



LINGUISTIC AND LINGUODIDACTIC PROBLEMS IN  
DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE OF  
PHYSICAL EDUCATION STUDENTS

*Shahobidinova Dilnavoz Bahodir qizi*

*Namangan Davlat Universiteti tayanch doktoranti*

*Email:shahobiddinovadilnavoz325@gmail.com*

*Tel:998934911909*

*<https://doi.org/10.5281/zenodo.13948902>*

**Annotatsiya:** Ushbu maqola jismoniy tarbiya talabalari o'rtasida kasbiy kommunikativ kompetentsiyani oshirishda lingvistik va lingvodidaktik muammolarni ko'rib chiqadi. U hozirgi tadqiqotlar, o'qitish usullari va innovatsion yondashuvlarni ta'kidlab, maqsadli ESP yo'riqnomasining kasbiy ehtiyojlarni qondirish uchun muhimligini ta'kidlaydi.

**Kalit so'zlar:** ESP, kasbiy kompetensiya, kommunikativ kompetensiya, lingvodidaktika, jismoniy tarbiya, til o'rgatish, metodologiya, nutq, tilni tozalash,

**Abstract:** This article examines the linguistic and linguodidactic challenges in improving professional communicative competence among Physical Education students. It highlights current research, teaching methods, and innovative approaches, emphasizing the importance of targeted ESP instruction to meet professional needs.

**Keywords:** ESP, professional competence, communicative competence, linguodidactics, physical education, language teaching, methodology, discourse, language for specific purposes, competence development

**Аннотация:** В этой статье рассматриваются лингвистические и лингводидактические проблемы в улучшении профессиональной коммуникативной компетентности среди студентов факультета физического воспитания. В ней освещаются текущие исследования, методы обучения и инновационные подходы, подчеркивая важность целевого обучения ESP для удовлетворения профессиональных потребностей.



**Ключевые слова:** ESP, профессиональная компетенция, коммуникативная компетенция, лингводидактика, физическое воспитание, преподавание языка, методика, дискурс, язык для специальных целей, развитие компетенций

**Introduction:**

According to the President Shavkat Mirziyoyev, improving the quality of foreign language education and strengthening communicative competence among students in all fields, including Physical Education, has been identified as a national priority. This decree calls for the integration of modern pedagogical technologies and targeted ESP programs into higher education curricula.

In recent years, there has been increasing emphasis on developing the communicative competence of university students, particularly those in professional tracks like Physical Education. As global mobility and international collaboration expand, students are expected to possess not only physical and pedagogical skills but also the ability to communicate effectively in professional contexts in English. The importance of English for Specific Purposes (ESP) in the curriculum of Physical Education is therefore becoming more pronounced.

The concept of "professional-communicative competence" encompasses the ability to engage in professional discourse, use appropriate terminology, and apply language skills in real-life situations. For Physical Education students, this includes understanding and delivering instructions, coaching, writing reports, and participating in academic or professional discussions in English.

However, integrating ESP into Physical Education curricula is not without challenges. These include a lack of tailored materials, limited teacher expertise in both language and subject matter, and insufficient emphasis on communicative practices. Moreover, linguistic and linguodidactic problems such as the inappropriate selection of vocabulary, inefficient task design, and failure to align content with learners' professional needs hinder effective teaching.

This article aims to explore these linguistic and linguodidactic issues and analyze scholarly contributions to the field. By comparing existing methods and



innovations, the study offers insight into effective strategies for improving the professional communicative competence of students in Physical Education.

### **Literature Review and Methodology:**

Several scholars have addressed the role of ESP in non-linguistic faculties. Dudley-Evans and St. John (1998) emphasized the need for needs analysis and tailored materials in ESP instruction. Their framework laid the foundation for ESP courses based on specific learner contexts. Strevens (1988) also identified key features of ESP, such as focus on learner needs and relevancy of content.

Hutchinson and Waters (1987) proposed a learning-centered approach to ESP, highlighting that language instruction should be guided by the learners' professional realities. This is particularly relevant for Physical Education students, who require terminology related to anatomy, movement, training techniques, and safety protocols.

