

THE TRAINING PECULIARITIES OF ENGLISH LANGUAGE TEACHERS FOR MEDICAL UNIVERSITIES: MANDATORY AND ELECTIVE COURSES TEACHING EXPERIENCE

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INTRODUCTION

The growing demand for proficient English communication in the medical field highlights the necessity for highly qualified English language teachers dealing with specific linguistic and professional needs of healthcare specialists. Medical universities, as institutions responsible for preparation of future doctors, nurses, and other healthcare professionals, require teachers who are not only fluent in the language but also possess a deep understanding of medical terminology, intercultural communication, and modern teaching methodologies.

Training English teachers for medical universities involves a multidisciplinary approach that combines general pedagogical skills, advanced linguistic competence, and knowledge of medical English. This process is complex due to the interdisciplinary nature of the subject, requiring teachers to bridge the gap between the technical language of medicine and the practical communication skills needed in real-world clinical situations. Moreover, teachers must adapt their methods to deal with unique challenges faced by medical students, including the acquisition of highly specialized vocabulary, understanding complex grammatical structures, and developing effective speaking and writing skills. Future teachers must know how to integrate authentic materials such as clinical case studies, patient-doctor dialogues, and research articles into their curriculum. This not only enhances the practical relevance of language learning but also fosters critical thinking and problem-solving abilities among students.

Another important consideration is the adaptation of teaching strategies to the diverse needs of medical students. Unlike general English classes, where the focus may be on everyday communication, medical English classes prioritize precision, clarity, and the ability to convey complex information. Teachers must therefore be trained to employ interactive and student-centered methodologies, including role-playing, simulations, and

task-based learning. These approaches enable students to practice real-life situations, such as taking patient histories or presenting medical research, in a supportive and structured environment.

Furthermore, the training of English language teachers for medical universities should emphasize the importance of cultural competence. Understanding the global nature of healthcare and the increasing mobility of medical professionals, teachers must prepare students to interact effectively with colleagues and patients from diverse cultural backgrounds. This requires not only linguistic skills but also an awareness of cultural differences in communication styles, healthcare practices, and ethical considerations.

Finally, ongoing professional development is essential for maintaining the high standards expected of English language teachers in medical universities. Continuous learning opportunities, such as workshops, conferences, and collaborative projects with healthcare professionals, allow teachers to stay updated on the latest developments in both language teaching and medical education. Fostering a culture of lifelong learning, medical universities can ensure that their English language programs remain relevant and effective in meeting the evolving demands of the healthcare industry.

The training of English language teachers for medical universities is a vital component of modern medical education; these teachers play a crucial role in preparing future medical professionals to succeed in an increasingly interconnected and multilingual world.

1. The English language teachers for medical university education: the role and challenges

This paragraph demonstrates the essential role of English language teachers for medical universities, emphasizing the specific requirements, competencies, and innovative teaching methods necessary for effective teaching and challenges they meet. It highlights the importance of English proficiency in healthcare and provides practical recommendations for enhancing the training system for teachers. Additionally, it examines opportunities for developing comprehensive training programs and fostering continuous professional growth to ensure the highest standards of English language education in medical institutions.

In modern globalized world, English has become the dominant language of communication in healthcare, scientific research, and medical services. As O. Kaniuk claims, different universities that are not primarily focused on language studies require English language teachers to possess specific skills. These teachers are expected to teach not only general vocabulary, grammar, reading, and writing skills but also profession-oriented English that deals with the specialized needs of the students in their respective

fields¹. Proficiency in English is a critical factor for success in the medical field. For future healthcare professionals, learning English offers access to global scientific resources, as it is the primary language of most medical publications, research articles, conferences, and studies. Furthermore, it enables effective communication with international colleagues, allowing medical professionals to exchange experiences, collaborate on research projects, and seek expert consultations. Additionally, English proficiency is essential for providing medical care to international patients, as the demand for cross-border healthcare services continues to grow.

English language teachers in medical universities face numerous challenges, as their teaching responsibilities extend beyond general language training. They must possess advanced knowledge of medical terminology, understanding the meanings, usage, and contexts of specialized terms. Moreover, they need to understand medical processes and principles, including basic diagnostics and treatments, to handle the gap between language and medical practice.

