

## PECULIARITIES OF FOREIGN LANGUAGE PROFESSIONAL TRAINING OF STUDENTS IN INTERNATIONAL CONTEXT

**Vorona I. I.**

*PhD in Philology,*

*Associate Professor at the Foreign Languages Department*

*Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine*

**Prokop I. A.**

*PhD in Pedagogy,*

*Associate Professor at the Foreign Languages Department*

*Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine*

*ORCID ID: 0000-0001-6683-5922*

**Kitura H. Ya.**

*PhD in Philology,*

*Associate Professor at the Foreign Languages Department*

*Ivan Horbachevsky Ternopil National Medical University of the Ministry of Health of Ukraine*

*ORCID ID: 0000-0001-7271-6364*

*The article examines the theoretical and practical aspects of developing professional foreign language competence among future medical professionals in higher education institutions within the context of international collaboration. The relevance of foreign language professional training in the modern globalized professional environment is substantiated, and its role in ensuring effective communication with international colleagues, as well as participation in research projects, internships, and conferences, is emphasized. The structure of foreign language competence, encompassing knowledge of the language, the culture of the partner country, the ability to overcome communicative barriers, and personal traits that facilitate professional interaction, is analyzed. Methodological approaches to foreign language teaching in the medical field, particularly the use of the case method, role-playing games, project-based activities, discussions, and debates that simulate real professional situations, are considered. The significance of intercultural communication and the adaptation of language skills to different communication styles in professional contexts is investigated. The importance of the integration of information and communication technologies for enhancing student motivation and developing practical language skills is demonstrated. The main pedagogical conditions that contribute to the development of professional foreign language competence are presented, e.g., the integration of the educational process with professional activities, an interdisciplinary approach, the active use of practical exercises and language situations, as well as the organization of students' independent work. The study results confirm that systematic foreign language training contributes to enhancing the professional mobility and competitiveness of future medical specialists, hence promoting the development of their communicative skills and professionalism in international context.*

**Keywords:** *professional foreign language competence, medical education, intercultural communication, professional foreign language training.*

### **Ворона І. І., Кітура Г. Я., Прокоп І. А. Особливості іншомовної освіти у системі фахової підготовки здобувачів вищої медичної освіти в контексті міжнародної співпраці**

*У статті розглянуто теоретичні та практичні аспекти формування професійної іншомовної компетентності майбутніх медичних фахівців у закладах вищої освіти в умовах міжнародної взаємодії. Обґрунтовано актуальність іншомовної професійної підготовки у сучасному глобалізованому професійному середовищі, підкреслено її роль у забезпеченні ефективної комунікації з міжнародними колегами, участі у науково-дослідних проєктах, стажуваннях та конференціях. Проаналізовано структуру іншомовної компетентності, що включає знання мови, культури країни-партнера, уміння долати комунікативні бар'єри, а також особистісні риси, які сприяють професійній взаємодії. Виділено методичні підходи до навчання іноземної мови у медичній сфері, зокрема використання*

кейс-методу, рольових ігор, проєктної діяльності, дискусій та дебатів, що моделюють реальні професійні ситуації. Розглянуто значення міжкультурної комунікації та адаптації мовних навичок до різних стилів спілкування у професійних контекстах. Обґрунтовано важливість застосування інформаційно-комунікаційних технологій для підвищення мотивації студентів і розвитку практичних мовних умінь. Висвітлено основні педагогічні умови, які сприяють формуванню іноземної професійної компетентності: інтеграція навчального процесу з фаховою діяльністю, міждисциплінарний підхід, активне використання практичних вправ і мовних ситуацій, а також організація самостійної роботи студентів. Результати дослідження підтверджують, що системна іноземна підготовка сприяє підвищенню професійної мобільності та конкурентоспроможності майбутніх медичних фахівців, розвитку їх комунікативних навичок і професіоналізму в умовах міжнародного співробітництва.

**Ключові слова:** професійна іноземна компетентність, медична освіта, міжкультурна комунікація, іноземна професійна підготовка.

**The problem formulation.** The strengthening of international cooperation, rapid growth of information in various fields of science and practice, as well as the widespread application of communication technologies within professional activities necessitate a shift in the requirements for training specialists. Based on the above mentioned, the effective cross-cultural and professional communication is crucial; it enhancing opportunities for expanding scientific contacts and fostering key skills such as adaptability, digital literacy, and cultural awareness, which are of great importance for success in global business and educational contexts.

