ПРОБЛЕМИ І ПЕРСПЕКТИВИ МОВНОЇ ПІДГОТОВКИ ІНОЗЕМНИХ СТУДЕНТІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

29 жовтня 2026 р.

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Міністерство освіти і науки України

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Католицький університет у Ружомбероку (Словаччина)

Texas A&M University-commerce (USA)

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Проблеми і перспективи мовної підготовки іноземних студентів у закладах вищої освіти : зб. наук. ст. за матеріалами XXI Міжнар. наук.-практ. конф. (29 жовтня 2026 р.). – Харків : ХНАДУ, 2026. – 414 с.

У збірнику наукових статей за матеріалами конференції висвітлюються актуальні проблеми лінгводидактики та методики викладання іноземних мов, застосування у сучасному освітньому процесі традиційних та інноваційних технологій, прийомів та алгоритмів розвитку комунікативних і дискурсивних компетенцій іноземних студентів, а також психолого-педагогічні засади організації навчального процесу, міжкультурної адаптації та інтеграції іноземних студентів у освітній простір ЗВО, питання професійно-орієнтованого навчання іноземних студентів.

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Адреса: Харківський національний автомобільно-дорожній університет,
61002, м. Харків, вул. Ярослава Мудрого, 25.
Телефон: (057) 707-36-81.

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(Україна)

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(Казахстан)

Католицький університет у Ружомбероку
(Словаччина)

Texas A&M University-commerce
(USA)

lesson from a sequence of isolated exercises into a meaningful communicative experience and helps learners use the foreign language as a tool for thinking, imagination, and interaction [1].

Literature:

1. Wright A. Storytelling with Children. Oxford, 2017. 220 p.

Targeted pedagogical conditions and a motivating professional environment in ESP teaching in Pediatrics

Petrova O. B.
Assoc. prof., cand. of Science (Linguistics), associate professor of the Department of Foreign Languages
Kharkiv National Medical University
Kharkiv, Ukraine
e-mail: ob.petrova@knmu.edu.ua

Krainenko O. V.
Senior Lecturer, Department of Foreign Languages
Kharkiv National Medical University
Kharkiv, Ukraine
e-mail: ov.krainenko@knmu.edu.ua

The conventional approach to teaching foreign languages at universities has taken the form of English for Specific Purposes (ESP) (T. Dudley-Evans, M. St. John, T. Hutchinson, A. Waters, B. Paltridge, H. Basturkmen et al.) [1; 11; 12; 14]. This general methodology has been continually specialized across various domains of the university profile, leading to the formation of new disciplines determined by the narrow majors of ESP students. Thus, at the medical university, we have observed distinctions within ESP, such as EMP (English for Medical Purposes) (V. Bhatia, F. Crăineanu, D. Dejica) [3; 8], which then branches into ESP (Dentistry), ESP (Pediatrics), ESP (Physical Therapy and Rehabilitation), etc., depending on the specified field of medical education.

The purpose of this work is to find the tools to set up the right environment and rules so that pediatric students succeed in ESP studies. Aiming to optimize the development of foreign language professional competence among future pediatricians, we adopted a comprehensive pedagogical approach that integrates modern linguistic and didactic strategies with the field's specific requirements (H. Basturkmen, A. Coxhead, F. Crăineanu, D. Dejica) [1; 2; 5; 8].

The effectiveness of this process depends directly on the implementation of targeted pedagogical conditions, as defined below. Firstly, we see them in professionally oriented and contextual learning of the Language of Medicine. Accordingly, the educational process should align as closely as possible with the realities of a pediatrician's future clinical practice.

Secondly, authentic (or adopted from the authentic) clinical cases are to be relied on. This means using interactive scenarios that reflect the specifics of pediatric practice, pediatric rehabilitation, physical therapy, and occupational therapy, etc., connected to the purpose. This involves working with English language medical documentation, patient case histories, and treatment protocols, as well as completing tasks related to identifying priority treatment goals (D. Douglas, B. Paltridge, S. Starfield, A. Coxhead, D. Coyle) [5; 6; 8; 10; 11].

Also, communicative role-plays are of value. Development of grammatical, sociolinguistic, discourse, and strategic competencies, along with understanding of speech acts (like requests, advice), politeness and modes of expression, and usage of various types of role-plays – e.g., semi-scripted role-play followed by non-scripted role-play (described by B. Cho) [4]. Practising specific communication skills in "doctor–child" and "doctor–parent/guardian" interactions, taking into account patients' psychological and age-related characteristics in Pediatrics, as well as the ethics of professional communication, may contribute significantly.

Some influences on the methodologies for such a course we can consider include integrating digital innovations, such as generative and digital technologies. A modern master's-level medical educational environment requires tools that simulate

real-life interaction scenarios and optimize the processing of professional information. One innovative approach is, for example, creating an interactive educational experience: simulators, simulations, and initial steps in working with autonomous agents.

Dialogue simulation is an effective technique, as utilizing AI-based voice interaction systems improves practice in taking patient histories or conducting consultations. This enables students to engage in spontaneous professional communication in a controlled environment and improves their motivation to learn (V. Kalnytska, I. Korneyko, O. Petrova, O. Krainenko) [13;15].

Some optional but expanding options are specialized prompt engineering: training students to formulate precise, professionally oriented prompts in English to effectively retrieve medical information and interact with Large Language Models (LLMs) (O. Petrova et al.) [15].

In education, when interacting with generative AI, it is necessary to be aware of the need to uphold academic integrity and to critically evaluate content: developing skills to verify English-language sources, identify AI "hallucinations", and validate generated references (including checking for fabricated citations) (I. Dergaa et al.) [9].

The development of a Personal Learning Environment (PLE) is part of a contemporary strategy to individualize the educational trajectory by enabling students to create their own digital ecosystems that support continuous immersion in medical discourse in a foreign language for specific purposes within their major.

When creating the educational environment, educators should consider the selection and organization resources for both compulsory and optional ESP courses, including independently sourcing and systematizing English language pediatric journals (from databases such as Scopus and Web of Science), podcasts, and open-access clinical lectures within a Personal Learning Environment (PLE) [13].

Methodologists shouldn't forget learning autonomy – shifting from passive absorption of material to the active management of the student's own cognitive processes – a skill critical to a physician's continuous professional development.

The curricula of such ESP courses are characterized by interdisciplinary integration (Content and Language Integrated Learning, CLIL) and by academic program standards (D. Coyle, P. Hood, D. Marsh, A. Coxhead) [5-7]. In accordance with this, the teaching and learning process focuses "not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time" [7, p.1].

Thus, the course of a foreign language for professional purposes is integrated with core disciplines such as Latin and Medical Terminology, Medical Biology, Human Anatomy, Histology, Cytology, and Embryology, Life Safety, Fundamentals of Bioethics and Biosafety, Biological Chemistry, Physiology, Microbiology, Virology, and Immunology, among others.

Such interdisciplinary tasks include developing learning modules that require the simultaneous application of knowledge in pediatrics and English language proficiency at the B1–B2 level (e.g., presenting a treatment plan to international colleagues).

Teaching academic writing is part of the ESP course. It involves practical training in academic and research genres and in learning specialized registers. It prepares pediatric students to compile literature reviews, structure their research findings, and formulate abstracts in accordance with international standards. This work assists them in scholarly publications as a form of student research activity (V. Bhatia, H. Basturkmen) [1-3].

Interactive methodologies suggest incorporating learning activities such as participation in international scientific and practical conferences, clinical consultations, and collaborative research projects.

We can advise to emphasize the use of transparent assessment criteria that are demonstrably intended to reflect students' ability to address practical challenges in

professional foreign language settings, thereby supporting balanced motivation among ESP (Pediatrics) students.

To conclude, we may say that optimizing ESP instruction for pediatric students requires a highly specialized, multi-faceted approach centered on targeted pedagogical conditions. Mastering specialized pediatric ESP requires a tech-integrated, interdisciplinary learning environment tailored to students' real-world clinical, academic, and language needs. The acquisition of language doesn't occur isolated. It must be interwoven with fundamental medical subjects and practical academic skills like medical writing and conference participation. The pedagogical practice proves that instruction is most effective when it is close to pediatric clinical practice. The pedagogical practice proves that instruction is most effective when it is close to pediatric clinical practice. The necessary components of the course involve authentic clinical cases with corresponding medical documentation samples, and using targeted communication scenarios. Such approach contributes to establishing an environment in which English is perceived as an essential professional tool rather than merely an academic subject.

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Listening as a Core Competence in English Learning for Metallurgical and Managerial Education

Soloviova Olga
PhD in Public administration, Associate Professor
LLC Technical University "Metinvest Polytechnic"
Zaporizhzhia, Ukraine
e-mail: ovsolovyova6@gmail.com

Modern employers in metallurgy and management expect engineers to possess advanced English communication abilities, particularly listening competence, which represents half of verbal interaction and is fundamental for professional collaboration. Participation in international conferences, workshops, negotiations, and production briefings requires specialists not only to articulate their own ideas but also to attentively absorb information, interpret it, and respond appropriately within a professional framework. Nevertheless, teaching listening in higher education remains a demanding challenge due to the lack of clear standards and methodological guidance [7]. Many students anticipate ready-made formulas from instructors, yet the cultivation of listening skills requires sustained practice, time, and a multifaceted