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## **SOCIAL AND EMOTIONAL LEARNING IN DEVELOPING MEDICAL PROFESSIONALS' FOREIGN LANGUAGE PROFICIENCY**

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DOI <https://doi.org/10.30525/978-9934-26-590-7-17>

### **INTRODUCTION**

In the context of globalization, the integration of the medical community and the active development of international scientific and educational connections, there is a growing need to prepare medical specialists who can operate effectively in an intercultural professional environment. Modern medical practice increasingly extends beyond national healthcare systems, involving specialists in international projects, knowledge exchange, telemedicine consultations, and interactions with patients who do not speak the official language. Under these circumstances, mastering a foreign language has become not just an advantage but a professional necessity.

The relevance of this topic is driven by a series of interconnected social, pedagogical, and professional factors that reflect contemporary trends in both the medical and educational spheres.

Firstly, the rapid development of international cooperation in healthcare, participation of medical specialists in cross-border scientific projects, academic mobility, and experience exchange require a high level of foreign language proficiency, particularly in English, which serves as the universal language of professional medical communication. In practice, healthcare professionals often encounter situations where they must communicate with patients who do not speak the national language or work within interdisciplinary teams of international composition. This situation necessitates both a command of medical terminology and the ability to convey information clearly and sensitively, taking into account the cultural and emotional characteristics of their interlocutors.

Secondly, medical communication involves more than just the transmission of data; it is a process of interpersonal interaction that carries a significant emotional load. Communicating diagnoses, consulting with family members, and supporting patients with chronic or incurable illnesses require specialists to have not only professional knowledge but also

developed empathy, ethical sensitivity, and self-regulation. These qualities should be reflected in foreign language communication, making it informal, human-centered, and emotionally literate.

Thirdly, the contemporary model of medical education emphasizes a holistic approach, viewing the specialist not only as a bearer of professional knowledge but also as an individual capable of building trusting and respectful relationships with patients. This becomes particularly important in foreign language communication, where perception barriers may be heightened. Therefore, learning should encompass not only cognitive aspects but also emotional and value-based components, allowing the learner to "see the person" beyond the clinical picture and to show respect for cultural differences.

Fourthly, there is a notable increase in cases of professional burnout among medical students and practicing doctors. Research indicates that developing emotional intelligence, self-reflection skills, and constructive communication can serve as effective tools for preventing burnout. In this context, social-emotional learning (SEL) takes on special significance – an innovative, humanistic approach aimed at fostering qualities such as empathy, emotional stability, teamwork abilities, and the capacity for ethical and effective interaction.

SEL is increasingly being integrated into professional training, including the medical field. Incorporating its principles into foreign language teaching allows educators to enhance students' motivation and academic performance while also contributing to the development of emotional intelligence, skills for culturally sensitive communication, and humanistic values. As Wei-Chin Hsu et al claim: "Incorporating SEL into medical education would ensure that physicians develop the social and emotional skills necessary to form positive relationships with patients and to cope with the emotional demands of medical work"<sup>1</sup>.

Thus, the importance of implementing SEL in the foreign language teaching of medical professionals stems from the need for a comprehensive approach to developing professional competencies, where language knowledge is combined with the ability to use it as a tool for ethical, psychologically competent, and human-centered interaction. Preparing specialists with both foreign language skills and high emotional competency aligns with the challenges of our time and the requirements of modern medicine.

This research **aims to** conduct a comprehensive theoretical and methodological examination of the possibilities and pedagogical benefits of

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<sup>1</sup> Hsu W.-C., Fuh L.-J., Liao S.-C. Integrating Social Emotional Learning into Medical Education. *Front. Med.* 2024. Vol. 11. Article ID 1368858. doi: 10.3389/fmed.2024.1368858. P. 1.

implementing SEL principles in developing foreign language communicative competence among students and professionals in the medical field at both higher education and postgraduate stages.

This study emphasizes the humanistic potential of SEL as a means of integrating cognitive, emotional, and communicative components into the professional education system. The goal is to prepare competitive, empathetic, and interculturally competent medical personnel.

