

INTERDISCIPLINARY APPROACHES TO ENGLISH FOR SPECIFIC PURPOSES IN MEDICAL EDUCATION: A THEORETICAL FRAMEWORK FOR COMPETENCY DEVELOPMENT

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This article examines the theoretical foundations and pedagogical significance of interdisciplinary connections in the training of future medical professionals within higher medical education institutions. It emphasizes the ongoing shift from a traditional knowledge-based paradigm to a competency-based model of education, in which the integration of disciplinary content is considered a fundamental prerequisite for developing comprehensive professional competence in medical students. Medical practice today requires not only solid grounding in basic and clinical sciences, but also the ability to communicate effectively in interprofessional and international environments, engage with evidence-based resources, and participate in the global scientific community, where English serves as the primary medium of professional communication. The study analyzes key contemporary frameworks. These approaches collectively provide a conceptual basis for integrating language and subject-matter learning in medical education. Within this framework, English for Specific Purposes is viewed not merely as an isolated academic subject, but as a functional instrument for acquiring professional knowledge, developing clinical reasoning, analyzing medical cases, and accessing international research outputs. Particular attention is given to the role of authentic learning materials and interdisciplinary instructional design in enhancing the quality of medical training. The synthesis of current scholarly literature demonstrates that interdisciplinary integration contributes to the formation of a coherent system of professional competencies, strengthens knowledge retention, and facilitates the transfer of theoretical learning into clinical practice. It also promotes critical thinking and improves students' readiness for complex decision-making in real healthcare contexts.

Keywords: interdisciplinary connections, medical education, English for Specific Purposes, competency-based learning, professional competency.

Єлагіна Н. І. Міждисциплінарні підходи до вивчення англійської мови за професійним спрямуванням у медичній освіті: теоретичні засади формування компетентностей

У статті досліджено теоретичні засади та педагогічне значення міжпредметних зв'язків у контексті підготовки майбутніх медичних працівників у закладах вищої медичної освіти. Обґрунтовано актуальність переходу від знаннєвої до компетентнісно орієнтованої парадигми навчання, відповідно до якої інтеграція змісту навчальних дисциплін розглядається як ключова умова формування професійної компетентності здобувача вищої медичної освіти. Наголошено, що професійна діяльність у сфері охорони здоров'я вимагає не лише ґрунтовної теоретичної підготовки з фундаментальних і клінічних дисциплін, а й здатності до ефективної міжпрофесійної та міжнародної комунікації, роботи з доказовою інформацією й участі в глобальному науковому просторі, де англійська мова виконує роль основного засобу професійної взаємодії. У роботі проаналізовано сучасні науково-методичні підходи, які формують концептуальну основу інтегрованого навчання в медичній освіті. Показано, що в межах цих підходів англійська мова за професійним спрямуванням є не лише окремою навчальною дисципліною, а й інструментом опанування професійного змісту, розвитку клінічного мислення, формування навичок аналізу клінічних ситуацій і доступу до міжнародних наукових джерел. Особливу увагу приділено ролі автентичних навчальних матеріалів і міждисциплінарного підходу в підвищенні якості підготовки майбутніх лікарів. Аналіз наукових джерел засвідчив, що міжпредметна інтеграція сприяє формуванню професійних компетентностей, розвитку критичного мислення та перенесенню знань у клінічну практику.

Ключові слова: міжпредметні зв'язки, медична освіта, англійська мова за професійним спрямуванням, компетентнісний підхід до навчання, професійна компетентність.

Introduction. The current stage of development in higher medical education is characterized by a paradigm shift from a knowledge-based model of instruction to a competency-oriented framework for professional training. In this context, the issue of integrating curricular content and ensuring meaningful interconnections among academic disciplines has gained increasing relevance. The professional practice of contemporary physicians extends beyond the acquisition of foundational and clinical knowledge. It also requires effective communication in interprofessional and international contexts, the ability to use evidence-based information, and active participation in the global scientific community. Accordingly, English for Specific Purposes (ESP) has evolved from a purely academic subject into a strategic instrument in the professional preparation of future healthcare practitioners.

Contemporary trends in medical education, particularly the implementation of interdisciplinary learning, content and language integrated learning (CLIL), English for Specific Purposes, and competency-based medical education (CBME), demonstrate the growing importance of interdisciplinary integration in the development of professional competencies among medical students. These pedagogical frameworks conceptualize English as a medium for acquiring and applying professional knowledge, fostering clinical reasoning, developing professional communication skills, and accessing international scientific literature and resources.