To enhance learning outcomes, teachers must use clinically-oriented and their teaching materials must be adjusted to the medical field. These materials often include real-life clinical cases, which help students apply their linguistic skills in practical contexts. In addition, teachers need to adapt their teaching methods to the specifics of medical education, fostering active student engagement, creating effective learning programs, and encouraging the practical application of English in medical settings.

Teaching English to future healthcare professionals demands specialized approaches that serve their unique needs. Methods such as case-based learning, where real clinical cases are used to develop communication and analytical skills, have proven to be highly effective. Similarly, role-playing allows students to simulate medical interactions, such as doctor-patient dialogues or interdisciplinary communication, thereby improving their fluency in professional situations. Project-based learning also plays a vital role, as it enables students to research medical topics, solve problems, and present their findings in English. Additionally, the integration of interactive technologies², including online platforms, video materials, and simulation models, has significantly enhanced engagement and learning effectiveness.

Innovative teaching approaches further enrich medical English study. Mobile applications, for example, offer opportunities for students to practice vocabulary, grammar, and listening skills through interactive exercises. The use of medical simulators provides a hands-on approach to learning specialized terminology and practicing professional conversations.

¹ Канюк О. Особливості викладання англійської мови для студентів немовних спеціальностей. *Український педагогічний журнал*. 2020. № 2. С. 117-122.

² Шаргун Т.О., Бушко Г.О., Мосіна Ю.С. Сучасні аспекти викладання англійської мови в технічних закладах вищої освіти. *Педагогіка формування творчої особистості у вищій і загальноосвітній школах*. 2020. №70(4). С. 205-210.

Virtual reality (VR) creates immersive environments where students can engage with realistic medical situations, and gamification, which introduces game elements into the learning process, increasing motivation and interest.

To ensure that English language teachers in medical universities are adequately prepared for these challenges, it is essential to implement measures to enhance the teacher training system. Expanding training programs with a greater emphasis on medical terminology and clinical knowledge is a critical step. Introducing specialized courses on teaching English in medical contexts and organizing internships for teachers in healthcare settings can provide valuable practical experience. Furthermore, creating platforms for the exchange of experiences and study resources among teachers in medical institutions will foster collaboration and innovation in this sphere.

Adopting these strategies, the education system can provide English language teachers with the skills and knowledge required for teaching in medical universities. This, in turn, will ensure that future healthcare professionals are well-prepared to communicate effectively in the global medical community, contributing to their professional success and the overall advancement of healthcare, because all communicative methods and skills are constantly changing³.

English language teachers in medical universities must have access to continuous professional development to stay updated on the latest advancements in educational technologies, teaching methodologies, and developments in the medical field. Their professional growth can be supported through participation in conferences, workshops, and training sessions focused on current challenges and innovations in teaching English for medical purposes. Providing access to online resources and platforms allows teachers to explore new teaching methods, integrate digital tools, and master specialized medical terminology. Collaboration with peers in the field fosters valuable experience exchange and the development of a professional community. Additionally, opportunities to pursue advanced degrees and certifications in teaching English for medical purposes ensure that instructors maintain a high level of knowledge and professionalism. These measures collectively enhance the quality of English language education in medical universities, better preparing students for their future careers in healthcare.

Teaching English as the language of international medicine presents numerous challenges that educators and institutions must address to ensure effective learning outcomes. The primary issue lies in the dual complexity of the subject matter. Unlike general English, medical English requires mastery of specialized terminology, precise communication skills, and the

³ Матвіяс О. Сучасні підходи до методики викладання англійської мови у вищих навчальних закладах. *Науковий вісник Вінницької академії безперервної освіти. Серія «Педагогіка. Психологія»*. 2023. №4. С. 77-85.

ability to navigate cross-cultural interactions. Students often struggle to accept these aspects simultaneously, particularly when their foundational English skills are not strong enough to support advanced learning. This creates a significant gap between linguistic competence and the demands of medical communication.

