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## PARAGLIDING AS A FORM OF TOURISM AND DISCIPLINE OF SPACIAL EXTREME SPORT

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**Abstract.** Paragliding as a form of tourism and discipline of spacial extreme sport. Because of its unique character, paragliding could be perceived as a tourism and active recreation as well as competitive sport.

For tourism it is necessary to have the appropriate physical and mental attributes, to have the skills on how to use the equipment, to fulfill a person's need of physical activities, to have some general knowledge on tourism.

Tourism is similar to sport. The difference is that the aim is not about gaining the best results but enjoying the physical activity. The materialistic meaning of sport is to strive for success and achieve the rewards. In tourism the prize is satisfaction and self-realization. Depends on the person's approach whether paragliding is viewed as a source of spiritual uplifting, source of knowledge, well-being and good physical condition. When it comes to healthy functions, educational, cognitive, paragliding is qualified as a form of tourism. But it also could be a challenge, It could develop competitive needs or to push the creation of new achievements in sport arena. These aspects place paragliding as a sport discipline.

**Key words:** paragliding, extreme sport, sport competition, spacial experience.

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## TEACHING SPORTING COLLOCATIONS FOR PROFESSIONAL PRACTICE

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The teaching of foreign languages in non-linguistic colleges and departments is aimed to mastering the in terms of the chosen specialty. The learners have to be able to work with the papers on the subject, do translations concerning their profession, to read and comprehend a lot of special literature and communicate with their colleagues in different forms, first of all e-mail including. The aspect of teaching vocabulary should be predominant in this case. Till 1980, "when questions of grammar and grammar teaching were predominant ... general reorientation from grammar to vocabulary is definitely seen in the right direction." [1]. In terms of the aspect of teaching vocabulary the problem of



word combinability deserves a great attention. A foreign language learner with a 1.500 – 2000 words of background vocabulary can show a lack of collocational competence. “Errors in the use of word collocations surely add to the foreign flavour in the learner’s speech and writing and along with his faulty pronunciation they are the strongest markers of “an accent”.”[2]. Oxford Advanced Learner’s Dictionary [3] gives such a definition of collocation **1 a combination of words in a language, that happens very often and more frequently than would happen by chance.** Collocations range from fully fixed *to shoot from volley, to go in for, track-and-field*, through relatively fixed *direct kick, place kick* to totally novel. It is by no means the case that two words co-occur, they collocate. Collocations co-occur, but not all words which co-occur are collocations. Thus, the idea of collocations should be studied more precisely. Besides, we can divide the collocation into two large groups: grammar collocations and lexical collocations. The first group comprises the collocations which include prepositions: **a noun + preposition** *play off, knock-up, throw-on*, **an adjective + preposition** *good at, interested in, ready for*, **a verb + preposition** *to go in for, to take up, to toss up*. Lexical collocations, on the other hand, do not contain prepositions, infinitives, or clauses, but consist of various word combinations of nouns, adjectives, adverbs, and verbs: **verb + noun** *to win a prize, to kick a ball, to play football, to do sport*, **adjective + noun** *competitive area, inner course, crushing defeat, playing area, long course, starting block, medley swim*, **noun + verb** *a team defeated, technique developed, idea started*, **noun + noun** *World Cup, goal line, centre spot, penalty area/spot, set shot, chest shot*, **adverb + adjective** *highly contested, highly developed, well trained*, **verb + adverb** *to develop constantly, to shoot effectively, to train hard*.

It should be mentioned that lexical collocations are necessary to be distinguished both from idioms and free word combinations, for example, the verb *to win* can be used with a great number of nouns freely, but it is the fixed part of the idiom *win or lose*. In the first case, when the verb *to win* can be easily replaced with another synonyms */gain, succeed, prevail, achieve, thrive, obtain, get, acquire, earn, flourish/*, the word combination is free, in the second one the word combination is strictly fixed which exclude any replacements. Collocations with the verb *to win* can be placed between them and are properly used in sporting contexts: *to win on points, to win with a score of, to win the game, to win a race, to win the championship, to win a prize*, etc. The main feature of these collocations is that their meanings reflect the notions of their constituent parts and they are used frequently in sporting journalism, professional communication, and common speech.