Analysis of recent research and publications. A review of international and domestic scholarly literature indicates a sustained academic interest in integrated learning, professionally oriented foreign language instruction, and competency-based approaches in medical education. The theoretical foundations of English for Specific Purposes have been extensively explored by T. Hutchinson and A. Waters, T. Dudley-Evans and M. J. St John, as well as O. B. Tarnopolskyi, who emphasized the contextualized nature of professional language learning and its connection with disciplinary knowledge. The principles of content and language integration have been further developed within the framework of content and language integrated learning (CLIL) by D. Marsh, D. Coyle, and P. Hood, and have

been examined in the context of medical education by J. Valcke, as well as O. S. Pasichnyk and O. O. Pasichnyk. The significance of interdisciplinary approaches and curriculum integration has been highlighted by J. T. Klein, R. M. Harden, and W. H. Newell, while competency-based models in medical education have been substantiated by J. R. Frank, L. D. Gruppen, and K. M. Marcotte. However, despite considerable scholarly attention to these areas, the theoretical substantiation and practical implementation of interdisciplinary connections in teaching English for Specific Purposes within higher medical education institutions remain insufficiently explored. In particular, further investigation is required into models for integrating language and disciplinary content. Research should also identify effective mechanisms of collaboration between language and medical educators and determine the pedagogical conditions necessary for developing the interdisciplinary professional competencies of future physicians. The relevance of the identified research problem, its insufficient theoretical elaboration, and its practical significance for the modernization of medical education have determined the choice of the study topic.

The aim of the article is to provide a theoretical substantiation of the role of interdisciplinary connections in teaching English for Specific Purposes to students of higher medical education institutions, as well as to determine their significance for the development of professional foreign language communicative competence in future healthcare professionals within a competency-based medical education framework. To achieve this aim, the following objectives have been defined: (1) to analyze contemporary international and domestic scholarly approaches to understanding the nature of interdisciplinary connections in higher education and the professional training of medical students; (2) to characterize the theoretical foundations of interdisciplinary learning, content and language integrated learning, English for Specific Purposes, and competency-based medical education in the context of teaching English to medical students; (3) to determine the role of interdisciplinary integration in the formation of professional foreign language communicative competence among future

healthcare professionals; and (4) to substantiate the importance of interdisciplinary connections as a means of enhancing the effectiveness of English language instruction for specific purposes in higher medical education institutions.

Theoretical Framework. The issue of interdisciplinary connections represents one of the key concerns in contemporary higher education pedagogy. This approach is particularly important in the education of future healthcare professionals. Competent medical practice requires not only the integration of knowledge from multiple scientific disciplines but also its effective application in complex clinical contexts. Contemporary scholars increasingly emphasize the need to shift from fragmented acquisition of subject knowledge towards its integration into a coherent system of professional competencies [1; 12; 16]. In international pedagogical discourse, this trend is reflected in the concept of interdisciplinary learning, which conceptualizes learning as a process of integrating knowledge, skills, and competencies from different disciplines in order to address authentic professional tasks [12].

Integrated learning is especially important in medical education, where medical students are expected to simultaneously master foundational biomedical sciences, clinical disciplines, communication skills, and principles of evidence-based medicine [9]. Empirical evidence suggests that integrated curricula enhance the transfer of knowledge into clinical practice, improve students' ability to apply theoretical concepts across different contexts, and foster the development of comprehensive professional reasoning [9; 14].

A significant contribution to the development of interdisciplinary theory has been made by J. T. Klein, who conceptualizes interdisciplinary learning as a means of overcoming the isolation of academic disciplines and creating conditions for the formation of a holistic understanding of complex phenomena [12]. According to the scholar, the integration of knowledge enables students to more effectively address complex professional problems that cannot be adequately explained within the boundaries of a single discipline [12, p. 62]. In medical education, this implies the integration of anatomy, physiology, biochemistry, pathology, clinical disciplines, and medical communication. Accordingly, Eng-

lish is no longer viewed solely as a linguistic subject but rather as an essential instrument for accessing professional information, engaging with international research, and participating in intercultural communication [2; 11].

The further development of the concept of interdisciplinary integration is reflected in the content and language integrated learning (CLIL) framework, developed by D. Marsh and D. Coyle. CLIL is understood as a pedagogical approach that involves the simultaneous learning of subject content and a foreign language [4; 15]. The core of CLIL is the 4Cs model, which encompasses content, communication, cognition, and culture [4, p. 12], according to which CLIL enables the integration of four key dimensions of language learning:

- acquisition of content knowledge within a specific subject area (*content*);
- the related sociocultural dimension (*culture*);
- activation of learners' cognitive processes (*cognition*);
- promotion of foreign language communication in accordance with the thematic focus and requirements of a particular subject area (*communication*).