Another major challenge is the lack of standardized curricula adjusted to the medical field. Many institutions rely on general English courses that fail to address the specific needs of healthcare professionals. As a result, students may lack the practical skills required for tasks such as taking patient histories, discussing diagnoses, or collaborating with international colleagues. Teachers, in turn, may feel unprepared to deliver content that combines both linguistic skills and clinical knowledge, as they often lack medical training themselves.

The cultural dimension of teaching English for international medicine further complicates the process. Effective communication in healthcare goes far beyond grammar and vocabulary; it requires sensitivity to cultural peculiarities and understanding of how healthcare systems operate in different countries. For example, students need to learn how to adjust their communication style to diverse patient expectations or collaborate with international teams in high-pressure environments. Teachers must find ways to incorporate these intercultural elements into their teaching while maintaining a focus on language development.

Time shortage and limited resources also pose significant barriers. Medical students often face packed schedules, leaving little room for dedicated language study. This can hinder their ability to fully engage with English courses, particularly when these courses are not integrated into their medical curriculum. Moreover, teachers may lack access to up-to-date materials, such as case studies, simulations, or interactive tools that reflect real-world medical situations without these resources, classes risk becoming disconnected from practical application.

The global nature of medicine means that English is not just a tool for professional advancement but also a requirement for patient safety and effective care. Miscommunication in a medical context can have serious consequences, making it imperative for students to achieve a high level of fluency. However, achieving this level often requires extensive practice and immersion, which many programs struggle to provide.

Teaching English as the language of international medicine requires addressing complex linguistic, cultural, and practical challenges and to overcome these obstacles, institutions must invest in specialized curricula, professional development for teachers, and resources that integrate language learning with clinical practice. Only a comprehensive approach can help teachers prepare students for the demands of global healthcare.

2. Teaching mandatory and elective English courses for medical purposes: medical university experience

According to medical university curriculum English disciplines can be divided into mandatory and elective courses. The distinction between mandatory and elective courses is essential to ensure a structured and flexible approach to medical education.

Mandatory courses are fundamental for providing future healthcare professionals with the core knowledge and skills required in medical practice. These disciplines ensure that all students meet the essential academic and professional standards, forming a solid foundation for their future clinical work. In contrast, elective courses provide students with the opportunity to explore specialized areas of medicine or related fields, encouraging innovation and individual academic growth. This flexibility enables students to adjust their education to specific career interests, such as medical research, public health, or modern medical technologies.

In this context, the importance of preparing English language teachers for teaching such disciplines cannot be overstated. Given the global nature of medical science and the prevalence of English as the international language of medicine, teachers must be ready to teach effectively in this specialized environment. Their training should focus on developing medical vocabulary, integrating subject-specific content, and adopting communicative teaching methods that simulate real-world medical cases. This ensures that students not only acquire the language skills needed for international collaboration but can also apply them in clinical, academic, and research aspects. Prioritizing the preparation of English language teachers, medical universities enhance the quality of education, foster global readiness, and study students to succeed in an increasingly interconnected medical community.

Analyzing the experience of National medical university in Kyiv, Ukraine it is important to highlight that the curriculum of Language study department provides students with 23 mandatory and 13 elective disciplines.

Teaching these disciplines requires advanced skills in professional English to ensure effective communication and knowledge maintenance. Proficiency in medical English is particularly essential, as it enables teachers to integrate subject-specific terminology, facilitate the understanding of complex medical concepts, and prepare students for engagement in international academic and clinical backgrounds. Additionally, they should be specialists at creating and implementing communicative teaching strategies that simulate real-world situations, fostering students ability to apply their language skills in professional contexts, such as patient interactions, academic research, and global medical collaboration.

Such competence is crucial for handling the gap between language acquisition and its practical application in medicine, ultimately enhancing

the quality of education and providing students with the linguistic tools needed for their future careers.

To conduct this research and study the main aspects of English language teachers preparation for medical universities three disciplines have been selected: one mandatory and two elective courses: “Professional-oriented foreign language” – mandatory course for students studying for physical rehabilitation specialists, ergotherapists, “English in clinical practice” – elective course for medical students, “English for dental purposes” – elective course for future dentists.

In light of recent events the demand for specialists in the field of physical rehabilitation is growing. As a result the specialty “Physical Therapy. Ergotherapy” has been established at Bogomolets National medical university, preparing specialists in this area.