To achieve this aim, **the following tasks** will be addressed:

1. To provide a theoretical foundation for the concept of foreign language communicative competence in the professional training of medical specialists. This will include specifying its structure, key components, and significance in a globalizing medical landscape (Theoretical Foundation).

2. To examine the conceptual foundations of SEL as a humanistically oriented approach to education, with a focus on developing emotional intelligence, self-reflection, empathy, constructive communication, and ethical decision-making (Conceptual Foundations of SEL).

3. To analyze the relationship between the components of SEL and the professional tasks of medical practitioners, particularly in the areas of intercultural and interlingual communication with patients, colleagues, and various medical and social systems (Relationship Between SEL and Professional Tasks).

4. To investigate and systematize pedagogical methods and technologies that facilitate the effective integration of SEL principles into foreign language teaching. (Pedagogical Methods and Technologies). As research indicates, "The use of self-regulated strategies in language learning was found to be effective in both academic aspects and affective aspects (self-efficacy, motivation, and attitudes towards learning)"<sup>2</sup>.

5. To justify the practical significance of incorporating SEL into foreign language teaching for developing sustainable professional motivation, emotional stability, burnout prevention, strengthening teamwork skills, and fostering ethically sound interactions in a multicultural medical environment (Practical Significance).

6. To identify promising directions for scientific and methodological developments focused on integrating SEL into language education for current and future medical professionals. This includes developing model programs, case studies, training sessions, methodological recommendations, and diagnostic tools (Future Directions).

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<sup>2</sup> Gulyamova G., Ziyamuxamedova Sh., Rasulmuhamedova D., Pulatova U. Pedagogical Technologies in Language Teaching // Sci. Herald Uzhhorod Univ. Ser. Phys. 2024. No. 55. P. 2663–2673. DOI: 10.54919/physics/55.2024.266fw3. P. 2664.

## 1. The Essence of SEL

SEL represents a systematic pedagogical approach that includes five main components:

1. Self-awareness – the ability to recognize one's emotions, thoughts, and values, understanding their influence on behavior, and objectively assessing one's strengths and weaknesses.
2. Self-management – the capacity to manage emotions, stress, impulses, set goals, and achieve them through constructive means.
3. Social awareness/empathy – the ability to empathize with others, understand their perspective, and respect cultural and personal differences.
4. Relationship skills – the capacity to build and maintain healthy and productive relationships, communicate effectively, work in teams, and resolve conflicts.
5. Responsible decision-making – the ability to make informed and ethically sound decisions, evaluating possible consequences for oneself and others.

These components, developed during the educational process, contribute to developing emotional intelligence, personal maturity, capacity for self-reflection, and sustainable behavior in stressful situations.

## 2. The Role of SEL in Foreign Language Teaching in Medicine

Incorporating social and emotional learning into foreign language instruction within medical education opens new pedagogical horizons, making the educational process more holistic, humanistic, and oriented towards the real needs of future specialists. In medicine, where the nature of communication directly affects the effectiveness of diagnosis, treatment, team interaction, and psycho-emotional state of the patient, mastering a foreign language should extend beyond grammatical correctness and speech patterns.

SEL allows transforming language learning from formal acquisition of vocabulary and grammar into a vibrant, emotionally rich practice of interpersonal and professional communication. Language in this context is viewed not merely as a means of information transfer but as a powerful tool for establishing trust, empathy, support, and moral responsibility. Communication acquires multidimensional content – it becomes simultaneously cognitive, affective, and ethical activity.

Applying the SEL approach contributes to:

- developing emotional intelligence in learners through including tasks in language classes focused on recognizing and expressing feelings, discussing moral-emotional dilemmas, and modelling situations of professional interaction (such as "breaking bad news", "working with an anxious patient", "collaborating in an intercultural team", etc.);

- forming skills of empathic listening and communication, particularly important in medicine where patients are often in vulnerable positions, and supportive, comprehensible communication in an accessible language can significantly influence the therapeutic process;

- creating a psychologically safe and supportive learning environment where learners are not afraid to make mistakes, share their feelings, ask questions, and interact in groups, thereby increasing internal motivation and self-confidence;

- understanding the cultural and ethical components of communication, especially within international medicine and global healthcare, where it is important to respect diverse values, communication styles, and behavioral norms. As A. Walkowska et al. note: “Cultural competence involves a gradual process of development of healthcare professionals’ capacity “to provide safe and quality healthcare to clients of different cultural backgrounds”<sup>3</sup>.