Viewing language as a medium rather than an end in itself shifts the emphasis toward the acquisition of disciplinary and professional knowledge. In medical universities, this approach integrates English language instruction with medical education. It combines language learning with the study of medical disciplines, clinical case analysis, professional terminology, and the principles of evidence-based medicine.

D. Coyle, P. Hood, D. Marsh, D. Lasagabaster, and J. M. Sierra emphasize that the implementation of CLIL contributes to the simultaneous development of linguistic and professional competencies, enhances student motivation, and brings the learning process closer to the authentic conditions of future professional practice [4; 13]. In contemporary medical education, CLIL is increasingly regarded as an instrument for the internationalization of the educational process. Particular attention has been given to the CLILMED project, implemented under the Erasmus+ programme, which highlights the need to develop not only subject-spe-

cific and linguistic competencies among medical educators, but also intercultural awareness and sensitivity [18]. CLILMED's main assumption is to equip academic teachers with advanced English-language competence in the fields of medicine and healthcare. This competence enables them to work effectively in multicultural environments, teach international students, and support academic and research mobility through collaboration with foreign research centres. The scholars emphasize that English-medium instruction in medical universities should prepare students to function effectively in multicultural professional environments. It should also contribute to the delivery of high-quality healthcare delivery to patients from diverse cultural backgrounds [18].

Foundational works by T. Hutchinson and A. Waters as well as T. Dudley-Evans and M. J. St John established the theoretical basis of professionally oriented language teaching, emphasizing the importance of addressing the specific needs of future professionals [10; 5]. In contemporary scholarship, ESP is defined as a specialized area of English language instruction aimed at developing the professional communicative competence of healthcare practitioners [11]. Its main characteristic is a focus on authentic communicative situations in medical practice, including the interpretation of scientific articles, clinical documentation, international treatment protocols, and professional interaction within interdisciplinary healthcare teams [5].

Recent research in English for Specific Purposes demonstrates a growing focus on the concept of needs analysis, which involves identifying the authentic professional requirements of medical students [10; 11]. Empirical evidence indicates that the most effective ESP programmes are designed on the basis of a systematic analysis of learners' academic, professional, and communicative needs. This approach ensures close alignment between language instruction and future clinical practice. Particular emphasis is placed on the development of skills in working with authentic medical texts, academic writing, oral professional communication, and the ability to use English effectively in clinical contexts, including interaction with patients and healthcare professionals in multidisciplinary settings [11].

K. Hyland, T. Dudley-Evans, and M. J. St John also underline the critical role of authentic learning materials in medical English instruction. Such materials include peer-reviewed scientific articles, clinical guidelines, medical podcasts, video lectures, and real clinical case studies. The use of authentic sources enhances the relevance of the learning process by bridging classroom instruction with real-world professional practice and contributes to the simultaneous development of linguistic and professional competencies [11]. In this context, interdisciplinary integration plays a crucial role in ensuring the coherence between language training and subject-specific medical education, thereby strengthening the overall effectiveness of ESP instruction [5].

Alongside international scholarship, significant contributions to the development of interdisciplinary integration and professionally oriented language teaching have been made by Ukrainian researchers. Theoretical foundations of integrated learning, competency-based approaches, and interdisciplinary interaction are reflected in the works of O. Khodakovska, L. Movchan, S. Nikolaieva, O. Pasichnyk, L. Morska, O. Tarnopolskyi, and I. Yakushenko. These scholars emphasize that the development of foreign-language professional communicative competence requires close consideration of the content of professional training. It also depends on the systematic integration of linguistic and subject-specific components throughout the educational process.

Particular attention should be given to the research of O. Tarnopolskyi, who substantiates the necessity of applying communicative and content-based approaches in teaching English for Specific Purposes. The scholar emphasizes that ESP instruction should closely reflect the authentic conditions of future professional practice. The instructional content should therefore be based on real-life professional situations and authentic materials [17]. These conceptual positions are consistent with contemporary principles of content and language integrated learning and competency-based education; however, their implementation in Ukrainian higher education institutions remains fragmented and insufficiently systematized.

The conceptual convergence of ESP and CLIL approaches is reflected in their shared empha-

sis on the integration of language learning with meaningful disciplinary content. CLIL extends the communicative orientation of ESP by providing a broader pedagogical framework. It promotes language acquisition through engagement with disciplinary knowledge and cognitive processes.

