



**METHODOLOGICAL FOUNDATIONS FOR TEACHING ENGLISH  
SPORTS TERMINOLOGY TO STUDENTS OF SPORTS EDUCATION**

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A B S T R A C T	K E Y W O R D S
<p>The purpose of this paper is to examine the methodological foundations of teaching English sports terminology to students who are majoring in sports. In this article, the theoretical and methodological foundations of the 3D language methodology (Discover–Develop–Demonstrate) in the teaching of sports terminology are highlighted. Additionally, a system of exercises that is based on the integration of Discovery Learning, constructivist, and competency-based approaches, as well as the principles of Performance-Based Assessment and Project Presentation, has been developed. The technique that has been developed is designed to facilitate the gradual mastering of terminological units, the active use of these units in professional communication, and the development of students' terminological and communicative competence among students. It is possible to use the findings of the study as a scientific and methodological foundation for enhancing the methodology of teaching English to students who are professionally orientated in the field of sports and for raising the efficiency of teaching sports terminology.</p>	<p>ESP, CLIL, sports education, professional communicative competence, and exercise system are some of the keywords that are associated with the following: 3D language methodology, sports terminology, English language, professional terminological competence, Discovery Learning, constructivist approach, competency-based approach, Performance-Based Assessment, Project Presentation, and three-dimensional language methodology.</p>

**INTRODUCTION**

Despite the fact that students have acquired a certain level of general English knowledge, the practice of teaching a foreign language with a professional orientation demonstrates that students have certain difficulties in comprehending terminological units that are specific to the field of sports, correctly applying these units in professional situations, and communicating in a professional manner. One of the primary reasons for this is because there is not enough of a systematisation of contemporary pedagogical approaches to teaching sports terminology, professional communicative needs, and the methodological underpinnings that are intended to promote terminological competence. Approaches such as English for Specific Purposes (ESP), Content and Language Integrated Learning (CLIL), competence-based, communicative, and constructivist are being utilised in contemporary linguodidactics in order to enhance the teaching of foreign languages in a manner that is geared toward professionals.

Not only do these methods help students improve their language skills, but they also help them develop the terminological, communicative, and pragmatic skills that are essential for professional activity. At the same time, one of the most pressing scientific and practical concerns will continue to be the creation of creative techniques that are based on the discovery of knowledge in the teaching of sports terminology, its application in practical activities, and the display of results.

It is necessary for students who are majoring in sports to rely on educational methods that are recognised in modern pedagogy and linguodidactics in order to acquire the capacity to study sports terminology in English and to develop the skills necessary to apply it in practical speech. From this point of view, the 3D (Discover–Develop–Demonstrate) methodology was developed. This methodology is founded on the combination of the constructivist and competency-based methods, as well as the concepts of results-oriented evaluation.

The notion of Discovery Learning, which was proposed by Jerome Bruner, serves as the theoretical foundation for the Discover stage of the learning process. According to this theory, during the process of education, the student does not receive knowledge in a pre-prepared format; rather, the student acquires knowledge on their own through the use of cognitive processes such as searching, observing, comparing, analysing, solving problems, and generalising. The student is acknowledged as an active participant in the educational process through the implementation of this strategy, which results in the creation of possibilities for independent thinking, the development of critical and creative thinking, the transfer of previously acquired knowledge to new circumstances, and the independent production of one's own educational knowledge. As a consequence of this, the recently learned information is comprehended in a more profound manner, is firmly stored in the long-term memory, and is effectively utilised in a variety of professional and commercial settings.

Within the framework of the Discovery Learning idea, the teacher does not function as the exclusive source of knowledge; rather, they play the role of a facilitator who develops the educational process, organises learning activities, and guides the student toward independent inquiry. Analysis of issue situations, the formulation of hypotheses, the search for evidence, the drawing of conclusions, and the testing of those ideas through practical activities are all ways in which students gain new knowledge. Discovery Learning is an essential component of constructive education since it helps students enhance their cognitive activity, reflective thinking, and self-management skills. In this light, it is an important component.

It is widely acknowledged that the Discovery Learning approach is one of the most successful instruments for memorising lexical units, including terminological vocabulary, when it comes to the methodology of teaching foreign languages. By taking this method, students are able to independently decide the meaning of terms, not by referring to pre-existing explanations in a dictionary, but rather by analysing the context in which the terms are applied, the semantic linkages between them, the communication function they provide, and their place in professional settings. The participation in such an activity guarantees a more profound comprehension of the contents of terminological units, the systematic assimilation of such units, and the incorporation of those units into the active vocabulary.