Ergotherapy, as a branch of medical rehabilitation, is increasingly gaining recognition not only in our country but globally. It enables patients to restore functionality, learn self-care skills, and reintegrate into society after injuries, illnesses, or other limitations. The rising popularity of ergotherapy requires future professionals in this field to adopt a multifunctional approach and acquire deep knowledge. One essential component of professional training for ergotherapists is proficiency in foreign languages. Below we will discuss the importance of this aspect from the perspective of future specialists and the effective provision of services to patients.

Mastering the mandatory course “Professional-oriented foreign language,” future ergotherapists (at the Master’s level of higher education) can develop the skills necessary for effective communication in both spoken and written English. This course is implemented to foster communicative competence in professional and situational contexts, enhancing the ability of future ergotherapists to discuss professional issues, present research findings, and introduce innovative projects. It also contributes to the development of professional and academic integrity, including responsibility for the accuracy of scientific results.

The course provides practical skills in English language proficiency across various types of speech activities and provides access to the latest professional information from foreign sources. Students learn how to use this information in monologic and dialogic communication on topics such as everyday life, socio-political issues, and specialized medical fields. Additionally, they develop the ability to translate general scientific and professional medical texts from English into Ukrainian.

The program of the course “Professional-oriented foreign language”⁴ consists of 120 hours and covers the following relevant topics: “Human anatomy,” “Injuries,” “Fundamentals of physical rehabilitation,” “Physical

⁴ Сторожук Х.В. Професійно орієнтовна іноземна мова: робоча програма з навчальної дисципліни. Київ. 2023. 22 с.

rehabilitation of internal organ diseases,” “Physical rehabilitation of nervous system disorders,” “Physical rehabilitation of musculoskeletal disorders,” “Kinesiotherapy,” “Osteochondrosis,” and “Osteopathy.”

The expected learning outcomes for this program include the ability of future ergotherapists to deal with specialized tasks and practical problems related to physical therapy and ergotherapy. Students will gain the capacity for abstract thinking, analysis, and the ability to search for and process information from various sources. They will also develop the ability to work independently, provide high-quality services, and interact with patients to assess their needs and expectations regarding mobility and the outcomes of physical therapy.

In the modern world, ergotherapists may encounter patients from different countries or collaborate with colleagues from abroad. Proficiency in a foreign language will allow ergotherapists to communicate effectively with patients and colleagues globally, understand their needs, and provide high-quality medical care without language barriers.

Mastering a foreign language expands access to scientific sources, research, seminars, and conferences in the medical field, which are often conducted in English or other foreign languages. This allows ergotherapists to enlarge their knowledge and improve their skills based on the latest advancements in the field.

Proficiency in a foreign language helps ergotherapists better understand and adapt to different cultural contexts, avoid misunderstandings and conflicts, and maintain effective cooperation with patients from diverse cultural and linguistic backgrounds.

All of these factors emphasize the importance of foreign language proficiency for ergotherapists during their study. It not only broadens their professional opportunities but also contributes to improving the quality of medical care and increasing patient satisfaction with the services provided.

Another elective course – “English in clinical practice”⁵, which studies second-year medical students (Master’s level) and provides the opportunity to develop the ability to communicate fluently in both their native and English languages, both orally and in writing. This enables them to discuss professional issues, present results of activities, scientific research, and innovative projects, while adhering to professional and academic integrity and taking responsibility for the accuracy of scientific results. The course is aimed at developing communicative competence in professional and situational communication in both oral and written forms. Students acquire practical English language skills across various speech activities, gain access to the latest professional information from foreign sources, and learn to use it in monologic and dialogic speech on topics such as everyday life, socio-political matters, and medical professions. Additionally, students

⁵ Захарова В. О., Підмазіна О. М. Англійська мова в клінічній практиці: робоча програма з навчальної дисципліни. Київ. 2023. 18 с.

improve their ability to translate general scientific and medical texts from English to Ukrainian.

