

conscious improvement of skills (in upper grades). Therefore, we also believe that the training of applied coordinative abilities at the level of conscious skills must start from the 5th - 6th grades, their continuing improvement being developed till the later stages of school education.

Conclusions. Thus, the total results of the sociological research carried out should be highlighted as follows:

- Contemporary social conditions as well as the specificity of the natural environment in which people live are determined in addition to the positive factors, by a number of negative factors, which influence their vital work, including motor one. The most vulnerable quota is represented by the young generation, including pupils of all ages;

- Currently it became acute to train the applied coordinative abilities of students in order to successfully cope with the negative phenomena of contemporary society and natural weathering;

- Physical education of contemporary pupils does not respond in full measure to the motor development needs specific to age and can not provide the possibility of training namely the applied coordinative capabilities.

- The practical feature of successful motor manifestations of students, needed to cope with difficult situations in the surrounding reality, should be formed within the educational institution, outside the curricula, during classes or optional training, beginning with the 5th grade.

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Developing the Foreign Language Communicative Competence in Physical Education Students

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Abstract

The professional study of a foreign language contributes to the development of abilities, knowledge and professional competencies, through exploration of disciplines in other domains with different contents. In the teaching-learning process of a professional foreign language professional competencies are developed, but through the strategies reference and learning individual activity, adoption and creation, characteristically to foreign languages, on the other hand to those of their mother tongue, is created a unitary ability about the language functioning as a primordial element of communication. For that purpose, it is defined the elaboration necessity of a communication competence development model for the students in physical education domain within the teaching-learning process of foreign languages. At present a foreign language aims the goals and contents of teaching-learning not only in terms of language, but also in terms of communication, the competence of communication, according to the speaking necessities of an actual activity. It is in the case of students in physical education domain from the professional education: the communication competence within the teaching-learning process of a foreign language is related to their job. At the same time, the students have the possibility to the communication in the respective collectivity. The functional foreign language is relevant to the specialized vocabulary and an education based on competencies, the knowledge of a language, it also means the knowledge of more things about many other languages, without being forever aware of it. Knowing foreign languages ordinarily allow the stimulation of this knowledge and to do them more consciously, a factor that follows to be rather valued than neglected as if it does not even exist.

Keywords: foreign language communicative competence, physical education students, foreign languages, professional language, teaching-learning process

Introduction.

Language, as a means of communication, evolves with society, and this process is faster in terms of expanding people-to-people relations and enhancing the circulation of ideas, among other things, due to the development of means of disseminating information over time. In the historical evolution of a language (depending on the complex relationships between language and society), a series of words acquire new meanings and connotations, conforming to the reality of that age, or completely disappear from use, being gradually replaced by other forms which better define the new concepts.

Communication in foreign languages generally covers the basic skills described in the communication in the mother tongue. In addition, it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions both in oral and written form (listened, spoken, read, written) in appropriate social and cultural contexts (in education and Training, workplace, leisure) about someone's wishes and needs. Communication in foreign languages requires skills such as mediation, intercultural understanding. The level of advanced knowledge varies between the four dimensions (listened, spoken, read, written) and between different languages, in accordance with the social and cultural environment of the individual, the environment, his/her needs and/or interests.

The competence in foreign languages expects vocabulary and functional grammar knowledge and awareness of the main types of spoken interaction and language registers. The knowledge regarding the social agreements, as well as cultural aspect and language variability are also important. [2]

Each spoken act is enrolled in the context of a real situation, within one of the domains of the social life. The choice of some domains, where the student in physical education is ready to work, expects a main harshness in the selection process of situations, goals, tasks, themes and teaching texts of a foreign language. The study of foreign languages in the conditions of the present society is in agreement with the educated subject's needs.

The teaching-learning of the foreign languages is appropriate to the European educational activity (the common European framework of reference for languages), with the world scientific elaborations regarding this issue.

For that purpose, the development of education and the professional (vocational) education is generally mandatory in the Republic of Moldova, especially the basis of the communication ability, necessary for adequate communication. [3]

At the international conference on education (Vilnius, Lithuania 2008) on the topic – the European formula: the today abilities – the tomorrow success key, the issue of the development of foreign language communicative abilities was approached in their abilities-key quality, provided by the European council. [1]

The professional study of a foreign language contributes to the abilities, knowledge and professional attitudes development, through domains exploration of other disciplines with different contents. In the teaching-learning process of the professional foreign language are developed professional abilities, but through the strategies reference and learning individual activity, adoption and creation, characteristically to foreign languages, on the other hand at the native language is created a unitary ability about the language functioning as a primordial element of communication. For that purpose, it is defined the elaboration necessity of a communication ability development model for the students in physical education domain within the teaching-learning process of foreign languages. The teaching-learning process of foreign languages in institutions is structured in correlation with the respectively process from education, being centered on common principles of the study object.

