

INNOVATIVE APPROACHES TO TEACHING THE UZBEK LANGUAGE IN PHYSICAL EDUCATION HIGHER EDUCATION INSTITUTIONS

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Abstract. This article provides an in-depth analysis of modern methods for teaching the Uzbek language in physical education institutions. It highlights the importance of profession-oriented vocabulary, digital technologies, terminological training, and communicative-situational modeling. The findings prove that innovative didactic approaches strengthen students' professional linguistic competence, increase motivation, and improve the quality of academic and practical communication. The study also proposes strategies for creating standardized Uzbek sports terminology and integrating interdisciplinary tools. These conclusions support modern linguistic research and pedagogical theory.

Keywords: Uzbek language, physical education, profession-oriented teaching, sports terminology, digital linguistics, communicative competence.

Introduction. In the context of Uzbekistan's modernization efforts, universities specializing in physical education require new approaches to teaching the Uzbek language. Professional communication in sports—including coaching, refereeing, sports management, biomechanics, and sports psychology—relies heavily on accurate linguistic expression. Therefore, traditional language teaching methods no longer meet professional needs [3, 44]. These issues demonstrate the necessity of integrating innovative pedagogical methods, digital content, and communicative tasks. Similar conclusions are drawn in international sports linguistics research [4, 39–41].

Literature Review. According to Richards, communicative competence develops when learners are exposed to authentic situations and interactive tasks [1, 22]. Nation emphasizes that vocabulary acquisition becomes significantly more effective when contextualized within professional domains [2, 12].

Uzbek linguodidactic research, represented by Mehmonov, highlights the importance of connecting language learning with real-life communication, especially in specialized fields like sports [3, 76–81].

Sports linguistics studies show that terminology is one of the most dynamic components of professional communication. Hutmacher and McGarry note that sports terminology is often internationalized and requires semantic standardization [4, 55–62]. This literature shows a gap in research specifically addressing Uzbek language teaching within physical education contexts—indicating the relevance of this study.

Methodology. The research used mixed-method analysis:

- **Descriptive analysis** of textbooks and teaching materials
- **Comparative method** for analyzing sports terminology (Uzbek–Russian–English)

- **Classroom observation** during one semester
- **Survey** (86 students)
- **Experimental lessons** using digital platforms

The methodological foundations rely on communicative language teaching models [1, 30] and contextual vocabulary theory [2, 110].

Results and Discussion. Profession-Oriented Vocabulary Teaching

Sports terminology includes concepts from training methodology, anatomy, physiology, biomechanics, motor skills, rules, and coaching. Students often use Russian or English terms (pressing, sprint, grappling), unaware of Uzbek equivalents. This confirms Nation's theory that vocabulary is best learned in specialized contexts [2, 101–102].

Sample tasks:

- describing wrestling or judo techniques (qaytma usul, bo'yin qistirish);
- explaining football tactics (qanot hujumi, yuqori pressing);
- writing mini-analysis of athletic performance;
- comparing Uzbek–Russian–English terminology [4, 57–58].

Vocabulary retention increased by **32%**, supporting Mehmonov's findings [3, 88].

Use of Digital and Multimedia Technologies

Digital tools—Quizizz, Kahoot, Google Classroom, Padlet, video analysis—significantly increased students' engagement.

Observed improvements:

- Higher attention span during multimedia lessons
- Better visual understanding of sports techniques
- Improved terminology retention due to gamification
- Faster feedback using mobile applications [4, 55]

These outcomes align with communicative digital education models [1, 28–29].

Digital methods included:

- interactive vocabulary quizzes
- technique description through video observation
- online forums for discussion
- Telegram-bot vocabulary trainer

Students reported higher motivation, particularly when tasks related to their sports specialization.

Communicative-Situational Modeling. Language learning becomes more authentic when students act in real-life sports communication scenarios [1, 75–77].

These activities improve fluency, spontaneity, and lexical accuracy. They also strengthen soft skills such as public speaking, decision-making, and teamwork.

Integration and Standardization of Sports Terminology. One of the major linguistic problems in sports education is the inconsistency of Uzbek sports terminology. Many terms have multiple translations or are taken directly from Russian. Based on Hutmacher's framework on international sports terminology [4, 60], this study proposes:

- a) creating a unified terminological database;
- b) standardizing Uzbek equivalents for foreign terms;
- c) using comparative-semantic tables;
- d) teaching etymology of sports terms.

Students showed improved accuracy after learning how terms evolved across languages.

Challenges Identified. The study identified the following issues:

1. Lack of Uzbek-language multimedia materials for sports students
2. Absence of standardized Uzbek sports terminology dictionary
3. Insufficient profession-oriented textbooks
4. Overreliance on Russian instructional terminology
5. Variation in the quality of digital learning resources [5, 12]

These challenges indicate a need for interdisciplinary collaboration between linguists, coaches, IT specialists, and sports federations.

Conclusion. The research confirms that innovative approaches significantly enhance the effectiveness of teaching the Uzbek language in physical education institutions. Profession-oriented vocabulary, interactive digital tools, and communicative modeling help students achieve high levels of linguistic and professional competence.

Future research should focus on:

- creating a **national Uzbek sports terminology corpus**;
- developing **AI-based linguistic training tools**;
- preparing **multimedia textbooks** for sports faculties;
- conducting large-scale experiments to measure the long-term impact of innovative methods.

These steps will help standardize professional communication in Uzbekistan's sports sector and elevate the role of the Uzbek language in higher education.

References

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