

**COMPARATIVE ANALYSIS FOR DEVELOPING THE
PROFESSIONAL-COMMUNICATIVE COMPETENCE OF STUDENTS
IN ENGLISH (AS AN EXAMPLE OF FOREIGN EXPERIENCE)**

Shahobiddinova Dilnavoz Bahodir qizi

Na,angan state university doktorant

E-mail: Shahobiddinovadilnavoz329@gmail.com

[Tel:+998934911909](tel:+998934911909)

Annotation: This article examines the role of English for Specific Purposes (ESP) and its types in developing professional-communicative competence among physical education students. It highlights foreign experiences, methodological approaches, and pedagogical innovations aimed at integrating communicative skills into sports education. Practical examples of ESP application in sports contexts are analyzed.

Keywords: communicative competence, physical education, ESP, sports communication, professional development, foreign experience, methodology, language teaching, intercultural communication, task-based learning.

**TALABALARNING INGLIZ TILIDAGI KASBIY-KOMMUNIKATIV
KOMPETENTSIYASINI RIVOJLANTIRISH BO'YICHA QIYOSIY
TAHLIL (XORIJIY TAJRIBA MISOLI SIFATIDA)**

Annotatsiya: Ushbu maqolada jismoniy tarbiya talabalari o'rtasida kasbiy-kommunikativ kompetentsiyani rivojlantirishda maxsus maqsadlar uchun ingliz tili (ESP) va uning turlari ko'rib chiqiladi. Unda xorijiy tajribalar, uslubiy yondashuvlar va pedagogik innovatsiyalar yoritilgan va kommunikativ ko'nikmalarni sport ta'limiga kiritishga qaratilgan. Sport kontekstlarida ESP qo'llanilishining amaliy misollari tahlil qilinadi.

Kalit so'zlar: kommunikativ kompetentsiya, jismoniy tarbiya, ESP, sport muloqoti, malaka oshirish, xorijiy tajriba, metodologiya, til o'rgatish, madaniyatlararo muloqot, vazifaga asoslangan ta'lim.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ (НА ПРИМЕРЕ ЗАРУБЕЖНОГО ОПЫТА)

Аннотация: В данной статье рассматривается роль английского языка для специальных целей (ESP) и его видов в развитии профессионально-коммуникативной компетентности студентов, обучающихся по специальности «Физическая культура». В статье освещается зарубежный опыт, методические подходы и педагогические инновации, направленные на интеграцию коммуникативных навыков в спортивное образование. Анализируются практические примеры применения ESP в спортивном контексте.

Ключевые слова: коммуникативная компетентность, физическое воспитание, ESP, спортивная коммуникация, профессиональное развитие, зарубежный опыт, методика, преподавание языка, межкультурная коммуникация, обучение на основе задач

Introduction

In recent decades, globalization has made English a dominant language of international sports communication, education, and research. Therefore, developing professional-communicative competence in English among physical education students has become a strategic goal in higher education. According to UNESCO (2017), language competence contributes to inclusive and quality education, helping future specialists engage in international collaboration and academic exchange.

In Uzbekistan, the Presidential Decree PQ-5117 (2021) “On measures to bring

the learning of foreign languages to a qualitatively new level” sets the foundation for integrating communicative and professional competencies into curricula. This is particularly relevant for physical education students, who need English not only for communication but also for professional purposes — such as coaching, sports science research, and participation in international seminars.

English for Specific Purposes (ESP) plays a crucial role in this process. ESP focuses on teaching English tailored to the learner’s professional needs. As Hutchinson and Waters (1987) state, “ESP is an approach, not a product — it is based on the learner’s reasons for learning.” ESP is typically divided into two major types:

English for Academic Purposes (EAP) – used for research, lectures, and academic study in physical education faculties.

English for Occupational Purposes (EOP) – used in real professional contexts, such as coaching, refereeing, or sports journalism.

For example, a student studying Sports Medicine needs EAP to read and discuss research articles on physiology, while a future coach needs EOP to communicate with athletes or foreign referees.