Methodologically, SEL is implemented through using case studies, role plays, clinical situation discussions, group reflection, integration of art and storytelling elements, feedback, and projects aimed at collaborative problem-solving. All these make the language learning process more meaningful, motivating, and oriented towards professional reality.

Thus, SEL enhances the humanitarian component of language education, transforming it into a means not only of professional but also personal self-realization for medical specialists. This is particularly important in the 21st century, when the value of communication, ethics, and intercultural dialogue in medicine comes to the fore amid globalization, migration, internationalization of the professional community, and digitalization of medicine.

### 3. Methods and Practices for Integrating Social and Emotional Learning (SEL) into Foreign Language Teaching in Medicine

Integrating SEL principles into foreign language learning, particularly in the medical field, requires methodologies that develop both linguistic and emotional competencies. Research conducted by Chiara Elmi confirms that "Higher levels of emotional intelligence are associated with a variety of general positive intrapersonal outcomes...including greater subjective well-being...and better mental health"<sup>4</sup>. This evidence underscores the value of:

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<sup>3</sup> Walkowska A., Przymuszała P., Marciniak-Stępak P., Nowosadko M., Baum E. Enhancing Cross-Cultural Competence with Simulated Patients. *Int. J. Environ. Res. Public Health*. 2023. Vol. 20, No. 3. P. 2505. DOI: 10.3390/ijerph20032505. P. 2505.

<sup>4</sup> Elmi, Ch. Integrating Social Emotional Learning Strategies in Higher Education. *Eur. J. Investig. Health Psychol. Educ.* 2020. Vol. 10, No. 3. P. 848–858. DOI: 10.3390/ejihpe10030061. P. 848.

1. Using authentic materials reflecting emotionally charged professional situations.

Incorporating authentic materials – such as videos, audio recordings, articles, interviews, and dialogues – immerses learners in real communicative situations typical of medical practice. Examples include: 1) Consulting with patients who have serious diagnoses; 2) Discussing prognosis or "breaking bad news"; 3) Supporting patients who are experiencing anxiety, fear, pain, or loss; 4) Interacting with relatives in critical situations; 5) Handling dialogues in contexts involving intercultural misunderstandings.

These materials both enrich vocabulary and elicit emotional responses, laying the groundwork for discussions about the ethical, psychological, and sociocultural aspects of medical communication.

2. Role plays and simulations of intercultural medical communication.

Role-playing is a powerful tool for developing both linguistic and social-emotional skills. Possible scenarios include receiving a patient who does not speak the doctor's language, interacting with an aggressive or withdrawn patient, team discussions on complex clinical cases, conducting telemedicine consultations, etc.

Modeling situations that require empathy, patience, active listening, and adaptation to the emotional state of the interlocutor is essential.

3. Interactive tasks for developing empathy, listening, and constructive feedback.

The focus here is on exercises where learners practice "hearing" emotional signals from their interlocutors and responding appropriately. These tasks may involve identifying emotions through speech, facial expressions, and intonation; paraphrasing and providing supportive responses; training on "I-statements" and empathic communication; and participating in mini-discussions on emotional burnout, stigmatization, and medical ethics.

4. Project work aimed at developing skills in emotional support and psychosocial assistance in healthcare.

Project assignments focused on emotional support for patients enable students and medical professionals to hone critical thinking and analyze complex situations. Key focuses include:

- creating programs to support the psycho-emotional well-being of patients in various medical institutions.

- exploring mechanisms for coping with stress and trauma for both patients and healthcare workers.

- developing methods to enhance doctor-patient communication in emotionally challenging situations, such as poor prognosis diagnoses or chronic disease treatment.

– conducting research and analyzing cultural perspectives on emotions and medical communication methods across different countries.