The forementioned trends are particularly evident in medicine as one of the most integrated fields of activity in the global scientific space. International health interaction expanded rapidly, joint research projects, participation in intercontinental conferences and professional internships highlight the need to establish effective communication between medical professionals from different countries world-wide. Therefore, a high-level foreign language proficiency is crucial for future medical professionals, driving international collaboration, academic mobility, and career competitiveness. Moreover, the latest medical research data, international scientific and practical conferences materials, and professional publications, highlighting the achievements of modern medicine, are mainly presented in English as the dominant language of global scientific discourse. Developing foreign language professional competence in medical students is critical for accessing international research, participating in global healthcare, and ensuring effective communication with patients and colleagues in a multilingual environment.

**Analysis of recent research and publications.** The issues of future doctors' professional

training have been examined in the scientific researches by many native scientists O. Andriichuk, P. Babenko, I. Bulak, O. Vasylieva, L. Dobrovska, H. Yepifantseva, etc. Their works consider the formation of medical specialists' professional competence as a blend of theoretical knowledge, practical skills, as well as of ethical, moral, and social qualities. Intercultural interaction research, explored by foreign and native scholars P. Adler, Z. Hasanova, V. Zasluzheniuk, M. Halytska, Yu. Passov, M. Fleminh, has focused on how diverse cultural backgrounds affect communication, workplace dynamics, and social norms. They have emphasised the issues of cultural identification, development of intercultural competence, and intercultural aspects of language learning, too. H. Halytska, K. Mahrlamova, L. Haponenko, O. Kuznietsova, T. Cherniuk and other scientists have studied the aspects of mastering foreign language communicative competence in the students of higher education institutions as well as their readiness for various types of foreign language activities.

Despite a significant number of scientific works devoted to the professional training of future physicians and the issues of intercultural and foreign language communication, the peculiarities of foreign language training of medical students within the scope of modern international challenges remain insufficiently systematized. The relevance of the present study is driven by the intensifying globalization of healthcare, active participation of medical specialists in international research projects, academic mobility, and professional interaction with foreign colleagues.

**The aim of the article** is to substantiate theoretically effective pedagogical conditions of professional foreign language training in

higher medical education institutions in the context of international interaction.

**Research methods.** To achieve the research goal, a set of interrelated methods have been used, i.e., theoretical (analysis, generalization and systematization of scientific works and regulatory documents focused on the issues of professional foreign language training of future medical specialists) and empirical (pedagogical observation, pedagogical experiment to verify the effectiveness of certain pedagogical conditions). The application of forementioned methods has provided a comprehensive study of key strategies to improve foreign language training in higher medical education institutions.

**Results of the research.** High-quality training, retraining, and advanced training of medical personnel are considered the principle components in healthcare system reforming. The Ukrainian educational policy prioritizes integrating its system into the global space through European standards, international cooperation, and expanding the export of educational and medical services. Training programs specify the basic requirements for the future medical specialists' competencies, mastering at least one foreign language at the professional and everyday levels being essential for career advancement, cognitive enhancement, and cross-cultural communication [6].

Foreign language training is considered as a systematic process of acquiring linguistic, special and socio-cultural knowledge, developing speech and practical skills aimed at the professional, communicative and general cultural development of the future healthcare providers. It serves as a means for continuous professional growth, self-education, and effective solution of practical tasks in the modern information society. Moreover, learning foreign languages (especially English) is an objective necessity in medicine to access up-to-date research, follow global protocols, and participate in international scientific, academic, and clinical collaborations. Consequently, professional foreign language training of future doctors becomes a relevant component of their professional competence and competitiveness at the international level.

International cooperation of medical institutions of higher education is carried out at various

levels: both at the interstate level and at the level of direct agreements between universities, scientific institutes, faculties, departments, clinics and laboratories. Medical education cooperation integrates institutions worldwide through bilateral agreements, joint research, and academic mobility, forming a unified space for licensing and accreditation. It involves partnerships ranging from interstate agreements to direct collaboration between departments, clinics, and laboratories too. Such collaboration is focused on participation of undergraduate students, interns and teachers in the international medical organizations, conferences and congresses; work in joint scientific projects; exchange of experience in foreign clinics and scientific institutions; implementation of modern methods of diagnosis and treatment; taking exams "Krok" in English to meet global professional standards [1].

Modern realities in the context of intensifying international contacts encourage medical students to master foreign languages. Knowing languages significantly expands students' educational, cultural and professional opportunities as well as contributes to enhancing their professional standards. To interact effectively in science and practice, future medical professionals need to develop their foreign language professional competence. Hence, the educational process in higher medical institutions is to be directed towards mastering the norms of intercultural and professionally oriented foreign language communication.