The “English in clinical practice” course supposes 150 hours and covers topics such as “Human anatomy,” “Medical history taking,” “Pharmacology,” “Respiratory system,” “Cardiovascular system,” “Digestive system,” “Endocrine system,” “Nervous system,” “Urinary system,” and “Integumentary system.” The organization of English language teaching focuses on practical language learning through the lens of mastering professional disciplines, simulating professional situations.

“English for dental purposes” – is one more elective course being suggested at the department. The development of foreign language competence, according to the program⁶, is implemented through the study of the course “Academic English for professional purposes,” which is part of the mandatory component of the educational and scientific program. Additionally, the presence of an elective component in the program provides an opportunity for future dentists to develop foreign language competence by taking elective courses, specifically the course “English for dental purposes.” This course enhances foreign language proficiency in professional and situational communication in both oral and written forms, develop practical English language skills across various speech activities, acquire the latest professional information from foreign sources, and apply it in monologic and dialogic speech. It also focuses on improving translation skills and understanding general scientific and specialized dental texts in a foreign language.

The program of the course “English for dental purposes” provides 90 hours and consists of two content modules: “Traumatic injuries of the oral cavity” and “Mucous membrane findings in diseases,” along with 9 practical topics: “Anatomical and histological structure of the oral cavity,” “Traumatic injuries of the oral cavity,” “Infectious lesions of the oral cavity,” “Premalignant conditions of the oral cavity,” “Allergic lesions of the oral cavity,” “Mucous membrane findings in gastrointestinal diseases,” “Mucous membrane findings in endocrine diseases,” “Mucous membrane findings in hematological diseases,” and “Neurostomatology diseases”⁷.

Taking these programs in consideration, it is essential that these courses require in-depth knowledge in the respective fields. In particular, they must have a strong understanding of both the language and the subject matter they are teaching, as these disciplines are highly specialized and require profound knowledge in both the medical and linguistic spheres.

To teach the following courses teachers must have the background in medical English, specifically in areas related to medical terminology and

⁶ Гололобова К. О., Поливода Р. Освітньо-наукова програма «Стоматологія». Київ. 2023. 22 с.

⁷ Камінська І. П. Англійська мова стоматологічного спрямування: робоча програма з навчальної дисципліни. Київ. 2023. 21 с.

research methodologies, to teach students the language skills required for professional communication. They must also be familiar with the latest achievements in the field of medical sciences, as students need to access and comprehend up-to-date information from international sources.

The course “English for dental purposes” requires a comprehensive knowledge of dentistry-related topics, including traumatic injuries, mucosal conditions, and other dental health issues, in addition to their proficiency in English. This ensures that students not only acquire linguistic skills but also learn the necessary medical vocabulary and concepts relevant to their future professional practice.

3. Key study strategies of English language teachers for medical universities

One of the most critical aspects of preparing English language teachers for medical universities is the development of their proficiency in medical terminology. It is crucial for teachers who train medical students to have a deep knowledge of both general medical vocabulary and specialized terms related to various medical fields, such as anatomy, pharmacology, surgery, and diagnostics. This knowledge goes beyond basic translation skills; it involves understanding how medical terms are used in real-world clinical practice and academic discourse.

Medical terminology forms the foundation of communication within the healthcare sector. It allows healthcare professionals to discuss complex medical conditions, treatments, and procedures with precision and clarity. Therefore, English language teachers must know how to teach these terms in a way that students can not only memorize them but also apply them in practical contexts. The challenge for teachers is to go beyond teaching isolated vocabulary and grammar to creating meaningful learning experiences that integrate language with medical practice. This could involve using case studies, medical journal articles, and clinical dialogues, all of which provide authentic contexts for students to learn how medical terminology is applied in professional settings.

Furthermore, medical English language teachers must know how to explain the peculiarities of medical terminology. Many medical terms can be confusing due to their Latin or Greek origins, and some may have multiple meanings depending on the context. Teachers need to help students navigate these difficulties, ensuring they can use terms accurately and use them appropriately. They also need to be prepared to explain how medical terminology is used across different contexts, such as patient interactions, medical research, and in professional communication with colleagues. Teachers must guide students in developing the skills to translate medical documents, such as patient histories, research papers, and clinical guidelines, from English into their native language and opposite.

