



Experimental Results Of Foreign Language Classes Conducted With Students In The Field Of Sports

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ABSTRACT

This paper analyzes the experience of teaching foreign languages to students majoring in sports using modern methodologies. Experimental sessions were conducted in two groups (experimental and control). The results demonstrate the effectiveness of communicative and contextual approaches in enhancing the foreign language proficiency of sports students.

Keywords:

sports education, foreign language teaching, communicative method, ESP, experimental study.

Introduction

In today's era of globalization, knowledge of foreign languages holds significant importance for professionals across all fields. English, being one of the official working languages of the United Nations, serves as an official language in countries such as the United States, the United Kingdom, Ireland, Australia, New Zealand, Canada, some African nations, and India. Currently, this language is actively used as a of communication by more than 800 million people worldwide. Among the more than 7,000 languages spoken globally, some enjoy a broad audience, while many are used by only a small number of speakers. English ranks third in terms of global usage. Presently, approximately 335 million people use English as their native language (NSE – Native Speakers of English), and as an official language (EOL – English as an Official Language). Additionally, over 505 million people use it as a second language (ESL – English as a Second Language) in their daily lives. In particular, within the higher education system, it has become increasingly important to develop foreign language competence among professionals in the field of sports and to actively use foreign languages in

communication with international partners. Participation in international competitions, scientific cooperation, and communication among coaches and athletes necessitate proficiency in a foreign language, especially English. Therefore, enhancing the foreign language learning process, specifically for students studying physical education and sports, is an essential scientific and pedagogical task. For these students, learning a foreign language—particularly English—is not only a curricular requirement but also a practical necessity. This research is aimed at conducting English language classes for sports students using modern teaching methodologies and assessing the effectiveness of this process. The paper presents the results of trial lessons carried out with sports-major students through an integrative approach. It provides a scientific analysis of the effectiveness of the integrative approach, the use of linguodidactic tools, and the formation of communicative competence.

Literature review

An ESP-based textbook titled “Successful English Learning in Sport” has been developed to teach profession-oriented English to students

majoring in Physical Education and to enhance their professional communicative activity through an integrative approach. This textbook is specifically tailored for non-philological students—namely, those studying in the field of sports—and is designed to develop all four language skills while promoting interdisciplinary integration. The content of subject modules related to the students' specialization has been optimized, allowing for the effective assimilation of educational material through an integrative approach to English language instruction. In support of this, a digital web application of the textbook has been created to facilitate the integration of English into the learning process. The textbook includes methodological recommendations, modern pedagogical technologies, and psychological-motivational support to ensure that non-philological university students can engage in professional communication during English language classes.

Numerous scholars have discussed the transition from General English (GE) to English for Specific Purposes (ESP). For instance, Harmer, J. (2007), in his work “The Practice of English Language Teaching” (Pearson Education), emphasizes that English for Academic Purposes (EAP) is aimed at developing students' skills in reading, writing, listening, and speaking within academic and scientific contexts. The focus is placed on writing academic articles and essays, participating in conferences, public speaking, and articulating thoughts in scientific English. Courses that prepare learners for tests like IELTS and TOEFL are part of EAP.

Jordan, R.R. (1997), in “English for Academic Purposes: A Guide and Resource Book for Teachers”, provides a classic manual for EAP instructors, offering methodology for identifying and addressing students' academic language needs.

The CLIL (Content and Language Integrated Learning) approach proposed by Coyle, Hood, and Marsh (2010) emphasizes simultaneous instruction of content and language. It is particularly effective for non-philological disciplines, allowing students to acquire language skills within their professional

context. This approach offers learners the opportunity to use the target language in real-life situations, significantly enhancing their communicative competence.

Byram (1997) suggests integrating intercultural competence into the language learning process, which is especially important for international communication in the field of sports.

Isroilova (2020) highlights the high effectiveness of interactive approaches in teaching English in the context of Uzbekistan.