Communication is considered as a continuous process of exchanging information and transmission of the utterance content. International communication encompasses much wider range of aspects, as it includes not only linguistic elements, but also transmission components of cultural traditions in communication, thus ensuring professional activity efficiency in a global environment [5].

According to Article 26 of the Law of Ukraine "On Higher Education", establishing international relations and conducting international activities in the field of education, science, sports, art and culture [2] are considered as a priority for higher educational institutions which is impossible to achieve without studying foreign languages [5]. Based on this, intercultural interaction is regarded as the ability and opportunity of a university

graduate to cooperate effectively with the representatives of other cultures, while intercultural communication ensures the integration of linguistic and cultural competencies into the professional activities of a medical professional.

Communicative competence is defined as the ability to use foreign language accurately and appropriately in varied social contexts. Intercultural communication encompasses interaction between individuals with diverse cultural backgrounds including differing languages, social norms, beliefs; these disparities may significantly impact the success or failure of communicative events. As intercultural communication describes the phenomena of cross-communication between representatives of different cultures, it is occasionally called cross-cultural [3, c. 109].

A high level of foreign language training in academic establishments serves both as an indicator of a specialist's professional development and a driving force to enhance healthcare efficiency and general well-being of the society [5]. Modern language education emphasizes learning a foreign language not only as an abstract subject, but as a functional tool for communication, cultural integration, and critical thinking. Such competence integrates practical language skills with cultural knowledge, fostering personal growth; it forms the future doctors' ability for intercultural communication and enhanced professional mobility [7, c. 2].

Mastering intercultural communication is crucial for global interaction as it combines verbal language with non-verbal signals (e.g., posture, gestures, facial expressions, eye contact, vocal tone) to reflect cultural traditions and build mutual understanding between diverse groups. Intercultural communication is essential for medical students, enabling them to participate actively

in international scientific events, present own researches, share knowledge, analyse modern achievements in the field of medicine, undergo internships abroad, and build international professional networks effectively [1].

Mastering a specialized medical terminology and using it efficiently in professional activity are considered as fundamental principles in teaching a foreign language to medical students. Communicative approach, based on functionality (learning language for a purpose), speech-thinking activity (cognitive processing with verbal expression to improve communication, logic, and social skills), situationality (real-life contexts), and novelty (constant, unexpected change in dialogue), is crucial for specialized language training. The application of forementioned principles ensures the formation of medical students' intercultural communicative competence and their preparation for effective professional activity in the global medical environment.

Foreign language communicative competence is considered as a person's ability and willingness to communicate with native speakers in both everyday and professional contexts, to perceive and understand interlocutors appropriately, as well as to express their own intentions and thoughts clearly and correctly [8, c. 103]. Essential components for foreign language professional competence for medical specialists are demonstrated in Table 1.

In developing a foreign language course for medical students, the key aspects of language training are to be considered, speech skills formation is being prioritized. Simultaneously, a proper pronunciation of professional terminology is crucial for productive communication. Effective dialogic speech improves doctor-patient, doctor-doctor, doctor-other medical personnel

Table 1

### Key Components of Foreign Language Professional Competence for Medical Specialists

Component	Content	Professional Manifestation
Knowledge	Language; culture of the partner country; intercultural differences	Ability to read scientific articles; meeting international standards
Skills	Overcoming conflicts; choosing effective communication strategies	Conducting consultations; professional dialogue with colleagues and patients
Experience and personality traits	Tolerance, sociability, flexibility of thinking	Participation in international projects; diplomatic discussion

(e.g., a nurses, specialists, and support staff) communication, as well as doctor-scientists rapport in the medical field. The latter aspect involves mastering the peculiarities of the scientific speech style.

While modelling communication with the patient, the difference between scientific and conversational styles should be emphasized. In each specific conversation situation, scientific, technical language for accuracy is to be balanced with a conversational style for empathy and understanding. For example, while discussing a clinical case in the classroom acting as doctor-doctor or patient-doctor, it is worth showing how it is implemented in different stylistic planes. The students are recommended to choose and analyse a scientific article and a textbook text on the problem studied, and then compose doctor-doctor dialogues to discuss diagnosis and the course of treatment using a strict medical terminology, as well as to make an empathetic doctor-patient conversation focused on active listening, validation, and non-verbal cues to build trust.

