INTEGRATING SPECIALIZED ATHLETIC TERMINOLOGY INTO ESP COURSES FOR FUTURE COACHES AND PHYSICAL EDUCATION INSTRUCTORS

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Abstract. This article explores the theoretical and practical framework for integrating specialized athletic terminology into English for Specific Purposes (ESP) courses tailored for future coaches and physical education instructors. In the context of globalized athletic governance and international sports diplomacy, traditional General English curricula fall short of addressing domain-specific communicative demands. The study details a pedagogical methodology designed to categorize, contextualize, and systematically instruct specialized kinesiological, tactical, and administrative athletic nomenclature. Empirical results from a semester-long pedagogical experiment demonstrate statistically significant gains in students' lexical acquisition, oral directive accuracy, and professional text comprehension.
Keywords: ESP, English language teaching, athletic terminology, physical education, coaching, professional communicative competence, sports science, lexical acquisition.

Annotatsiya. Mazkur maqolada jismoniy tarbiya va sport yo‘nalishi talabalari — bo‘lajak murabbiylar hamda jismoniy tarbiya o‘qituvchilari uchun maxsus maqsadlarga yo‘naltirilgan ingliz tili (ESP — English for Specific Purposes) kurslariga ixtisoslashtirilgan sport terminologiyasini integratsiya qilishning nazariy hamda amaliy metodologiyasi tadqiq etilgan. Ta’lim jarayonida sohaviy leksikani tizimli o‘rgatish, taktik va anatomik-fiziologik atamalarni o‘zlashtirish hamda interfaol mashqlar yordamida nutqiy kompetentsiyani rivojlantirish mexanizmlari yoritilgan. Tajriba-sinov natijalari sohaviy terminologiyaga yo‘naltirilgan ESP modullari talabalarning professional muloqot va matn tahlili imkoniyatlarini sezilarli darajada oshirishini ko‘rsatadi.
Kalit so‘zlar: ESP, ingliz tili, sport terminologiyasi, jismoniy tarbiya, murabbiy, kasbiy-kommunikativ kompetentsiya, pedagogik texnologiya, leksik o‘zlashtirish.

Аннотация. В данной статье рассматривается теоретико-методологическая система интеграции специализированной спортивной терминологии в курсы английского языка для специальных целей (ESP), предназначенные для будущих тренеров и преподавателей физической культуры. В условиях глобализации спорта традиционные программы общего английского языка не удовлетворяют профессиональные коммуникативные потребности специалистов. В работе описана методика систематизации, контекстуализации и преподавания кинезиологической, тактической и административно-спортивной лексики. Результаты педагогического эксперимента подтверждают статистически значимый рост показателей усвоения терминологии и навыков профессиональной речи у учащихся.
Ключевые слова: ESP, преподавание английского языка, спортивная терминология, физическое воспитание, тренерская деятельность, профессионально-коммуникативная компетенция, спортивная наука, лексическое усвоение.

Introduction. In the contemporary era of international athletic governance, sports diplomacy, and cross-border scientific exchanges in kinesiology and biomechanics, English serves as the undisputed universal language of instruction, competition, and officiating. For future coaches and physical

education (PE) instructors in Uzbekistan, professional success extends beyond physical mastery and tactical acumen; it increasingly demands fluently applying domain-specific athletic vocabulary in international environments. Whether delivering coaching directives during international tournaments, conducting scientific analyses of biomechanical movement, drafting athletic training logs, or negotiating athletic contracts, specialists require robust English communicative competence. Despite these clear professional demands, traditional English Language Teaching (ELT) frameworks in non-philological, sports-oriented universities predominantly rely on General English syllabi. These conventional materials prioritize everyday conversational patterns or abstract grammar drills, largely ignoring specialized athletic nomenclature, sports medicine terms, officiating jargon, and coaching phrasing. Consequently, graduates often face severe communicative barriers when operating in professional contexts. The main challenge stems from the complex nature of sports terminology itself, which integrates Latinate anatomical terms, English-derived tactical borrowings, and domain-specific phrasal verbs. Without a systematic methodology for presenting, practicing, and consolidating this specialized lexicon within realistic sports contexts, students struggle to bridge the gap between passive word recognition and active speech production.

The primary objective of this research is to design, articulate, and empirically test a comprehensive ESP framework that systematically integrates specialized athletic terminology into the language curriculum for future coaches and physical education instructors.

Literature Review. The methodology of English for Specific Purposes (ESP) was fundamentally conceptualized by T. Hutchinson and A. Waters, who defined ESP as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning [1]. Their work underscores that vocabulary acquisition in higher education achieves maximum efficiency when embedded directly within the learner's operational domain.