Projects may involve creating presentations, conducting interviews, writing analytical reports, or producing videos aimed at showcasing best practices in psycho-emotional support.

#### 5. Reflective tasks in a foreign language.

Reflection is a vital element of social-emotional learning, which aids in developing awareness, self-understanding, and the ability to adapt in both interpersonal and professional interactions. As S. Brookfield describes, reflection acts as a 'gyroscope,' helping educators stay balanced amid changing environments<sup>5</sup>. In the context of learning a foreign language, reflective practices serve as effective tools for both linguistic and personal growth. Engaging with personal experiences and emotions in the language being studied enhances the understanding of vocabulary and grammatical structures related to expressing feelings while fostering self-analysis and empathy.

Some effective methods for reflection may include:

– writing mini-essays or short reflections after practical sessions, simulations, or communication exercises: learners analyze their reactions, language challenges, and emotional perceptions of the situation;

– keeping observation diaries to document communicative strategies and reactions in stressful or emotionally complex scenarios, followed by discussions or self-assessments of progress;

– describing personal stories and experiences from clinical practice where learners had to provide emotional support or make difficult decisions – this helps convert experiences into conscious communicative patterns;

– creating an "emotional intelligence development" portfolio to record key moments of personal growth, changes in self-understanding and understanding of others, usage of emotionally charged vocabulary, expressions of empathy, and constructive dialogue in a foreign language;

– conducting periodic self-analytical interviews (in written or oral form) to trace changes in perceptions of professional communication and self-reflection throughout the course;

– engaging in paired and group reflections through structured "emotional circle" or feedback sessions based on completed tasks, where each participant can share their feelings, challenges, and discoveries using the foreign language.

Such activities both enhance language acquisition and promote the development of emotional vocabulary and complex syntactic structures

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<sup>5</sup> Brookfield S. D. *Becoming a Critically Reflective Teacher*. 2nd ed. Hoboken : Wiley, 2017. URL: <https://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=4790372>. P. 81.

necessary for nuanced communication in medical practice. They also help build resilience to stress and foster professional self-awareness.

In conclusion, approaches based on social and emotional learning principles render foreign language acquisition for healthcare professionals diverse, personally meaningful, and professionally pertinent. They cultivate both functional communication skills and a deep capacity for ethically sound human interactions within the modern medical landscape.

#### 4. Application in Postgraduate Medical Education (Using the Example of Shupyk National Healthcare University of Ukraine)

Integrating SEL principles into foreign language teaching in the system of postgraduate medical education becomes extremely relevant in conditions of healthcare transformation, internationalization of education, digitalization of medical services, and the growing role of emotionally oriented communication in clinical practice.

In this context, a significant role is played by the Department of Language Training and Humanitarian Disciplines of Shupyk National Healthcare University of Ukraine, which is a leading structural unit for developing language, communicative, and humanitarian competencies of postgraduate education students. The department ensures a high level of linguistic training for attendees of advanced training courses, master's students, doctoral students, and medical course participants, while creating conditions for integrating humanistic, ethical-communicative, and social-emotional components into language training.

Thanks to the department's activities, SEL is implemented by using an interdisciplinary approach in educational programs combining language training, ethics, communication psychology, fundamentals of professional interaction; developing and using methodological materials including real clinical cases, reflection elements, role plays, discussions of moral-emotional dilemmas in medical practice; creating a safe educational environment allowing participants to openly share experiences and feelings, work through complex emotional scenarios in English (or another language of instruction), receive constructive support from instructors and colleagues; organizing trainings, practicums, workshops aimed at developing empathy, cultural sensitivity, assertive communication skills relevant to medical practice in an international context; involving learners in project activities focused on promoting intercultural dialogue, exploring emotional communication across different cultures, creating glossaries of humane communication with patients.

The participation of the Department of Language Training and Humanitarian Disciplines in promoting SEL principles ensures the systematic



and scientifically-methodologically sound nature of this approach, contributes to increasing motivation for studying foreign languages, expanding the linguistic and emotional repertoire of future and practicing doctors, as well as deepening the humanitarian dimension of postgraduate medical education as a whole.