Moreover, teachers must stay up-to-date with new developments in medical terminology. As medical research evolves, so does the language

used to describe new discoveries, treatments, and technologies. This dynamic nature of medical language requires teachers to be engaged in continuous learning. They should familiarize themselves with the latest medical literature, participate in professional development programs, and collaborate with healthcare professionals to ensure their knowledge of medical terminology remains current. Such continuous learning also ensures that the teaching materials and approaches they use are aligned with the latest medical practices and linguistic trends.

In addition to teaching medical terminology, English language teachers in medical universities must help students develop the ability to use these terms effectively in communication. This includes both written and oral communication. Teachers should focus on developing students skills in presenting medical information, taking medical histories, participating in discussions, and writing research papers. By doing so, they not only teach vocabulary but also encourage critical thinking, professionalism, and the ability to convey complex medical information clearly and concisely.

The development of teachers skills in medical terminology is a vital component of training English language teachers for medical universities. This skill enables them to bind the gap between language and practice, ensuring that future healthcare professionals can communicate effectively within their fields. Through specialized training and continuous professional development, English language teachers can ensure that medical students acquire the language skills necessary to succeed in their careers and contribute meaningfully to global healthcare advancements.

Another aspect to be mentioned is preparing English language teachers for interdisciplinary educational programs in medical universities, which requires a multifaceted approach that addresses both linguistic and professional needs of future healthcare specialists. Interdisciplinary programs are designed to integrate knowledge from various fields, fostering a comprehensive understanding of medical science, practice, and communication. For English language teachers, this means acquiring not only advanced linguistic skills but also a profound understanding of medical concepts, terminology, and the context in which they are used.

Interdisciplinary programs often emphasize practical application, requiring teachers to conduct classes that reflect the realities of clinical and academic environments. Teachers must bind the gap between general English instruction and the specific needs of medical students, ensuring that language skills are seamlessly integrated with professional knowledge. For instance, teachers must be specialists in writing class plans that incorporate medical case studies, clinical dialogues, and research articles, enabling students to practice language skills in contexts relevant to their future careers. This approach not only enhances linguistic competence but also prepares students for real-life situations, such as communicating with patients, collaborating with colleagues, and engaging with global research communities.

Interdisciplinary teaching requires the teachers to use flexible and innovative methodologies. Traditional teaching methods may not fully address the unique demands of medical education, where precision, clarity, and contextual understanding are of great importance. Teachers must employ active learning strategies, such as problem-based learning, role-playing, and simulations, to engage students in practice. These methods help students develop critical thinking, problem-solving abilities, and communication skills that are vital for their professional growth. For example, role-playing exercises might involve situations such as taking patient histories or presenting medical findings, which allow students to apply their language skills in a structured and dynamic environment.

Another critical component of preparing teachers for interdisciplinary programs is professional development. Continuous learning opportunities, such as workshops, seminars, and collaboration with healthcare professionals are essential for providing teachers with the knowledge and skills required to teach effectively in this context. Teachers must stay updated on the latest advancements in both language education and medical issues to ensure their teaching materials and methods remain relevant.

Since English is a global language, increasing emphasis is being placed on the cultural aspect of foreign language teaching⁸ and cultural competence is also a vital aspect of interdisciplinary education. Teachers must prepare students to interact with diverse populations, respecting cultural differences and adapting their communication styles accordingly. This requires teachers to integrate intercultural communication skills into their curricula, fostering an awareness of how cultural factors influence healthcare practices and patient-provider interactions.

Interdisciplinary programs demand that teachers are proficient in using modern educational technologies. The integration of tools such as virtual reality (VR), online platforms, and simulation software can enhance the learning experience by providing realistic and interactive environments for students. For example, VR can immerse students in medical cases where they practice language skills while navigating complex clinical situations. Teachers must be trained to handle these technologies effectively, ensuring they align with the learning objectives of the program.

Preparing teachers for interdisciplinary educational programs in medical universities involves developing of a unique combination between linguistic knowledge, medical knowledge, and innovative teaching strategies. Providing teachers with these skills, universities can ensure their students are not only proficient in English but also well-prepared to succeed in the multifaceted and globalized world of healthcare. This comprehensive approach ultimately contributes to the quality of medical education,

⁸ Мельник О., Гурина Н. Виклик часу. Сучасні тенденції у викладанні англійської мови в Україні для немовних спеціальностей. *Інноваційна педагогіка*. 2024. №75. С. 168-173.

enabling future professionals to communicate effectively, think critically, and provide high-quality care to diverse patient populations.