Conceptual underpinnings of the Develop stage of the process. The Develop stage is structured according to constructivist and competency-based methodologies regarding its organization.

The constructivist approach understands that knowledge in the educational process is not delivered to the student in a ready-made form, but rather generated freely in the process of their active cognitive

activity. The scientific perspectives of Jean Piaget, Lev Vygotsky, Jerome Bruner, John Dewey, and Ernst von Glasersfeld serve as the basis for the theoretical foundations of this approach. These academics believe that new knowledge is acquired through the integration of the student's prior experience, social cooperation, and practical activity, and that this knowledge is strengthened through the completion of a variety of communicative activities. Therefore, in constructivist education, the student is considered to be an active subject of the educational process. On the other hand, the teacher does not act as the exclusive source of knowledge but rather as a facilitator who organises, leads, and supports educational activities.

Students will be able to enhance their capacity for independent thought, critical analysis, effective problem-solving, collaborative work, and the ability to apply the knowledge, skills, and talents they have obtained in real-world professional settings through the use of this approach. The constructivist approach to teaching a foreign language, and more specifically sports terminology, is an important methodological basis for the formation of terminological and professional-communicative competencies. This is accomplished through the utilisation of terms by students in authentic communicative situations, the performance of professional tasks, and active participation in communication related to sports activities.

The scientific perspectives of Noam Chomsky, Dell Hymes, John Raven, and Alexey Khutorsky serve as the basis for the theoretical foundations of the competency-based approach. The major objective of education, according to this perspective, is not only the acquisition of knowledge, skills, and capabilities, but also the construction of competences that are capable of their effective application in situations that are encountered in real life and in professional settings. According to this point of view, the study of sports terminology is not seen to be an aim in and of itself; rather, it is considered to be an essential way of building students' professional and professional communicative skills. It is necessary to make use of problem-based scenarios, professional assignments, role-playing games, project activities, case studies, and collaborative teaching methods in order to implement this strategy, which involves combining the educational process with practical tasks.

Through such educational activities, students deeply master the content and functional features of sports terminology, acquire the competence to use them purposefully in professional communication, coaching, refereeing, organising sports training, and in the process of scientific and practical activity. As a consequence of this, the competency-based approach provides an essential methodological foundation for the comprehensive development of terminological, communicative, and professional competencies in students who are enrolled in sports programs.

Students are required to demonstrate their gained knowledge, abilities, and competencies in real-world or professional activities during the Demonstrate stage, which is founded on the concepts of result-oriented education. Performance-Based Assessment, which is an evaluation based on performance results, and Project Presentation, which is a presentation of the project, are the two components that make up the methodological foundation of this stage. Furthermore, the scientific perspectives of Grant Wiggins, Lorrie A. Shepard, and Robert J. Marzano on authentic and competency-oriented assessment, as well as John Dewey's concept of experiential learning (learning by doing), and the ideas of the Project Method developed by William Heard Kilpatrick, serve as the theoretical foundations upon which these approaches are built.

Through the use of performance-based assessment, as opposed to traditional testing, students are evaluated based on their capacity to apply their theoretical knowledge in practical activities rather

than theoretical ones. In this method, the objective of evaluation is not the memorisation of terminology; rather, it is the degree to which one is able to employ such terms in a manner that is appropriate, intentional, and communicatively effective in professional settings. As a result, the process of evaluation makes use of genuine assessment methods, which include problem-based activities, problem-based assignments, problem-based modelling, oral presentations, practical demonstrations, portfolios, and practical assignments. It is possible to determine the students' professional and communication competencies in a manner that is both objective and complete through the use of such an assessment.

The project presentation is an essential part of the technology that underpins project-based learning. It is founded on the ideas of project activity that were established by John Dewey and William Heard Kilpatrick. As part of this strategy, students are required to perform independent research, seek for and analyse information from a variety of sources, prepare a scientific or practical project that makes use of sports terminology, and defend their work in front of an audience. During the presentation of the project, students demonstrate their proficiency in professional communication, presentation, critical thinking, teamwork, and problem-solving by integrating their previous knowledge of terminology with practical tasks.