## 5. Practical Recommendations for Implementing SEL in Foreign Language Teaching for Medical Professionals

In our view, the effective implementation of SEL within language training for medical specialists requires the following measures:

### 1. Adapting educational programs.

A crucial step in integrating social and emotional learning into medical language education is the careful adaptation of educational programs. The most effective approach seems to involve including special modules that focus specifically on developing emotional intelligence, intercultural communication skills, and ethical sensitivity. As Ohmer et al. demonstrate, successful implementations require "long-term relationship building, an emphasis on community strengths, and reciprocity"<sup>6</sup>. These modules should not only introduce theoretical concepts but also offer ample opportunities for practical application through simulations, role-plays, case studies, and reflective exercises.

Particular attention should be given to thematic sections that model real professional scenarios, including interactions in emotionally charged or crises situations, such as delivering bad news, supporting patients and families during critical times, addressing ethical dilemmas, and resolving misunderstandings stemming from cultural differences. By incorporating these elements into the curriculum, educational institutions can better prepare future medical professionals for the complex emotional and communicative challenges they will face in their practice.

### 2. Training teaching staff.

Experience shows that conducting specialized Social and Emotional Learning (SEL) training sessions for instructors significantly enhances the educational process. These sessions equip teachers with the skills necessary to create a supportive, empathetic, and culturally sensitive learning environment. The training should not only cover theoretical foundations but also focus on developing practical competencies. This includes managing emotional dynamics in the classroom, providing constructive feedback, and modeling emotionally intelligent communication.

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<sup>6</sup> Ohmer M. L., Finkelstein C., Dostillo L., Durham A., Melnick A. University-Community Engagement During a Pandemic. *Metropol. Univ. J.* 2022. Vol. 33, No. 1. P. 81–91. DOI: 10.18060/25329. P. 82.

Additionally, it is advisable to involve instructors in interdisciplinary projects alongside psychologists, communication specialists, and practicing medical professionals. This collaboration facilitates the exchange of best practices, deepens instructors' understanding of the real-world emotional challenges faced in healthcare settings, and helps align language education with the actual needs of the medical community.

Ongoing professional development in this area ensures that teaching staff remain adaptable, empathetic, and effective in preparing future medical professionals for the emotional realities of their work.

### 3. Creating educational materials.

Developing high-quality educational materials is essential for improving foreign language training for medical professionals. An analysis of practical experience reveals a pressing need for specialized collections of authentic resources that accurately reflect real-life medical communication. Such materials help learners acquire relevant vocabulary, master professional phrasing, and develop the communicative strategies necessary for effective patient interactions.

Glossaries and templates tailored to the specific needs of medical settings are particularly important. These resources should cover areas such as patient consultations, case presentations, informed consent discussions, and intercultural communication scenarios. They not only facilitate the acquisition of professional language skills but also support the development of emotional and ethical competencies by providing realistic, context-rich practice situations.

Therefore, it is crucial to systematically create, update, and expand educational materials to ensure that language education aligns with the evolving demands of modern healthcare.

### 4. Creating educational materials.

Creating high-quality educational materials is essential for improving foreign language training among medical professionals. Analyzing practical experiences reveals a strong need for specialized collections of authentic resources that accurately reflect real-life medical communication. These materials assist learners in building relevant vocabulary, mastering professional phrasing, and developing the communication strategies needed for effective patient interactions.

Glossaries and templates tailored to the specific needs of medical environments are particularly important. They should cover various areas, including patient consultations, case presentations, informed consent discussions, and intercultural communication scenarios. These tools not only help learners acquire professional language skills but also foster the development of emotional and ethical competencies by providing realistic, context-rich situations for practice.

Systematically creating, updating, and expanding educational materials is essential for aligning language education with the evolving demands of modern healthcare.

#### 5. System for evaluating effectiveness.

Research shows that the most objective results come from comprehensive monitoring, which combines various methods such as questionnaires, self-assessment tools, peer feedback, instructor evaluations, and analysis of learners' performance in practical tasks. As evidenced by recent studies, "student self-assessment can provide accurate, useful information to promote learning"<sup>7</sup> while simultaneously developing metacognitive skills. This approach captures both quantitative and qualitative indicators of progress. By regularly analyzing the data collected, we can identify strengths, pinpoint areas for improvement, and promptly adjust the content, methods, and intensity of training.