According to the Common European Framework of Reference for Languages (CEFR, 2020), professional communicative competence refers to the level of language proficiency that enables an individual to carry out essential communicative functions within their field of activity. The framework also helps determine learners' proficiency levels from the beginning stages. Furthermore, in sport-oriented English classes, the use of situational tasks, videos, real sports news, and video commentaries significantly enhances language acquisition (Richards & Rodgers, 2014).

Research methodology

The experimental research was conducted during the autumn semester of the 2023–2025 academic years, involving first-year students of the Adaptive Sports program at the Fergana Branch of the Uzbekistan State University of Physical Education and Sport, as well as students majoring in Physical Education at Andijan and Nukus State Pedagogical Institutes. The initial phase of the research was structured as follows: **1. Theoretical (conceptual) research** methods were employed to identify the scientific and theoretical foundations of the topic, analyze existing literature, and substantiate conceptual approaches. These methods included: *Analysis* – examination of linguodidactic, psycholinguistic, and methodological sources, both domestic and international, to analyze existing approaches. *Synthesis* – formation of an integrative model based on various scholarly approaches. *Comparative analysis* – identification of the advantages of the integrative approach compared to other methods. *Abstraction and generalization* – derivation of general

linguodidactic principles and formulation of theoretical conclusions. 2. **Empirical (experimental) research** methods were used to shape communicative competence in real learning contexts and to measure outcomes: Pedagogical observation – monitoring students' classroom activities and the development of their language competencies. *Surveys and interviews* – gathering opinions and feedback from students, instructors, and experts. *Experimentation* – implementing an integrative teaching model and evaluating its effectiveness. The experimental group was taught based on the integrative approach, while the control group received instruction through traditional methods. 3. **Statistical and diagnostic methods** were applied to analyze and validate the collected data: *Mathematical-statistical analysis* – comparing pre- and post-experiment results using methods such as chi-square tests, t-tests. *Diagnostic testing* – assessment of students' language skills (listening, speaking, reading, writing). 4. **Modeling method** – A didactic model was developed to form communicative competence through an integrative approach, incorporating the following components: goals, content, methods, tools, and outcomes. Lesson scenarios were designed based on the integration of methodologies such as CLIL (Content and Language Integrated Learning), TBL (Task-Based Learning), PBL (Problem-Based Learning), and CBL (Competency-Based Learning). This ensured Action-Based Integration, where language was not learned as abstract knowledge but acquired through practical activities. For instance, athletes performed physical exercises in English, integrating language learning into their real-world practice. As Little (2007) noted, the “action-oriented” approach contributes to the development of communicative competence through practical tasks. For example, in a training session, a coach gives instructions in English: “Do 10 jumping jacks, then stretch your hamstrings.” — thereby engaging students in simultaneous physical and linguistic activity. 5. **Expert evaluation method** – Educational materials and the developed instructional model were reviewed by subject-matter experts

based on teaching guidelines, lesson plans, and assessment tools.

In this study: The conceptual foundations were established based on a theoretical-methodological approach. The proposed integrative model was experimentally tested in practice. Scientific conclusions were drawn based on empirical evidence and statistical analysis. Thus, a comprehensive and multi-stage research methodology was employed, fully aligned with the topic of the scientific study: “Improving the Communicative Competence of Physical Education Students through an Integrative Approach (in the context of English language instruction),” ensuring the scientific validity and reliability of the research.

Analyzing and results

In the experimental group, lessons were conducted using modern communicative methods such as Communicative Language Teaching (CLT), game-based methodology, and IT technologies. The instruction was designed around CLIL (Content and Language Integrated Learning) and TBL (Task-Based Learning) approaches, incorporating profession-oriented tasks relevant to the students' field of study.

The control group, by contrast, was taught using the traditional grammar-translation and reading-based approach.

Assessment Tools Included: Placement test (diagnostic assessment), Formative and summative monitoring (weekly quizzes, oral interviews), Final test (covering speaking, listening comprehension, and written assignments).