The preparation of English language teachers in medical universities is a crucial factor in ensuring high levels of language proficiency among future healthcare professionals. This is particularly significant given the increasing globalization of medicine and the need for effective communication with colleagues worldwide. To enhance this preparation, several aspects must be taken, including methodological approaches, professional development, and the integration of language into the medical context.

It is essential to revise and modernize teaching methodologies. English in medical universities should not be taught as a general subject but as a tool for professional activity. Teachers need training in methods such as CLIL (Content and Language Integrated Learning)⁹, which combines language instruction with subject-specific content. This approach helps students simultaneously acquire medical knowledge and the language skills necessary for their field. Incorporating authentic materials such as medical case studies, journals, and patient cases can make learning more relevant and engaging.

The integration of English into the broader medical curriculum is vital. Language learning should not be limited to English classes; it should involve other subjects and self-study work¹⁰. For instance, students could be required to write reports, give presentations, or discuss clinical cases in English during their medical courses. This immersive approach ensures that language skills are continuously reinforced and directly applied to real-world contexts.

Improving the preparation of English language teachers in medical universities requires a comprehensive approach that combines innovative teaching methodologies, ongoing professional development, and the integration of English into the medical curriculum, addressing these areas, institutions can better educate both teachers and students to meet the demands of modern healthcare communication.

CONCLUSIONS

In conclusion, the preparation of English language teachers for medical universities plays a critical role in modern healthcare education. The interdisciplinary nature of this process emphasizes the importance of integrating medical-specific content, innovative teaching methods, and cultural competence into teacher training programs. The overview of courses such as “Professional-oriented foreign language,” “English in

⁹ Banegas D. CLIL. Content and Language Integrated Learning. *Language and Education*. 2011. №25(2). С.182-185.

¹⁰ Чайка О. Організація позааудиторної роботи з іноземної мови для студентів різних спеціальностей. *Інноваційна педагогіка*. 2021. №35. С. 133-137.

clinical practice,” and “English for dental purposes” demonstrates the structured approach to addressing the linguistic and professional needs of future healthcare professionals. Focusing on real-world situations, including clinical case studies and professional situations, these programs ensure that students acquire not only theoretical knowledge but also practical skills for global medical communication.

Furthermore, the emphasis on continuous professional development ensures that teachers develop themselves both in language teaching and medicine. This ongoing learning supports the adaptation of teaching materials and strategies to the evolving demands of the healthcare sector. Overall, the comprehensive preparation of English language teachers for medical universities enhances the quality of education, providing future healthcare professionals with the linguistic tools needed for success in our modern world.

SUMMARY

Teaching medical English is crucial nowadays but this process meets the unique challenges and requires certain strategies to be involved into training English language teachers for medical universities. The research emphasizes the interdisciplinary nature of this preparation and highlights the growing importance of English in global healthcare, demanding a shift from general language instruction to profession-specific training. Teachers must master medical terminology, integrate subject-specific content, and employ innovative teaching methodologies like role-playing, simulations, and task-based learning to prepare students for real-world clinical cases.

Cultural competence is also identified as a crucial skill, enabling teachers to study future healthcare professionals to navigate intercultural communication effectively. Continuous professional development, including workshops, conferences, and collaborations with medical experts, is essential for teachers to stay updated on advancements in both education and healthcare. The study of specialized mandatory and elective courses, such as “Professional-oriented foreign language”, “English in clinical practice” and “English for dental purposes,” demonstrates a well-structured approach to meeting students’ professional and linguistic needs.

The study has also demonstrated the significance of integrating English into the broader medical curriculum through interdisciplinary programs. These initiatives ensure that language learning is not isolated but integrated into medical studies, enhancing students ability to apply English in academic, clinical, and research contexts. Adopting these strategies universities aim to provide their graduates with the linguistic and professional skills required in our modern world.

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