Additionally, involving learners in the evaluation process encourages critical reflection, self-regulation, and motivation for continuous professional development. A well-organized evaluation system allows educational programs to adapt dynamically to the actual needs of future medical specialists, thereby enhancing their language, emotional, and communicative competence in professional contexts.

#### 6. Forming a supportive environment.

The experience of leading educational institutions confirms that creating open discussion platforms is effective for allowing students and educators to exchange ideas, experiences, and emotional responses freely. Such platforms foster trust, encourage mutual understanding, and promote active engagement in the learning process.

Equally important is ensuring that all participants in the educational process have timely access to psychological support services. Providing professional assistance helps address emotional stress, prevent burnout, and maintain mental well-being, which is essential for sustaining motivation and achieving academic success.

Together, these measures contribute to building an inclusive, empathetic, and psychologically safe educational environment that nurtures both personal and professional growth.

#### 7. Developing international cooperation.

Our practice demonstrates that establishing partnerships with foreign institutions significantly enriches the educational process. Participation in international professional events also contributes to exchanging best practices.

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<sup>7</sup> Jamrus M. H. M., Razali A. B. Using Self-Assessment for English Learning. *Engl. Lang. Teach.* 2019. Vol. 12, No. 11. P. 64–73. doi: 10.5539/elt.v12n11. P. 64.

In our opinion, implementing these measures is expected to establish a comprehensive training framework that synergistically integrates linguistic proficiency with advanced social and emotional competencies for healthcare professionals.

## CONCLUSIONS

Integrating social and emotional learning into teaching foreign languages to medical specialists represents an innovative, scientifically and pedagogically sound approach that addresses the current challenges of modern medicine and education. At the intersection of language teaching methodology, psychology, and professional training, a new paradigm of language learning is emerging, one that focuses not only on the cognitive component but also on developing the personal, emotional, and communicative qualities of future doctors, pharmacists, diagnosticians, and other members of the medical community.

A modern medical specialist works in multilingualism, intercultural dialogue, digitalization, and high emotional tension. In such a situation, mastering a foreign language ceases to be merely a technical skill and becomes a powerful tool for empathic, culturally sensitive, ethically sound interaction. Effective interlingual communication requires understanding not only words but also the feelings, motives, and cultural codes of the interlocutor. Therefore, language competence must be complemented by emotional intelligence, ethical reflection, and readiness for humanistic dialogue.

The principles of SEL – awareness, self-regulation, empathy, skills of productive interaction, and responsible decision-making – organically combine with the tasks of professional language training for medical professionals. They facilitate expanding the language learning process beyond the classroom, focusing on readiness for genuine professional communication: supportive, precise, delicate, ethically sound, and culturally appropriate. Language classes incorporating SEL elements serve as platforms for developing linguistic knowledge, emotional maturity, empathy, professional motivation, and stress resilience.

Including authentic materials, role plays, reflective exercises, cases, and intercultural simulations in the educational process contributes to forming a complete professional foreign language communicative competence. This competence is not reduced to knowledge of terminology but encompasses the entire spectrum of skills, from understanding patient feelings to conducting international scientific dialogue. This approach also contributes to preventing professional burnout, increases satisfaction from learning, strengthens the sense of involvement and responsibility for communication results in medical practice.

Thus, integrating social-emotional learning into language training for future and current medical workers is not merely a methodological choice but a strategic direction for developing medical education. It is oriented towards forming professionals of a new type: comprehensively developed, communicatively competent, emotionally stable, and morally mature. It is precisely such specialists who are capable not only of effectively fulfilling their clinical duties but also of creating an atmosphere of trust, support, and respect – both in individual interaction with patients and in the context of global medical cooperation.

**Prospects.** Based on the conducted analysis, several promising directions for developing the theory and practice of integrating social-emotional learning principles into the process of forming foreign language communicative competence of medical specialists can be identified. As D. Osher et al. demonstrate, "SEL serves as a coordinating field that aligns other areas with which educators, researchers, and policymakers are familiar... There remains a need to delineate how these approaches can be integrated into planned, ongoing, systemic initiatives rather than merely collected as fragmented practices"<sup>8</sup>.