O. S. Pasichnyk and O. O. Pasichnyk emphasize that content and language integrated learning represents a shift from traditional foreign language instruction focused primarily on everyday communication towards a broader educational model that combines linguistic development with academic and professionally oriented content. According to the authors, CLIL facilitates simultaneous acquisition of a foreign language and conceptual knowledge from a particular subject domain, thereby overcoming the traditional separation between language learning and subject-specific education [3]. They argue that the effectiveness of CLIL is determined by its alignment with four key dimensions: content acquisition, cognitive engagement, communication development, and sociocultural competence. In this regard, CLIL materials should be designed as interdisciplinary learning resources rather than as additional language exercises. They should promote learners' ability to work with concepts, terminology, and discourse patterns specific to particular disciplines.

A significant contribution of O. S. Pasichnyk and O. O. Pasichnyk's study lies in their analysis of the principles underlying the selection and construction of CLIL materials. The scholars stress that effective CLIL implementation requires consideration of learners' cognitive readiness, interdisciplinary links, thematic relevance, and the balance between subject content and language objectives. They argue that CLIL materials should correspond to learners' intellectual development and provide opportunities for analytical activity, comparison, interpretation, and communication rather than simple reproduction of information. Importantly, the authors highlight that CLIL does not necessarily replace conventional foreign language instruction but functions as a complementary component that enriches the curriculum through exposure to academic discourse and specialized conceptual frameworks [3]. This perspective is particularly

relevant for professionally oriented language education, where mastering discipline-specific terminology and communication practices is essential for future specialists.

The interdisciplinary orientation of CLIL is also consistent with the broader pedagogical principle of integrating subject-specific and linguistic components in professional education. In this context, L. Morska views interdisciplinary connections as an important means of enhancing students' motivation to learn foreign languages and of fostering a holistic professional worldview. The researcher demonstrates that integrating linguistic and subject-specific content leads to deeper knowledge acquisition. It also promotes the development of the professional thinking of future specialists [1].

In the works of S. Nikolaieva, significant attention is paid to the competency-based approach in foreign language education. The author emphasizes the need to integrate linguistic, sociocultural, strategic, and professional competencies in the training of future specialists [2]. However, most of her research is of a general didactic nature and does not fully address the specificities of developing foreign language professional competence among medical university students.

Over the past decade, competency-based medical education has become one of the leading paradigms in medical education [7; 8]. In contrast to traditional educational models focused primarily on knowledge acquisition, CBME emphasizes the achievement of clearly defined learning outcomes and the development of competencies required for future professional practice [7, p. 641]. A core principle of CBME is the explicit definition of competencies that learners must attain, along with the use of appropriate assessment tools to evaluate their level of achievement.

Integrated curricula, which combine knowledge, practical skills, and professional values, play a central role within CBME. K. M. Marcotte and L. D. Gruppen emphasize that integrated learning is a fundamental component of competency-based medical education. This approach reflects the realities of clinical practice, where physicians must simultaneously apply knowledge from multiple domains while communicating effectively. In

this context, interdisciplinary connections serve as a necessary condition for the formation of medical students' professional competencies.

A significant body of contemporary literature focuses on the development of professional communication in medical education. C. Foronda, B. MacWilliams, and E. McArthur, in their integrative review of interprofessional communication, demonstrated that effective interaction among representatives of different medical specialties constitutes a critical component of modern physicians' professional competence [6]. Accordingly, English language education should contribute to the development of professional communication skills, teamwork abilities, and participation in interdisciplinary collaborative projects [6, p. 39].

Conclusions. The conducted theoretical analysis demonstrates that the issue of interdisciplinary connections in contemporary higher medical education is an integral component of the transition toward a competency-based paradigm in the training of medical students. The synthesis of international and national scholarly approaches (Interdisciplinary Learning, CLIL, ESP, and CBME) has shown that the integration of academic content across disciplines contributes to the formation of a coherent system of profes-

sional competencies, supports the development of clinical reasoning, enhances students' ability to transfer theoretical knowledge into practical contexts, and strengthens their readiness for professional practice in a globalized healthcare environment. In this regard, English for Specific Purposes has evolved beyond its traditional role as an academic subject to become a key instrument for accessing the international scientific community, enabling professional communication, and facilitating interdisciplinary collaboration.

Future research should focus on the development, implementation, and empirical evaluation of interdisciplinary models for teaching English to medical students within a competency-based educational framework. Priority areas include refining mechanisms for integrating language and professional training and strengthening collaboration between language and medical educators. Further research should also focus on developing valid assessment tools for interdisciplinary professional competencies and evaluating their contribution to medical students' clinical reasoning and professional communication.

Information on the use of artificial intelligence. No artificial intelligence tools were used in the preparation of this article.

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