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PEDAGOGICAL SCIENCES

DEVELOPMENT OF SOCIOCULTURAL COMPETENCE OF FUTURE PHYSICAL EDUCATION AND SPORTS SPECIALISTS IN THE PROCESS OF LEARNING ENGLISH

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Introductions. Modern trends in the development of the Ukrainian higher education system are reflected in the State Standard of Higher Education and other regulatory documents in the field of foreign language teaching. All these documents define the goal of foreign language training for future specialists in physical education and sports as acquiring professional competence in teaching foreign languages in their respective fields at a level corresponding to future specialists' academic and professional qualifications.

In this regard, the requirements for professionally oriented foreign language learning in higher education institutions are increasing. Among these requirements are the ability to effectively exchange information, master professional foreign language communication skills in oral and written forms, analyze, summarize, and critically evaluate information, and justify professional opinions in a foreign language.

As is known, foreign language proficiency is based on the formation of foreign language communicative competence, an essential component of which is sociocultural competence. This competence includes knowledge of the social and linguistic behavior of native speakers, customs, etiquette, culture, and the ability to apply this knowledge in language communication.

Aim. The aim of this research is to examine the development of sociocultural competence which should be considered a priority goal of the modern foreign language learning system. It has recently become evident that sociocultural competence is best developed through an integrated method of foreign language learning.

Materials and methods. An integrated course for future specialists in physical education and sports that incorporates a sociocultural aspect provides significant advantages in learning English. This approach enables students to develop not only linguistic competence but also a deep understanding of the sports culture of the target country, fostering a holistic and interdisciplinary perspective. The study of specialized terminology, sports rules, and training methodologies in English creates an immersive learning environment, where language acquisition occurs naturally through professional contexts.

A very important advantage of such an integrated course is the enhancement of students' motivation and cognitive engagement. By combining foreign language learning with professional content, students experience a more meaningful educational process, which helps reduce fatigue and monotony often associated with traditional language courses. The integration of physical culture topics into English classes stimulates active participation, encouraging students to use the language in discussions, debates, and practical exercises related to sports science.

We can also state that this method strengthens various cognitive and psychomotor skills. Through interactive tasks such as analyzing international training techniques, comparing coaching strategies, and discussing the psychological aspects of athletic performance in English, students develop critical thinking, logical reasoning, and problem-solving abilities. Practical assignments, including case studies of famous athletes, video analyses of competitions, and role-playing real-world sports scenarios, further reinforce communicative competence while expanding professional knowledge.

Learning physical education through English enhances adaptability and prepares students for international collaboration. They gain the ability to

communicate effectively with foreign colleagues, access global research, and participate in international conferences, training programs, and competitions. The ability to understand and interpret scientific publications in English also contributes to their academic and professional growth.

Overall, this integrated approach fosters a dynamic and engaging learning environment where future professionals in physical education and sports not only master a foreign language but also develop essential competencies for their careers. The synergy of language and professional training cultivates memory, attention, imagination, creativity, and communication skills, making future instructors and coaches more versatile and globally competent specialists.

Integration in the educational process is understood as one aspect of the development process, associated with uniting previously separate elements into a whole and its essence lies in qualitative transformations within each element of the system. Implementing the principle of integration ensures the interconnection of all components of the learning process and maintains its integrity and systematic nature.

However, integration is not merely the transfer of knowledge from one subject to another but rather the interaction and interpenetration of academic disciplines. According to recent studies, integration in higher education involves informational interrelation, particularly between sport and physical culture in the country of studying foreign language and a foreign language, reflecting mutual conditioning and implementing the idea of systematic subject interconnection.

Regarding the concept of "integrated activity," research by didacticists and methodologists (R. Martynova, L. Postova, et al.) suggests that it should be understood as a combination of two types of activity – cognitive and foreign language communicative. In this case, students' primary focus is on cognitive activity, while foreign language communication, being secondary, occurs under the control of conscious processes.

Such an organization of learning ensures that the foreign language becomes a means of acquiring knowledge from other disciplines. The integrated course involves acquiring theoretical knowledge through the foreign language and applying it

practically in students' professional activities.

Results and discussion. It is evident that the implementation of an integrated learning method allows the foreign language to transcend its isolated linguistic space, as foreign language communication becomes a natural need in the exchange of acquired information. The course in sport and physical culture in the target country serves as an example of an integrated learning course.

First and foremost, examination of sport and physical culture in the target country encompasses a set of information about the sport culture target language country. As a field of study, it provides insight into the country's socio-sportive status, including its cultural characteristics and linguistic traditions.

On the other hand, the acquired country-specific sportive knowledge plays an important role in familiarizing students with the content and forms of communication used by native speakers in the sportive sphere, thereby contributing to the development of sociocultural competence in future physical education and sports specialists. Consequently, the main goal of the sport and physical culture in the target country course is to provide students with a comprehensive understanding of the target country.

To achieve this goal, the following objectives are addressed in the process of studying the integrated course on sports and physical culture in the target country:

- Understanding the geographical impact on sports development:

Examining how climate, terrain, and natural conditions influence the popular sports and physical activities in the country.

- Analyzing historical aspects of sports and physical education:

Exploring the evolution of sports traditions, major historical sporting events, and their role in national identity.

- Predicting the impact of contemporary trends on sports development:

Investigating modern advancements in sports science, training methodologies, and their implications for future athletic performance.

- Comparing administrative and organizational systems in sports management: Evaluating the structure of national sports federations, policies on

sports governance, and funding models.

- Assessing the role of physical culture in public health:

Examining governmental initiatives, physical education programs, and their impact on citizens' well-being.

- Evaluating the educational system for training athletes and coaches:

Analyzing specialized sports schools, higher education institutions for physical culture, and continuing professional development opportunities.

- Exploring national sports traditions and their cultural significance:

Studying the role of traditional and indigenous sports in national identity and cultural heritage.

- Critically assessing innovations in sports, physical culture, and science:

Investigating advancements in sports medicine, biomechanics, and technology, and their application in professional and amateur sports.

Conclusions. Thus, the creation of integrated courses should be regarded as one of the most effective means of optimizing and intensifying the education of future physical education and sports specialists. These courses stimulate students' analytical thinking and the application of acquired knowledge in their professional fields.

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