The formation of foreign language terminological competence is crucial for professional communication, it implying a fluent possession of scientific medical vocabulary and the ability to adapt it to literary and colloquial styles. Terminological competence skills involve the students' capability to select equivalents for professional concepts and phenomena, designate high-frequency medical terms on the topic, translate specialized texts, create reports, maintain professional discussion with colleagues, and conduct patient survey using clear, simple, and neutral language by avoiding medical jargon [4].

Integrating professional content into foreign language classes is essential for developing medical students' communicative competence. The teacher must select such methods, forms and types of work that will significantly contribute to forming and mastering professionally oriented foreign language communicative competence, as well as to developing skills and abilities for handling medical issues in a foreign language [9].

Among the most effective training techniques applied, one can single out the interactive methods, e.g., case studies, "Step" situational tasks,

role-playing, discussions, and projects that enhance medical education by boosting medical students' clinical thinking, engagement and decision-making. The project methodology is usually applied at the final stage of working on a topic and involves individual and group responsibility for the task performance quality during the project implementation process.

Directing the educational process towards professional orientation and interdisciplinary integration, implementation of information and communication technologies, the use of exercises focused on developing professionally oriented communication skills of future medical professionals, etc. enhances student engagement, improves their complex problem-solving skills, and prepares graduates for modern, multifaceted careers.

Modern information and computer technologies significantly impact on medical students' learning motivation. Modern digital technologies enable the teachers to update educational and scientific materials instantly, get access to electronic educational resources, use a variety of online teaching aids, serving as tools to create tests, surveys, interactive tasks, and educational games.

Furthermore, webinars and online conferences are crucial for improving language training by allowing students to communicate with native speakers and exchange professional experience. Active learning methods, such as internet resources (digital libraries, online courses, simulations), authentic medical texts, and communicative-lexical exercises, enhance medical students' foreign language competence as well as impact positively on the formation of their professionalism.

Such activities contribute to the growth of the level of foreign language professional competence of future doctors and have a positive impact on the formation of their professionalism.

**Conclusions and prospects of further research.** Consequently, we can conclude that foreign language training for students of higher medical education institutions is considered to be an integral part of their professional development and a guarantee of a successful future career. The urgent need for professionals with strong foreign language skills is driven by global integration, increased cross-border com-

Table 2

**Basic Methods of Mastering Foreign Language Competence**

Method	Objective	Application Examples
Case method	Modelling real professional situations	Analysis of clinical cases, making a diagnosis
Role-playing games	Developing and mastering communication skills	Doctor-patient and doctor- doctor dialogues
Project activities	Creating responsibility and independence	Preparing presentations, developing medical research
Discussions and debates	Mastering critical thinking and argumentation	Discussing current medical issues
Information and communication technologies	Increasing motivation	Webinars, online conferences, electronic tests

munication, and the necessity to exchange specialized knowledge in medicine. Hence, English is crucial for modern medical professionals, acting as the universal language for international cooperation, scientific research, and clinical communication.

Mastering a foreign language within the framework of higher medical education has a number of characteristic features. It is the key factor in the humanization of education, serving as the foundation for creating a supportive, collaborative learning environment and fostering professional relationships between teachers and students and acting as an integral part of the future healthcare worker communication

competence. Moreover, studying a foreign language enhances logical thinking, speech culture, and professional competence by developing communication skills, cognitive abilities, and cultural awareness. It prepares students for international environments, improves memory, and prevents cognitive decline, while reducing the risk of professional incompetence in their future careers. Foreign language acquisition strengthens cognitive functions and improves both oral and written communication skills essential for translating scientific articles, preparing abstracts and annotations, writing reports for participation in conferences and international symposia.

**Bibliography**

1. Буровицька А. Професійна іншомовна підготовка майбутніх медиків в контексті міжнародної взаємодії. *Актуальні питання гуманітарних наук*. 2021. Вип. 38. Том 1. С. 141–145. DOI <https://doi.org/10.24919/2308-4863/38-1-21>
2. Закон України «Про внесення змін до Закону України «Про вищу освіту» щодо працевлаштування випускників». URL: <https://zakon.rada.gov.ua/laws/show/1662-19/#Text>.
3. Закон України «Про освіту». 2017. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.
4. Коваль Т.І. Інтерактивні технології навчання іноземних мов у вищих навчальних закладах. *Інформаційні технології і засоби навчання*. 2011. Вип. 6 (26). URL: <http://www.journal.iitta.gov.ua>.
5. Магрламова К.Г. Іншомовна освіта майбутнього лікаря у Великій Британії. *Молодь і ринок*. 2018. Вип. 3 (158). С. 57–63.
6. Стандарт вищої освіти другого (магістерського) рівня, галузь знань 22 Охорона здоров'я, спеціальність 222 Медицина. Затверджено та введено в дію наказом Міністерства освіти і науки України від 08.11.2021 р. № 1197.
7. Суворова С.Л. Актуальні проблеми іншомовного навчання у ВНЗ. *Вісник Житомирського державного університету імені Івана Франка. Актуальні проблеми лінгвістики*. 2013. Вип. 3. С. 265–267.
8. Чернюк Т. Сутність і структура іншомовної комунікативної компетентності фахівця з фізичної культури і спорту. *Витоки педагогічної майстерності*. 2017. Вип. 19. С. 358–363.
9. Vorona I.I., Klishch N.I., Kitura H.Ya. The importance of innovative methods of a professional foreign language teaching in the formation of communicative competence in students of higher medical educational institutions. *Медична освіта*, 2024 Вип. (4), С. 120–126. <https://doi.org/10.11603/m.2414-5998.2023.4.14487>