A set of exercises that are based on the 3D language methodology has been established. These exercises are designed to facilitate the gradual development of professional terminological skills in the English language among students who are majoring in sports. These exercises are based on the theoretical and methodological approaches that have been discussed previously.

Discover, Develop, and Demonstrate are the three stages that are consistently involved in the organization of the 3D language technique that has been developed for the purpose of teaching sports terminology in English to students who are learning about sports. This system, which is founded on the principle of gradual development of terminological competence, is designed to facilitate the formation of students' competence to determine, deepen, and apply their understanding of terminological concepts in real-world professional activities.

The students' initial understanding of English sports terminology is evaluated during the Discover stage, and they are also given an introduction to the primary terminological units. At this stage, diagnostic and motivational exercises such as pre-testing, brainstorming, the I know - I want to know - I learned (KWL) strategy, matching terms with pictures, identifying terms based on audio materials, vocabulary exercises using flashcard and Quizlet platforms, creating semantic maps, categorising terms by topic, and supplementing sentences with terms are used. As a consequence of this, students will have the opportunity to recognise the primary sports, specifically volleyball terminology, comprehend their pronunciation as well as the initial semantic content of the terms, and construct an initial terminological dictionary.

During the Develop stage, the goal is to acquire a more in-depth grasp of terminological concepts, to comprehend the linguistic characteristics of words, and to cultivate the skills necessary to actively employ these concepts in professional communication. During this stage, students will engage in activities such as analysing word formation based on word formation, revealing the conceptual content of terms by using the Frayer model, identifying collocations, defining term meanings based on context, constructing sentences and dialogues using terms, role-playing games based on coach-player communication, working in pairs and groups, problem-solving, identifying terms based on video materials, and organising tasks and mini-presentations based on CLIL elements. Students are able to

build their professional-communicative competence through the use of this system of exercises, which serves to deepen their awareness of the structural, semantic, and functional characteristics of terms, as well as their deliberate application in professional speech through both oral and written communication.

The demonstration stage entails the autonomous application and evaluation of the learned terminological information in communicative settings that are similar to activities that are performed in the actual world or in the professional world. At this point in the process, integrative activities are carried out. These activities include match commentary, project work, case studies, debates, the creation of posters or infographics on sports-related topics, the creation of video presentations, the analysis of sports competitions in English, the formation of portfolios, peer evaluation, self evaluation, and final testing and practical assignments. Students are able to demonstrate their proficiency in the free use of sports terminology in the process of professional communication, as well as in the explanation of situations linked to coaching and refereeing activities in English, as well as in the presentation of their own activities and the critical evaluation of those activities.

The steady development of terminological skills is therefore served by the system of exercises that was designed on the basis of the 3D language methodology. Beginning with the discovery and comprehension of terminological units (Discover), students then move on to the next stage, which is the development of skills for their application in communicative and professional activities (Develop). Finally, in the final stage, students demonstrate their acquired knowledge and skills in real-world professional situations and confirm their professional-communicative competence (Demonstrate). For the purpose of facilitating the systematic mastering of English sports terminology, the expansion of active vocabulary, and the development of professional communicative competence in sports students, this system of activities serves as the methodological basis.

According to the findings of the study, there is a pressing requirement to incorporate contemporary instructional strategies into the process of teaching sports terminology in English to students who are majoring in sports. A gradual mastery of sports terminology and its application in real-world professional activities is made possible through the utilisation of the 3D language methodology, which was established on the basis of the concepts of Discovery Learning, constructivist and competency-based approaches, and result-oriented evaluation. Discover, Develop, and Demonstrate are the stages that are included in the technique. These stages continually ensure that students' terminological knowledge is identified, that it is deepened, and that they develop their professional and communication competencies.

A set of exercises has been established with the purpose of assisting individuals in mastering terminological units, comprehending the semantic and functional characteristics of these units, and developing skills that may be actively utilised in professional sports communication. While this is happening, the technique also helps students build their skills in areas such as critical thinking, independent research, collaborative work, presentation, and self-assessment.

As a conclusion, the 3D language methodology that has been proposed enhances the scientific and methodological foundations of teaching sports terminology in English to students who are studying sports. Furthermore, it is characterised as an innovative methodological solution that serves the effective formation of terminological and professional-communicative competencies. This methodology has the potential to be applied into the application of professionally orientated English

language instruction for students who are majoring in sports at educational institutions of higher learning.

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