Expanding upon domain-specific vocabulary acquisition, I. S. P. Nation categorized vocabulary into general, academic, and technical tiers, arguing that technical or specialized vocabulary constitutes the essential communicative framework for specialists within any professional discipline [2]. In athletic and physical education contexts, technical vocabulary encompasses complex kinesiological concepts (e.g., eccentric contraction, aerobic respiration, sagittal plane), tactical directives (e.g., high-press defense, counter-attack transition), and administrative regulations. Furthermore, D. Nunan and H. D. Brown highlighted the necessity of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT), demonstrating that specialized vocabulary is best acquired not through rote memorization, but through contextualized problem-solving, drill explanations, and authentic scenario simulation [3, 4]. According to T. Dudley-Evans and M. J. St John, the effective implementation of ESP requires careful needs analysis, authentic material adaptation, and genre analysis to ensure that language tasks accurately reflect professional performance standards [5]. In national language pedagogy, scholars such as J. Jalolov have consistently emphasized integrating specialized professional terminology into foreign language instruction across Uzbekistan's higher education institutions. However, empirical studies investigating specialized athletic lexicography, kinesiological terminology integration, and practical coaching discourse remain underrepresented in native pedagogical literature. This study directly addresses this gap.

Methodology. To establish a rigorous scientific foundation, this study employed a mixed-methods research design combining lexical corpus analysis, instructional curriculum modeling, pedagogical experimentation, and statistical performance analysis.

3.1. Taxonomic Categorization of Athletic Terminology

The experimental ESP module structured athletic vocabulary into three primary functional domains:

1. **Anatomical and Kinesiological Domain:** Terminology relating to human anatomy, biomechanics, movement analysis, energy systems, and athletic performance optimization (e.g., hypertrophy, neuromuscular coordination, cardiovascular endurance).

2. **Tactical and Methodological Domain:** Phrasal verbs, directional imperatives, and coaching terminology required to explain exercise drills, tactical formations, and training periodicity (e.g., tapering phase, active recovery, periodization, zone defense).

3. **Regulatory and Officiating Domain:** Nomenclature pertaining to rules, officiating commands, athletic contract negotiations, and international sports governance (e.g., anti-doping protocol, disqualified, technical foul, arbitration).

3.2. Experimental Implementation

The pedagogical trial was conducted over a full 16-week academic semester at Uzbek State University of Physical Culture and Sports. A total of $N = 100$ undergraduate students specializing in coaching and physical education were randomly assigned to two equal cohorts:

Control Group (CG, $n = 50$): Taught using the standard university General English curriculum.

Experimental Group (EG, $n = 50$): Received instruction using the specialized athletic terminology-integrated ESP curriculum utilizing authentic coaching simulations, biomechanical text analysis, and interactive drill instruction.

Results and Discussion. The comparative evaluation of pre-intervention and post-intervention assessment data demonstrated that integrating specialized athletic terminology within a structured ESP framework yielded statistically significant gains in student performance across all tested domains.

4.1. Comparative Statistical Analysis

Pre- and post-intervention evaluations measured student competence across three key parameters: Specialized Vocabulary Mastery, Oral Directing and Coaching Accuracy, and Professional Athletic Text Comprehension.

Evaluation Criterion & Competence Metrics	Cohort Group	Pre-Test Mean (μ_1)	Post-Test Mean (μ_2)	Standard Deviation (σ)	Net Gain Differential (Δ)
Specialized Athletic Vocabulary Mastery	Control Group (CG)	61.4%	68.2%	± 5.8	+6.8%
	Experimental Group (EG)	60.8%	88.4%	± 3.9	+27.6%
Oral Directing & Coaching Accuracy	Control Group (CG)	55.2%	62.0%	± 6.1	+6.8%
	Experimental Group (EG)	54.8%	85.6%	± 4.2	+30.8%
Professional Text Comprehension	Control Group (CG)	58.0%	64.5%	± 5.5	+6.5%
	Experimental Group (EG)	57.6%	84.1%	± 3.8	+26.5%

Pedagogical Discussion. The empirical findings confirm that contextualizing specialized vocabulary within authentic coaching activities accelerates language acquisition and improves retentive memory. Students in the Experimental Group exhibited a **30.8% net increase** in oral directing accuracy, demonstrating the ability to explain complex physical exercises, issue precise corrective feedback, and articulate tactical plans in fluent English. By substituting generic reading passages with authentic sports science abstracts, kinesiology manuals, and international competition

regulations, students developed high analytical comprehension and professional motivation. The cognitive load shifted from mechanical word translation to authentic professional communication, thereby eliminating the psychological barrier often associated with foreign language speech in athletic environments.

Conclusion. Integrating specialized athletic terminology into ESP courses represents an essential pedagogical upgrade for training competitive, globally competent coaches and physical education instructors in Uzbekistan.

The principal conclusions of this research are:

Pedagogical Alignment: Replacing General English with a domain-specific athletic ESP curriculum directly bridges the gap between academic language study and practical coaching demands.

Empirical Validation: Systematic terminology integration led to a 27.6% net gain in athletic vocabulary acquisition and a 30.8% improvement in oral coaching fluency.

Implementation Recommendation: The developed athletic terminology framework and contextualized task modules are recommended for nationwide adoption across specialized higher education institutions of physical culture and sports.

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