To know a foreign language in its functional aspect may encourage them to the employment. At present a foreign language aims the goals and contents of teaching-learning not only in terms of language, but also in terms of communication, ability of communication, dependent on the speaking necessities of an actual activity. It is in the case of students in the physical education domain from the professional education: the communication ability within the teaching-learning process of a foreign language is related to their job. At the same time, the students have the possibility to communicate in the respective collectivity. The functional foreign language is relevant to the specialized vocabulary and an education based on competences, and the knowledge of a language also means the knowledge of more things about many other languages, without being forever aware of it. Knowing foreign languages ordinarily allow the stimulation of this knowledge and to do them more consciously, a factor that follows to be rather valued than neglected as if it does not even exist. Otherwise, the ones outlined above become the major factor in addressing the issue relating to the formation of the competencies of communication in foreign languages to future higher-qualified specialists in the field of physical culture.

The aim of research-Improving the process of formation of foreign languages communicative competencies in future specialists in the field of physical culture as well as the formation of the abilities of studying the foreign language literature.

Objectives of research

- 1.Studying the theory and practice of the educational process in English discipline within SUPES.
- 2.Appreciating the level of English professional language possession for SUPES students.
- 3.Determining the content of the English language course in order to form the abilities of communication in foreign languages to specialists in the field of physical culture.
- 4.The acquisition of sports terminology and the formation of the skills necessary to read literature in the foreign language.

Methodology of research: Analysis and generalization of the literature data, study of the working documentation, pedagogical observation.

Today the notion of communication competence has evolved greatly, encompassing increasingly extensive areas of knowledge. Communication competence is considered as a global capacity and communication competence in a foreign language is only a component of it. The first includes global communication capacities already acquired by students including over the years, while the latter will be defined as a language capacity and will be achieved through foreign language classes. Learning to communicate in a foreign language means to relearn to talk. This rediscovers the way of accessing the world through another language, which implies a particular methodology that can improve the knowledge already acquired and prepare a more advanced communication competence for the future. [5]

Linguists argue that there is no language without communication or communication without a language, without good knowledge of it; here is a dynamic language function. In this context, we must remind ourselves that the foreign language must be taught and understood under all three aspects of it: ¼ identity construction, an individual and collective identity at the same time; ¾ possibility of communication - the speaker will give expression to his intentions corresponding to his communicational images in various situations; ¾ establishing different types of speech, reflecting the relationship between the speaker and his discussion partner.

The English language curriculum is the support for the orientation and guidance of students and teachers of the State University of Physical Education and Sports, the Faculty of Pedagogy, the specialty of Physical Recreation (fitness / tourism) Table 1.

Table 1. Administration of the discipline

No. d/o	Form of activity	I st YEAR OF STUDY			
		1 st Sem.		2 nd Sem.	
		Direct Contact	Individual Work	Direct Contact	Individual Work
1.	Practical lessons	90	90	60	60
2.	Consultation	2		2	
3.	Form of examination	Exam		Exam	
4.	Credits	6		4	

Robert Lado argues that “language is a communication structure”, thus “Teach the language as it is, not how it should be.” Linguists notice that the forms used by educated native speakers, not every unnatural and imagined standard, constitute a guide to what is right and accessible as native cultural speech. By this principle it is understood that the type of language to be taught is the language used by educated native speakers. "Under these circumstances, in order to achieve the desired communication competencies, in a relatively short time and with less waste of energy, we need to find not only the most accessible methods for students but also the best materials. This is why most linguists agree that genuine or why not those that are produced on specific goals, can be used as pedagogical support. [4]

CONCLUSIONS

The studying of a professional foreign language in the teaching and learning process develops the professional competencies and communication in foreign languages, but by reporting the strategies and individual learning, reception and production activities, typical of foreign languages, to the ones of the native language, a unitary conception of the functioning of the language as a primary element of communication is created.

Foreign language acquisition is necessary to the future sports specialist not only as a means of selecting scientific information but also as a means of communication (in exchange of experience, in international sports competitions and for personal contacts, etc.).

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Training of High Performance Marathon Runners in the Actual Preliminary Preparation Stage for Competitions of the Annual Training Macro-Cycle (Case Study)

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Abstract

This article examines the process of preparing for competitions of Prodius Roman, International Master of Sports, participant in the Olympic Games in Rio de Janeiro - 2017 in marathon trail (case study).

Keywords: actual preliminary preparation stage for competitions, training process, structuring, effort, marathon, runners, monitoring

Introduction

The spectacular increase of results in the marathon trial (42,195km), both male and female, requires the identification and implementation of methodological and practical-theoretical means in the training process, for further streamlining of the training process (Popov, 2007; Struganov, 2007; Konovalov, 2003).

Some specialists attribute this increase of performances to the intensification of training efforts (Razumovsky, 1993; Kulakov, 1995) and others – to the optimization of the training process structure (Poplawcki, 1988).

As a result of our observations organized on the training process of the Russian performance marathon runners, it has been found that the considerable increase of efforts intensity at the stages of special preparation for competitions is not always accompanied by checking and taking into account the functional potential of the body and the moment preparation of the runners body to perform the increased volumes of intensive efforts (Struganov, 2007).

Starting from the above mentioned, it can be concluded that, however, the performance of the athletes in the trials, in which resistance prevails, is predetermined by several factors which manifest themselves in complex, in our opinion, among them the most important are: