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**PROFESSIONALLY ORIENTED FOREIGN LANGUAGE VOCABULARY
AS THE BASIS FOR DEVELOPING THE COMMUNICATIVE COMPETENCE
OF FUTURE HEALTHCARE PROFESSIONALS**

**ПРОФЕСІЙНО-ОРІЄНТОВАНА ІНШОМОВНА ЛЕКСИКА
ЯК ОСНОВА ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ
МАЙБУТНІХ МЕДИЧНИХ ПРАЦІВНИКІВ**

The article examines the issue of developing the foreign language communicative competence of future healthcare professionals through the study of professionally oriented foreign language vocabulary. The relevance of the study is determined by the processes of globalization, the integration of medical education into the global educational space, and the growing demand for specialists capable of effectively performing professional activities in contexts of foreign language and intercultural communication. Scholarly approaches to the foreign language professional training of future specialists are analyzed, and the role of professionally oriented foreign language instruction within the system of higher medical education is defined. The paper substantiates that mastery of professionally oriented foreign language medical vocabulary is not merely the acquisition of terminology but a complex process that includes the development of communicative skills, clinical thinking, critical analysis, and intercultural competence. The structural components of the foreign language communicative competence of future medical professionals are characterized, namely linguistic, psychological, professional, pragmatic, sociocultural, and strategic components. The main directions and features of studying professionally oriented foreign language vocabulary in institutions of higher medical education are identified, taking into account the specificity of medical terminology and limited instructional time. Particular attention is paid to the application of interactive teaching methods, interdisciplinary integration, the use of authentic materials, and information and communication technologies, which contribute to increasing learners' motivation and to the formation of practical skills in professional foreign language communication. It is concluded that professionally oriented foreign language instruction is an effective means of training a competitive medical specialist capable of acting professionally in the contemporary globalized medical environment.

Key words: professionally oriented foreign language vocabulary, professionally oriented instruction, foreign language communicative competence, Foreign Language for Specific Purposes, students of higher medical education, healthcare professionals.

У статті розглянуто проблему формування іншомовної комунікативної компетентності майбутніх працівників медичної сфери шляхом вивчення професійно-орієнтованої іншомовної лексики. Актуальність дослідження зумовлена процесами глобалізації, інтеграції медичної освіти у світовий освітній простір та зростанням потреби у фахівцях, здатних ефективно здійснювати професійну діяльність в умовах іншомовного та міжкультурного

спілкування. Проаналізовано наукові підходи до іншомовної професійної підготовки майбутніх фахівців та визначено місце професійно-орієнтованого навчання іноземної мови у системі вищої медичної освіти. У роботі обґрунтовано, що оволодіння професійно-орієнтованою іншомовною медичною лексикою є не лише засвоєнням термінів, а комплексним процесом, який включає розвиток мовленнєвих умінь, клінічного мислення, критичного аналізу та міжкультурної компетентності. Охарактеризовано структурні компоненти іншомовної комунікативної компетентності майбутніх медичних працівників, зокрема лінгвістичний, психологічний, професійний, прагматичний, соціокультурний та стратегічний. Визначено основні напрями та особливості вивчення професійно-орієнтованої іншомовної лексики у закладах вищої медичної освіти з урахуванням специфіки медичної термінології та обмеженого навчального часу. Особливу увагу приділено застосуванню інтерактивних методів навчання, міждисциплінарної інтеграції, використанню автентичних матеріалів та інформаційно-комунікаційних технологій, що сприяють підвищенню мотивації здобувачів освіти та формуванню практичних навичок іншомовного професійного спілкування. Зроблено висновок, що професійно-орієнтоване навчання іноземної мови є ефективним засобом підготовки конкурентоспроможного медичного фахівця, здатного діяти професійно у сучасному глобалізованому медичному середовищі.

Ключові слова: професійно-орієнтована іншомовна лексика, професійно-орієнтоване навчання, іншомовна комунікативна компетентність, іноземна мова за професійним спрямуванням, здобувачі вищої медичної освіти, медичні працівники.

Introduction. In recent years, the ability to communicate fluently in a foreign language in professional practice has assumed increasing importance among the professionally oriented graduates of higher education. This situation is primarily the result of profound social reforms, as society is becoming increasingly open to the outside world. For this reason, the development among students of higher medical education of readiness for professional communication in a foreign language is an essential component of their professional training as medical practitioners, who must attain a level of communicative competence that will subsequently contribute to the effectiveness of their professional activity in the medical field.

Analysis of recent research and publications. A substantial body of research has been devoted to the issue of foreign language training for future specialists. In particular, scholars have investigated theoretical and methodological approaches (O. Maiboroda, O. Lahodynskyi, O. Mysechko, O. Shumskyi), methodological principles of foreign language teaching (N. Bidiuk, O. Lokshyna, O. Matviienko, N. Paziura), the study of foreign languages in the professional training of specialists in various fields (S. Abramovych, A. Andriienko, S. Hovorun, I. Demchenko, S. Karnaukhova, T. Kostiukova), the formation of the professional orientation of foreign language competence (I. Batsenko, V. Korostylov, Ye. Miroshnichenko), and the specific features of developing foreign language communicative competence (I. Bekh, I. Bim, D. Voronina, I. Zymnia, J. Raven, V. Skalkin, O. Tarnopolskyi, K. Johnson, A. Nazari, J. Richards, D. Hymes). However, in view of the rapid changes occurring in contemporary society, the issue of foreign language professional training for future specialists in the medical field, particularly the specific features of studying professionally oriented foreign language medical vocabulary, requires further investigation.

The aim of the article is to analyze the features of studying professionally oriented foreign language vocabulary as a basis for the development of the communicative competence of future healthcare professionals.

Research Methods. The article uses a complex of general scientific, linguistic and pedagogical research methods. Theoretical analysis of scientific sources, as well as methods of analysis, synthesis and generalization were used to study modern approaches to professionally oriented foreign language teaching and the formation of foreign language communicative competence of future medical workers. Descriptive and structural-semantic analysis were used to study the features of professionally oriented foreign language medical vocabulary and its functioning in educational and professional texts. The comparative method made it possible to compare different methodological approaches to the organization of foreign language training in higher medical educational institutions. The method of pedagogical modeling and classification was used to determine the content components of training and systematize interactive methods aimed at the formation of foreign language communicative competence.

Results & Discussion. At present, professionally oriented foreign language learning is a priority area in higher education. Communication in a foreign language is becoming an essential component of specialists' professional activity; therefore, students of higher medical education are required not only to acquire skills of communication in a foreign language, but also to gain specialized subject knowledge and to develop foreign language communicative competence [1].

The term "*professionally oriented instruction*" is used to denote the process of foreign language teaching focused on reading subject-specific literature, learning professional vocabulary and terminology,

and, more recently, on communication in a foreign language within the sphere of professional activity. Thus, professionally oriented instruction is understood as teaching that is based on consideration of higher education students' needs in foreign language learning, as determined by the specific features of their future profession or specialization.

A foreign language, as a subject belonging to the general education curriculum, differs from other disciplines in a number of specific ways. In the process of learning a foreign language, students must acquire not only a certain body of knowledge in phonetics, vocabulary, and grammar, but also skills and abilities in listening, speaking, reading, and writing, without which the use of a foreign language as a means of communication is impossible. The primary objective of foreign language instruction is, above all, the development of professionally oriented foreign language communicative competence in institutions of higher medical education.

When a foreign language is considered as a means of forming the professional orientation of a future medical specialist, it may be noted that, in the study of professionally oriented language material, a two-way relationship is established between students' aspiration to acquire specialized knowledge and the success of their language learning. The study of a foreign language should be regarded not as an independent objective, but as a means of enhancing educational attainment and professional expertise within a specific field of specialization. Taking into account the specificity of terminology in different fields, the acquisition of professionally oriented foreign language vocabulary should be structured around the following components: engagement with specialized texts, the study of subject-specific topics to develop oral communication skills, the systematic learning of a core professional vocabulary relevant to the particular specialization, and the use of pedagogically designed resources aimed at activating grammatical and lexical competence.

The study of the discipline "*Foreign Language for Specific Purposes*" has a number of distinctive features. One of them is the limited duration of the foreign language course for students of higher medical education, which, unfortunately, does not allow full coverage of the entire range of professionally oriented and basic instructional material. Another feature is the accessibility of teaching materials, which must be comprehensible to learners. This obliges the teacher to maintain a clear sequence in foreign language instruction, beginning with basic general knowledge of the language and gradually progressing to specialized

material that is already familiar to students from their pre-clinical and clinical subjects, to select appropriate methods and techniques for the teaching process, to develop learners' language learning abilities, and to enhance their motivation to study [5].

When working with specialized texts in foreign language classes, students must learn to extract relevant information, comprehend content, and demonstrate both dialogic and coherent monologic speech at the levels of both prepared and spontaneous production. They should be able to translate or summarize required material and to understand spoken discourse within a specific field of specialization. The ability to engage in spontaneous professional conversation presupposes a high level of active proficiency in a foreign language, approaching that of a native speaker. Such a level of language competence requires future specialists not only to know and understand the structural principles of foreign language expression, but also to possess a deep understanding of the associated culture and professional realities [4].

Textbooks, a wide range of visual teaching aids, audio and video materials, as well as computer-based and technical resources used within the instructional framework, make it possible to model a foreign language environment and to stimulate communication in the target language. Electronic textbooks, practical manuals, and multimedia learning programmes may be employed not only for work with linguistic material, but also for the development of the main types of communicative activity. Professionally oriented foreign language instruction in institutions of higher medical education requires a revised approach to the selection of content. Such content should reflect contemporary scientific achievements in fields directly related to the professional interests of medical students and provide opportunities for their professional development.

The mastery of professionally oriented foreign language vocabulary by future medical professionals is not merely the acquisition of lexical items, but a complex set of specialized skills that requires an understanding of medical terminology, clinical reasoning, and intercultural communication in order to ensure safe and effective patient care. Above all, it involves a strong practical orientation grounded in simulation-based activities (such as diagnosis and consultation), the development of skills for reading international academic literature, and communication with colleagues from other countries, thereby fostering not only knowledge, but also communicative competence in professional situations.

The structural elements of the content component of the model for studying professionally oriented foreign language vocabulary include the following:

1. The development of communicative skills across the main types of language activity (speaking, listening, reading, and writing) on the basis of general and professional vocabulary. The ultimate objective of professionally oriented instruction in dialogic speech is the development of the ability to conduct conversations and to engage in purposeful exchanges of professionally relevant information on a given topic. The aim of professionally oriented listening instruction is the formation of skills for perceiving and understanding an interlocutor's utterances in a foreign language within a dialogue that corresponds to a specific real-life professional situation. The outcome of reading instruction is the development of competence in all types of reading of texts of various functional styles and genres, including specialized literature. The final objective of writing instruction is the development of communicative competence required for professional written communication, manifested in the ability to produce summaries and to translate professionally significant texts from the foreign language into Ukrainian and from Ukrainian into the foreign language.

2. Linguistic knowledge and skills, which include knowledge of phonetic phenomena, grammatical forms, rules of word formation, lexical units, and medical terminology specific to a particular specialization. These forms of knowledge and skills constitute integral components of the complex abilities involved in speaking, listening, reading, and writing.

3. Learning skills and rational strategies of intellectual work, which ensure the culture of language acquisition in instructional settings and the culture of communication with its speakers [2].

The key features of mastering a professionally oriented foreign language within the training of future medical professionals include specialized vocabulary, with a focus on medical terminology in Latin, English, and German used in pharmacology, anatomy, and pathology, which underpins the comprehension of medical texts; a practical orientation, whereby instruction is directed towards real clinical scenarios such as taking a medical history, explaining diagnoses, providing patient instructions, and completing medical documentation; the development of clinical reasoning skills through the application of language to medical problem-solving; the cultivation of critical thinking via the analysis of scientific publications and clinical protocols; contextualization, including an understanding of medical usage, such as the distinction between *pain* and *ache* in different contexts; an intercultural

dimension involving awareness of cultural aspects of patient communication; the use of authentic materials, including international textbooks, clinical guidelines, and scientific journals; and enhanced learner motivation driven by the need for professional development, access to global medical knowledge, and opportunities for international practice.

The outcome of studying professionally oriented foreign language vocabulary is the development of foreign language communicative competence in future medical professionals, which includes linguistic, psychological, professional, pragmatic, sociocultural, and strategic components [4]. The linguistic component involves the formation among students of higher medical education of the skills and abilities required to use specialized professional terminology, typical phraseological units, and grammatical structures in the process of professionally oriented communication, based on relevant problem-based educational and professional situations. The psychological component highlights the need to develop the skills and abilities to adequately assess a foreign language interlocutor (for example, a patient during a medical consultation or a physician colleague in professional interaction), to anticipate their reactions in the course of foreign language communication, and to understand behavioural strategies. The professional component presupposes that students of higher medical education possess knowledge related to the comprehensive interaction between physician and patient, including the ability and readiness to interpret patient interviews during medical examinations, conduct physical and clinical assessments, complete outpatient and inpatient medical records, carry out sanitary and preventive activities, and provide recommendations on healthy nutrition and lifestyle, among other professional tasks. The pragmatic component is associated with specialists' knowledge of the principles of organizing and structuring discourse. It ensures coherence and logical consistency in foreign language utterances and entails the ability to apply knowledge of verbal and non-verbal behaviour in professional communication within another linguistic and social environment. The sociocultural component involves proficiency in language skills, knowledge of the mentality of the country whose language is being studied, and awareness of cultural traditions, all of which are essential for successful intercultural communication and the conduct of a dialogue between cultures. The strategic component encompasses skills of active listening to obtain additional information, repetition to confirm comprehension, summarizing received information, maintaining communicative contact, exerting appropriate influence on patients, behaving appropriately when

communicating difficult diagnoses or incurable conditions, responding to complex questions, and finding effective solutions in the absence of sufficient linguistic resources in situations of professional foreign language interaction [4].

Professionally oriented foreign language learning is focused on specific medical situations rather than on general language use. It facilitates the active acquisition of Latin, English, and German terminology employed in diagnosis and treatment; develops the ability to conduct patient-doctor dialogues, obtain medical histories, explain diagnoses and treatment plans, and communicate with international colleagues; facilitates work with English language textbooks and scientific journals; and provides opportunities for participation in international projects, conferences, and training placements. Collectively, these factors ensure a high level of language proficiency required for effective professional activity in contemporary medical practice.

The effectiveness of professionally oriented foreign language instruction increases significantly when the language is taught not in isolation, but through

integration with disciplines such as anatomy, physiology, pathology, internal medicine, surgery, and pharmacology. Interdisciplinary classes contribute to a deeper understanding of terminology, the development of skills for working with clinical documentation, and the stimulation of learners' interest in foreign language study.

In the process of studying professionally oriented foreign language medical vocabulary aimed at developing communicative competence, it is advisable to employ specialized interactive teaching methods [3]. Moreover, the communicative approach ensures the development of oral communication skills and facilitates the overcoming of language barriers [6]. In particular, role-play activities (such as doctor-patient and nurse-physician interactions) are used to practise patient communication; clinical case simulations, discussions, and brainstorming are applied to analyze complex situations, model clinical scenarios, and engage in discussions on medical topics; group work supports collaborative problem-solving; and the case method enables the active application of knowledge and the development of critical thinking (Table 1).

Table 1

Interactive Methods for the Study of Professionally Oriented Foreign Language Vocabulary

Method	Description of Application	Expected Outcome
Problem-Based Learning (PBL)	Work with clinical cases: – describing symptoms in a foreign language; – formulating a preliminary diagnosis; – proposing a treatment plan; – justifying clinical decisions.	Integration of language practice with professional and clinical reasoning.
Case-Study	Analysis of real clinical cases: – reading medical histories; – presenting cases in English; – working with medical protocols; – formulating conclusions.	Development of skills in describing a patient's condition and enhancement of clinical thinking.
Project-Based Learning	Preparation of presentations, scientific posters, reports, and abstracts on medical topics.	Development of skills in presenting research findings and visualizing information.
Information and Communication Technologies (ICT)	Use of clinical communication simulators; online platforms (e.g., Coursera, Medscape, Osmosis); procedural videos; interactive dictionaries and tests.	Improvement of practical communicative skills.
Role-playing	Practice of dialogues such as “doctor-patient”, “doctor-doctor”, and “doctor-nurse” during consultations, history taking, and explanation of diagnoses.	Development of speaking skills, empathy, reduction of language barriers, and enhancement of communicative competence.
Quest-Based Learning	Learners search for information by completing tasks related to medical terminology and procedures.	Game-based learning and gamification.
Discussions / Debates	Discussion of ethical dilemmas, new treatment methods, and the advantages and disadvantages of therapies.	Development of argumentation skills, critical thinking, and expansion of professional vocabulary.
Brainstorming	Generation of ideas aimed at improving treatment, identifying causes of disease, or planning surgical interventions.	Activation of collaborative work and creativity.
Group Work	Joint analysis of scientific articles; preparation of presentations on rare diseases.	Teamwork, peer learning, development of communicative abilities, and reduction of language barriers.

Conclusions and Research Prospects. The study of professionally oriented foreign language vocabulary constitutes an essential component of the contemporary system of training future medical professionals and ensures the development of communicative competence among students of higher medical education, which is necessary for successful professional activity in the context of the globalization of medical education and practice. Proficiency in professionally oriented foreign language vocabulary plays a pivotal role in shaping a specialist capable of functioning effectively within a multilingual and multicultural environment. A modern medical professional is required to be able to communicate with foreign patients, who increasingly seek medical assistance in healthcare institutions in Ukraine; to read and critically analyze international medical literature, including peer-reviewed articles, clinical protocols, and guidelines issued by professional associations; to work with pharmaceutical instructions, which are frequently provided in English; to conduct scientific research and present its results in the form of presentations or

articles published in foreign scientific journals; and to participate in international exchange programmes, internships, and conferences, where English serves as the primary language of communication. The specific content of the discipline *Foreign Language for Specific Purposes*, together with the necessity to master a substantial volume of medical terminology, requires the application of specialized methodological approaches focused on the practical use of language in professional contexts. Despite the considerable challenges associated with the complexity of learning professionally oriented foreign language vocabulary and the heavy academic workload of students of higher medical education, the effectiveness of the educational process may be enhanced through the use of interactive teaching methods, interdisciplinary integration, modern technologies, and authentic resources. Prospects for further research are seen in the investigation of the specific features of foreign language professional training of future medical specialists within the context of higher education institutions.

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