## References

1. Burovytska, A. (2021). Profesiina inshomovna pidhotovka maibutnikh medykiv v konteksti mizhnarodnoi vzaiemodii [Professional foreign language training of future doctors in the context of international interaction]. *Aktualni pytannia humanitarnykh nauk – Actual Issues of Humanities*, 38(1), 141–145. <https://doi.org/10.24919/2308-4863/38-1-21> [in Ukrainian].
2. *Zakon Ukrainy “Pro vnesennia zmin do Zakonu Ukrainy «Pro vyshchu osvitu» shchodo pratsieplashchennia vypusknykiv”* – Law of Ukraine “On Amendments to the Law of Ukraine ‘On Higher Education’ Regarding Graduate Employment”, 2016. Retrieved from: <https://zakon.rada.gov.ua/laws/show/1662-19/#Text> [in Ukrainian].
3. *Zakon Ukrainy “Pro osvitu”* – Law of Ukraine “On Education” (2017). Retrieved from: <https://zakon.rada.gov.ua/laws/show/2145-19#Text> [in Ukrainian].
4. Koval, T. I. (2011). Interaktyvni tekhnologii navchannia inozemnykh mov u vyshchykh navchalnykh zakladakh [Interactive technologies for teaching foreign languages in higher education institutions]. *Informatsiini tekhnologii i zasoby navchannia – Information Technologies and Teaching Aids*, 6(26). *Rezhyim dostupu*: <http://www.journal.iitta.gov.ua> [in Ukrainian].
5. Mahrlamova, K. H. (2018). Inshomovna osvita maibutnoho likaria u Velykii Brytanii [Foreign language education of future doctors in Great Britain]. *Molod i rynek – Youth and Market*, 3 (158), 57–63 [in Ukrainian].
6. *Standart vyshchoi osvity drugoho (mahisterskoho) rivnia, haluz znan 22 Okhorona zdorovia, spetsialnist 222 Medytsyna. Zatverdzheno ta vvedeno v diiu nakazom Ministerstva osvity i nauky Ukrainy vid 08.11.2021 r. № 1197* – Higher Education Standard of the second (Master’s) level, field of knowledge 22 “Healthcare”, specialty 222 “Medicine”. Approved and enacted by Order of the Ministry of Education and Science of Ukraine dated November 8, 2021, No. 1197 [in Ukrainian].
7. Suvorova, S. L. (2013). Aktualni problemy inshomovnoho navchannia u VNZ [Current problems of foreign language teaching in universities]. *Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka. Aktualni problemy lnhvistyky – Bulletin of Zhytomyr Ivan Franko State University: Current Issues in Linguistics*, 3, 265–267 [in Ukrainian].
8. Cherniuk, T. (2017). Sutnist i struktura inshomovnoi komunikatyvnoi kompetentnosti fakhivtsia z fizychnoi kultury i sportu [The essence and structure of foreign language communicative competence of a physical education and sports specialist]. *Vytoky pedahohichnoi maisternosti – Origins of Pedagogical Skills*, 19, 358–363 [in Ukrainian].
9. Vorona, I.I., Klishch, H.I., Kitura, H.Ya. (2024). The importance of innovative methods of a professional foreign language teaching in the formation of communicative competence in students of higher medical educational institutions. *Medychna osvita – Medical education*, (4), 120–126. <https://doi.org/10.11603/m.2414-5998.2023.4.14487> [in English].

Дата першого надходження статті до видання: 12.02.2026

Дата прийняття статті до друку після рецензування: 18.03.2026

Дата публікації (оприлюднення) статті: 15.05.2026