Key Teaching Technologies: Lessons were delivered through a variety of interactive and context-based formats such as: Reading and discussing sports news, Video analysis (e.g., commentary on sports competitions), Role plays and simulations (e.g., coach-athlete dialogues), Interactive quizzes using digital platforms like Kahoot and Quizizz.

According to Hutchinson & Waters (1987) in English for Specific Purposes: A Learning-Centred Approach, ESP courses should be designed according to the specific needs of learners. One branch of ESP, EPP (English for Professional Purposes), refers to English courses tailored for professionals in fields such

as engineering, sports, education, law, and the military. In the context of physical education and sports, this branch is commonly referred to as EPP–Sport English. Basturkmen, H. (2010), in *Developing Courses in English for Specific Purposes*, emphasizes that EPP courses must focus on equipping learners with the language needed to perform real-world professional tasks. Accordingly, EPP classes incorporate job-related communication, documentation, instructions, reports, and presentations. At the pre-experimental stage, there was virtually no significant difference between the control and

experimental groups. However, by the end of the experimental phase, notable improvements were recorded in the experimental group. The findings from higher education institutions where the experiment was conducted indicate that the integration of communicative competence through an integrative approach proved to be highly effective.

This approach significantly enhanced students' ability to use English in professional and academic contexts relevant to the field of physical education and sport.

Overall Results in Higher Education Institutions Where the Experimental Study Was Conducted	Acquisition	Experimental group e=372		Control group c=364	
		Number of students at the beginning of the experiment	Number of students at the end of the experiment	Number of students at the beginning of the experiment	Number of students at the end of the experiment
	5	85	173	74	93
	4	100	148	106	109
	3	147	35	143	123
	2	30	16	41	39

Statistical Analysis Results Based on the Chi-Square (χ^2) Criterion. In order to determine whether there was a statistically significant difference in the results of the experimental studies, a Chi-square (χ^2) test of independence was conducted. The analysis involved data collected from students of three higher education institutions: the Uzbekistan State University of Physical Education and Sport (Fergana Branch), Nukus State Pedagogical Institute, and Andijan State Pedagogical Institute. The task scores of experimental and control groups were analyzed across inter-skill and interdisciplinary dimensions. In the experimental group, the development of communicative competence showed a statistically significant improvement across all components. Particularly strong results were recorded in sports terminology acquisition and participation in professional dialogues.

Conclusion

The experimental studies demonstrated that integrative and contextual teaching approaches are significantly more effective than traditional methods for teaching foreign languages to students in sports-related fields. Approaches such as CLIL (Content and Language Integrated Learning), Flipped Classroom, Action-Based Learning (ABL), Bloom's Taxonomy, and Task-Based Learning (TBL) — along with lessons conducted outside the traditional classroom setting — contributed not only to the development of linguistic knowledge, but also to the formation of professional communicative competencies.

Such approaches also increased students' motivation to learn the language and served as an important factor in preparing them for the international sports environment. The lessons were specifically designed for athletes, taking

into account their personality traits, psychological dynamics, and physical activity levels. This is essential, given that students in non-philological disciplines have distinctive characteristics: their attention span typically lasts 20–25 minutes, and extending sessions beyond that often leads to decreased engagement. Therefore, physically active, interactive methods prove to be more effective. The use of modern and active teaching methods in the experimental groups positively influenced the learning outcomes. This was especially evident in the increased number of students scoring high marks (5 and 4) and the decrease in the number of students scoring low (3 and 2).

According to the statistical calculations: At Andijan State Pedagogical Institute, the average score in the experimental group was 11.94% higher than in the control group; At the Fergana Branch, the difference was 10.59%; At Nukus State Pedagogical Institute, it was 11.42%.

Summary of Institutional Results: The average score in experimental groups was 85.77%, While in control groups it was 74.46%, Reflecting a total increase of 11.32% in the experimental groups.

These results clearly demonstrate the effectiveness of the applied teaching methodology during the experiment. Students acquired deeper and more comprehensive knowledge, and the overall quality of education significantly improved. Based on these findings, it is advisable to extend and implement the proposed educational-methodological approaches more widely in practice.

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