According to Canale and Swain (1980), communicative competence integrates grammatical, sociolinguistic, discourse, and strategic abilities — all of which are vital in physical education, where interaction, instruction, and motivation rely heavily on communication.

Literature review and methodology

Scholars have widely explored communicative competence and ESP in professional education. Dell Hymes (1972) introduced the concept of “communicative competence,” emphasizing language use appropriate to context and social norms. Later, Canale and Swain (1980) identified its four components: grammatical, sociolinguistic, discourse, and strategic competence — providing a theoretical foundation for communicative teaching (1).

In ESP teaching, Hutchinson and Waters (1987) emphasized the importance of needs analysis and contextual learning (2). Similarly, Dudley-Evans and St. John

(1998) developed a framework where ESP combines linguistic, professional, and methodological knowledge (3). Their approach has been successfully applied in sports education in the UK and Korea, where ESP courses integrate sport-related vocabulary, team management discussions, and problem-solving in English.

Richards and Rodgers (2014) advocated Task-Based Language Teaching (TBLT), where learners perform authentic communicative tasks relevant to their profession (4). For instance, in an ESP course for physical education students, a task may involve preparing a “training plan presentation” or conducting a “mock post-match interview” in English.

Foreign pedagogues such as Lehtonen and Karjalainen (2016) in Finland implemented ESP through role-play simulations in sports contexts, which increased students’ fluency and confidence (5). In Japan, Miyazaki (2018) combined blended learning and sports activities — e.g., students explained stretching exercises in English to peers (6). These practices demonstrate the effectiveness of contextualized ESP instruction for building both linguistic and professional competence.

The present research employs comparative and analytical methods, synthesizing best practices from foreign experiences and identifying their applicability to Uzbekistan’s physical education curriculum.

Results and discussion

The analysis shows that foreign experience integrates ESP with physical training to enhance both linguistic and communicative outcomes. In the British model, students of sports education take ESP modules such as “English for Coaching” or “Sports Science English,” focusing on task-based dialogues like:

Coach: “Stretch your hamstrings before running.”

Athlete: “How long should I hold the position?”

Such practical exchanges simulate real coaching communication and develop spontaneous fluency.

The Finnish model combines language learning with situational simulation,

where students act as referees or sports commentators in English. This improves not only vocabulary but also confidence in public speaking. The Japanese blended model uses digital learning platforms: students record themselves explaining training methods, then receive peer and instructor feedback, fostering reflective learning.

ESP's effectiveness lies in its authenticity. Students see the direct link between English and their professional growth. As Vygotsky (1978) argued, learning occurs through social interaction — when learners engage in communicative activities that mirror real-life contexts, knowledge becomes meaningful (7).

Furthermore, ESP encourages the integration of intercultural communication skills, which are crucial for international sports events. For example, understanding expressions like “fair play,” “team spirit,” or “sportsmanship” involves not just vocabulary but also cultural awareness.

In the Uzbek context, adopting such approaches would require developing specialized ESP textbooks for physical education, integrating sports terminology, and training teachers to implement communicative tasks. Incorporating video materials from international sports events and interactive exercises such as “press-conference simulations” can make ESP classes more engaging and profession-oriented.

Thus, ESP—through its focus on needs-based, practice-oriented, and communicative methods—serves as a key tool for developing professional-communicative competence in physical education students.

Conclusion

The study concludes that foreign experiences in ESP teaching provide effective models for developing communicative competence among physical education students. Integrating ESP with task-based, simulation, and digital learning methods enhances not only language proficiency but also professional readiness.

In Uzbekistan, adapting these models can help align sports education with global standards. The novelty of this research lies in demonstrating how ESP's two

types — EAP and EOP — can be systematically applied in physical education faculties to improve students' professional and communicative performance.

Developing English communicative competence in this field contributes to preparing specialists capable of representing the nation internationally, collaborating across cultures, and accessing global sports science knowledge.

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