Speaking on the collocations in the sporting context, basing conclusions on frequency in linguistic terms, collocation gives a wholly false picture. Frequency alone does not reveal quality. Raw frequency of collocation reveals the typical patterns of a word. But typicality is not necessarily the same as strength or importance. For language teaching, frequency is undoubtedly of interest, but strength may provide a more powerful organizing principle.

Strong collocations can be recognized as partnerships which are so tightly linked they behave almost as single words. Strong collocations may be frequent or comparatively rare; so it is not quite true that the words which co-occur most frequently are the strongest collocations. Weak collocations occur between two common words, each of which may easy co-occur with a great number of other words. Collocations may be any combination of strong and frequent, strong and infrequent, weak and frequent, or weak and infrequent,



though the last category is of little interest. "Frequency alone is only a poor guide to the strength, and correspondent pedagogical usefulness." [3]. Teachers need to be aware of both strength and frequency when directing learners' attention to collocations.

Michael Lewis, the author of *The Lexical Approach* (1993, 1997), *Implications of a lexical view of language*, *Pedagogical implications of the lexical approach* and other papers on the point tries to draw both foreign language teachers and foreign language learners to the idea of collocations as a very powerful one in helping learners maximize the value of the language to which they are exposed, but they need help in identifying the powerful and useful partnerships in a text. Another point is that some collocations are much more useful to the language learner than others. A great number of strong or frequent collocations which are used in common every day speech is less useful for an athlete or a coach when they communicate with their colleges abroad. As for pedagogical value of collocation, two simple observations make clear the value of noticing, recording and learning words together with partner-words. Firstly, words are not normally used alone and it makes sense to learn them in a strong, frequent, or otherwise typical pattern of actual use. Secondly, it is more efficient to learn the whole and break it into parts, than to learn the parts and have to learn the whole as an extra arbitrary item. The above point of view is expressed in Michael Lewis' book *The Lexical Approach* [4].

One more important point connected with collocations is a proper translation of a special sporting text (rules and regulations, reports, some special books, interviews, documents, etc) or interpretation. The foreign language learner tries to translate the text word-for-word which sometimes leads to mistranslation. Chunk-for-chunk translation conveys the content more successfully. But learners cannot translate chunk-for-chunk until they can identify the chunks.

While teaching a foreign language in Physical Culture Colleges it is necessary to compile the student's vocabulary on the collocation ground, as collocation forms a central feature of a lexical view of a language and noticing collocations is a central pedagogical activity. From an organizational point of view, many strong collocations need to be recorded as individual word-like objects (they can be called "chunks"), perhaps with their equivalents, while there are also helpful patterns such as groups of adjectives or verbs which precede a given noun, or contextual opposites which can be recorded as well. It is little use of teaching terms or words separately as lexical units. If foreign language teachers want to guide learners to native-like command of the foreign language they should pay great attention to their effective learning of both terms and collocations used in the professional sporting speech.

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## ВИВЧЕННЯ ТЕРМІНОЛОГІЧНИХ СПОЛУК ГАЛУЗІ ФІЗИЧНОЇ КУЛЬТУРИ ТА СПОРТУ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ

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**Анотація.** У статті розглянуто проблеми викладання іноземної мови у неспеціальних вищих навчальних закладах. Викладено головні аспекти вивчення термінологічних сполук на заняттях з іноземної мови. Представлено та проаналізовано різновидові термінологічні сполуки галузі фізичної культури та спорту.

**Ключові слова:** викладання, термінологічні сполуки, переклад, професійна спрямованість.

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## ПРЕПОДАВАНИЕ ТЕРМИНОЛОГИЧЕСКИХ СОЧЕТАНИЙ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА

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**Аннотация.** Статья посвящена проблеме преподавания иностранных языков в неспециализированных высших учебных заведениях. Представлены главные аспекты изучения терминологических сочетаний на занятиях иностранного языка. Проанализировано разнотипные терминологические сочетания сферы физической культуры и спорта.

**Ключевые слова:** преподавание, терминологическое сочетание, перевод, профессиональное направление.

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## TEACHING SPORTING COLLOCATIONS FOR PROFESSIONAL PRACTICE

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**Abstract.** The article deals with the problem of foreign languages teaching in non-linguistic colleges and departments. The main aspects of teaching special vocabulary for professional purpose are presented. The samples of common sporting collocations are analyzed.

**Key words:** teaching, sporting collocation, translation, professional purpose.

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