Firstly, there is a need to develop model educational programs with SEL elements for various levels of training, from bachelor's degrees to postgraduate education. Such programs should consider the specifics of professional tasks of particular medical specialties (e.g., dentistry, pediatrics, laboratory diagnostics) and include modules aimed at developing emotional intelligence, skills of ethical communication, cultural sensitivity, and stress resilience in conditions of professional activity.

Secondly, a promising direction is creating extensive methodological support for instructors: methodological recommendations, glossaries of emotionally coloured vocabulary, algorithms for integrating SEL into standard foreign language lessons, templates for classes with role plays, simulations, case studies, and art components. Such a base will allow educators to flexibly adapt SEL principles to learners' preparedness level and the specifics of the learning environment.

Thirdly, special attention should be given to creating and testing cases and simulations modelling the most significant emotionally and ethically charged communicative situations from medical practice: communicating diagnoses, interacting with vulnerable patients, communicating in an international team, working in conditions of cultural misunderstanding, and overcoming language barriers. These scenarios should include elements of reflection, emotional self-assessment, and discussion of behavioral

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<sup>8</sup> Osher D., Kidron Y., Brackett M. Advancing Social and Emotional Learning. *Rev. Res. Educ.* 2016. Vol. 40, No. 1. P. 644–681. DOI: 10.3102/0091732X16673595. P. 645.

alternatives, which create conditions for developing critical thinking and empathy.

Fourthly, it is important to expand the research agenda through interdisciplinary projects at the intersection of linguistics, pedagogy, psychology, and medicine. Both qualitative and quantitative research is needed, aimed at measuring the effectiveness of the SEL approach in language learning: its impact on motivation, language proficiency level, emotional stability, burnout prevention, and intercultural competence. It is also important to develop reliable tools for diagnosing these parameters.

Fifthly, it is advisable to develop digital resources oriented towards SEL: interactive platforms with multimedia cases, simulation VR programs, educational podcasts, and mobile applications for training skills of ethical and empathic communication. Such tools are particularly relevant in terms of distance and hybrid learning.

Sixthly, a promising direction is international cooperation – creating joint educational projects, conducting online seminars, schools, and trainings where instructors and learners could exchange experience, cultural and methodological practices, and jointly reflect on humanistic aspects of medical communication in a foreign language. Such initiatives contribute to forming a global professional community oriented towards values of trust, respect, and intercultural dialogue.

Finally, from a strategic perspective, the task should be set to institutionalize the SEL approach in the medical education system by including its components in state standards, instructor professional development programs, professional retraining courses, and attestation criteria. This will ensure sustainability and continuity in forming not only linguistic but also emotional-communicative competencies in future medical professionals, meeting the challenges of the 21st century.

Thus, the prospects for further research and implementation of SEL in language training for medical professionals are extremely extensive. They presuppose a systematic, scientifically based, and pedagogically flexible approach oriented towards forming a new generation of professionals – competent, ethical, culturally sensitive, and emotionally mature.

## SUMMARY

The article explores the incorporation of Social and Emotional Learning (SEL) into foreign language instruction for medical professionals. It emphasizes the importance of SEL in developing linguistic and emotional skills in the context of globalization and cultural diversity within healthcare. SEL fosters emotional intelligence, empathy, and cultural sensitivity through activities such as role plays, case studies, and reflective exercises, helping medical specialists prepare for effective patient-centered communication.

Additionally, SEL creates a psychologically safe learning environment, which is crucial for building cultural competence in global medicine. The methodology of SEL involves using genuine materials, simulations, and group reflections to enhance the relevance of language learning to professional practice. The study highlights applying SEL at Shupyk National Healthcare University of Ukraine, where language training is integrated with ethics and communication psychology.

Practical recommendations include adapting curricula, training educators, and developing specialized materials. Overall, SEL is presented as a strategic approach to cultivating emotionally stable and culturally competent medical professionals.

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