In the Central Asian context, Karimov (2020) explored ESP curriculum integration in sports faculties and found that students often struggle with discipline-specific vocabulary. His methodology involved surveys and experimental teaching models, showing measurable improvement in student performance after exposure to targeted materials. Nuriddinova (2021) introduced interactive methods such as role-play and simulation for improving communicative skills among Physical Education students. Her results suggested that active involvement in realistic tasks enhances vocabulary retention and contextual fluency.

The methodology of this paper is based on a comparative analysis of existing literature, combined with the synthesis of teaching models tested in various educational settings. The key approach involves evaluating the effectiveness of linguodidactic methods—specifically task-based learning, content-based instruction, and discourse analysis—in achieving the desired competence outcomes.

### **Results and Discussion:**

The review of literature confirms that while numerous approaches exist, many lack specificity for Physical Education students. For instance, while task-based learning is effective in general ESP, when applied to sports contexts without adaptation, it may not yield expected results. Karimov's focus on terminology





acquisition through contextualized reading tasks was found particularly effective for this group. Additionally, discourse-based approaches that analyze real-life communication situations (e.g., coach-athlete dialogues) have proven beneficial. Such methods help students grasp not only vocabulary but also tone, style, and pragmatic elements of communication.

We conducted a survey on my topic at Namangan State University at the faculty of physical culture and sport. We gave some question sheets to the students and analysed. There are our questions:

1. How would you rate your current level of English proficiency?
2. How often do you practice English for professional communication (e.g., sport-related discussions, presentations)?
3. What challenges do you face when communicating in English in your field?
4. Which linguistic skills do you find most difficult to develop? (Speaking, Listening, Reading, Writing)
5. Are the current teaching methods effective for improving your professional English?
6. What type of support would help you improve your communicative competence? (Choose all that apply)

According to the our survey, this table result came out:

Questions	Options/Categories	Number of respondents	percentage
1.English proficiency level	Beginner	15	30%
	intermediate	25	50%
	advanced	10	20%
2.Frequency of use	Rarely	20	40%
	sometimes	18	36%
	Often	12	24%
3.Main challenges	Lack of vocabulary	30	60%



	Grammar difficulty	20	40%
	Pronunciation problem	15	30%
4.Difficult skill	Speaking	28	56%
	Listening	15	30%
	Reading	5	10%
	Writing	2	4%
5.Teaching method effectiveness	Yes	18	36%
	No	32	64%
6.Needed support	Extra speaking practice	35	70%
	English for specific purpose(ESP)materials	30	60%
	Online courses	20	40%
	Workshop with native speakers	25	50%

The comparative analysis also reveals that the most effective methods combine both linguistic and professional training. Students' role-play tasks, which simulate injury assessment or training session planning, were especially successful in improving speaking and listening competence.

Based on this synthesis, we propose a modular ESP model for Physical Education students, which integrates the following:

- Thematic vocabulary building through sports journals and videos
- Communicative tasks like planning training sessions or explaining exercises
- Reflection and self-assessment for competence tracking

This model addresses linguistic (vocabulary, grammar, pronunciation) and linguodidactic (method design, task alignment) issues simultaneously, providing a more holistic development of professional communicative competence.

### **Conclusion**



The findings show that addressing both linguistic and linguodidactic issues is crucial for developing the communicative competence of Physical Education students. Methodologies that are learner-centered, context-specific, and interactive lead to better outcomes. Literature supports the integration of discourse analysis, role-play, and task-based approaches tailored to the professional needs of these students.

The proposed modular approach offers a new perspective for ESP instructors working in non-linguistic faculties. Its adaptability and focus on real-world communication make it a promising innovation in language education for Physical Education.

### **References:**

1. Shavkat Mirziyoyev „Decree of the Republic of Uzbekistan No. PF-60, dated January 28, 2022, titled “On the Development Strategy of New Uzbekistan for 2022–2026”,
2. Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge University Press. pp. 11–35.
3. Strevens, P. (1988). *ESP after Twenty Years: A Re-Appraisal*. SEAMEO Regional Language Centre. pp. 1–13.
4. Karimov, B. (2020). "ESP Integration in Sports Education". *Journal of Foreign Language Education*, 4(2), pp. 65–73.
5. Nuriddinova, M. (2021). "Interactive Strategies for ESP Teaching in Physical Education". *Modern Pedagogy*, 6(1), pp. 88–93.
6. *Uzbekistan National Development Strategy 2022–2026*. (2022). Presidential Decree No. PF-60.
7. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press. pp. 21–47.