing a match report, giving coaching instructions, explaining the rules of a sport, discussing an injury with medical staff, or presenting a training program. Such activities activate vocabulary and grammar in context and encourage students to use English for a clear communicative purpose.

An integrated ESP-CLIL-EMI-TBLT model creates a logical sequence of learning. At the initial stage, students acquire basic terminology and language structures. They then apply this knowledge while studying sports-related content, receiving professional information through English, and completing communicative tasks. As a result, terminology moves from passive recognition to active and purposeful use. This progression is important because professional competence is demonstrated not by the number of terms memorized but by the learner's ability to select and use appropriate language in authentic or simulated professional situations.

The development of professional communicative competence should be assessed through criteria that reflect real language use. Traditional vocabulary tests may show whether students remember terms, but they do not fully demonstrate communicative ability. Assessment should therefore include oral presentations, role plays, problem-solving tasks, listening activities, written reports, and situational dialogues. These forms of assessment help determine whether a student can understand professional information, formulate an appropriate response, use terminology accurately, and maintain communication in a sports-related context.

Another important factor is the creation of a specialized sports terminology bank. Such a resource may contain terms from football, basketball, volleyball, athletics, wrestling, tennis, sports management, sports medicine, and other areas. Each



International Conference on Education, Psychology and Humanities

Hosted Online from Moscow, Russia

Date: 28th September, 2026

Website: <https://econferencia.com>

entry should ideally provide the English term, translation, pronunciation, definition, example sentence, and a typical communicative situation. A structured terminology bank can serve as a foundation for classroom tasks, independent learning, digital exercises, and professional communication practice.

In conclusion, teaching English through sports terminology is an effective means of developing the professional communicative competence of students majoring in sports activity. The integrated application of ESP, CLIL, EMI, and TBLT creates a professionally oriented, communicative, and learner-centered environment. It helps students acquire specialized vocabulary, understand authentic sports discourse, perform professional tasks in English, and participate more confidently in international communication. The systematic use of sports terminology combined with digital resources and practice-based assessment can significantly strengthen the relationship between foreign language education and professional preparation in higher education.

References

1. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge: Cambridge University Press.
2. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
3. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
4. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
5. Dearden, J. (2014). *English as a Medium of Instruction: A Growing Global Phenomenon*. Oxford: University of Oxford.