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**НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ
«ІННОВАЦІЇ В МЕДИЦИНІ
ТА ФАРМАЦІЇ:
ВНЕСОК МОЛОДИХ ВЧЕНИХ»**

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АКТУАЛЬНІ ПИТАННЯ ТА ІННОВАЦІЇ
У ВИЩІЙ ФАРМАЦЕВТИЧНІЙ ОСВІТІ: ТЕОРІЯ ТА ПРАКТИКА /
TOPICAL ISSUES AND INNOVATIONS IN HIGHER PHARMACEUTICAL
EDUCATION: THEORY AND PRACTICE

TECHNOLOGICAL APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES: EXPERIENCE, CHALLENGES AND PROSPECTS

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Relevance: in the context of international globalization, the knowledge and ability to communicate in English is a necessity. The foreign language proficiency is defined by regulatory documents as an essential component of the professional training of higher education students. The recognition of English as one of the languages of international communication confirms the relevance of this issue and the importance of studying the discipline «English for Specific Purposes». The goal of the course is the practical mastery of a foreign language through the content of specialized academic disciplines and the modeling of professional-communicative situations, which contributes to the accumulation of additional professional knowledge and the formation of professionally significant competencies.

Within the framework of the competence-based paradigm of education, which focuses on the value orientations of learners and the anticipated outcomes of professional training for specialists in the healthcare field, there is a need to rethink traditional teaching methods. The learner becomes an active participant in the educational process with the opportunity to choose their own educational trajectory. At the same time, the teacher is no longer merely a knowledge bearer but a guide, a facilitator who directs students toward professional and personal development, the formation of lifelong learning skills, and the ability to adapt to the challenges of modern life.

The need to modernize the traditional system of professional training for future pharmacists and doctors has intensified due to the rapid technologization and digitalization in all spheres of life. The revolutionary changes in the educational environment, driven by these processes, open up new opportunities for participants in the educational process.

The **aim** of the work is to explore the features of a technological approach to teaching the subject «English for Specific Purposes» in higher medical and pharmaceutical education institutions.

Methods: the article uses theoretical methods (analysis of scientific and methodological literature, educational qualification characteristics of the specialties «Medicine» and «Pharmacy», curricula, etc., to describe the current state of teaching foreign languages for professional purposes and to outline current issues in the didactics of higher education), empirical methods (surveying, observation), and statistical methods (processing obtained data and interpreting the results) in the research.

Results: as part of a study on the motivation of future doctors to learn «English for Specific Purposes», a survey was carried out during the 2022-2024 academic years involving 150 first-year students from the medical faculties of Bogomolets National Medical University. One of the tasks was to determine what, according to the respondents, could enhance their proficiency in professional English. Participants were asked to either choose from a provided list (with no limit on the number of responses) or suggest their own options. Data analysis reveals that students preferred the following:

- (1) the use of information and communication technologies in classroom lessons and during individual study of tasks/topics (e.g., smartphones, educational services, and platforms) (91 participants);

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- (2) personal interest in learning as the main factor in improving performance (91 participants);
- (3) increasing time for foreign language communication on the topic during classroom lessons (75 participants);
- (4) completion of creative, research, or problem-based tasks (46 participants);
- (5) focusing on grammar (33 participants);
- (6) the influence of the teacher's personality and teaching style (13 participants).

The respondents' answers are, in fact, quite predictable. Information and communication technologies are an integral part of modern youth's lives. Devices provide barrier-free access to information, foster intercultural communication, enable variability in cognitive and research activities, and thus promote self-development and self-realization. Accordingly, the integration of information and communication resources into the study of professional English is primarily a requirement of the times and a powerful source of increasing the effectiveness of learning. They: 1) provide visualization of learning materials (YouTube, official websites of pharmaceutical and medical organizations: Mayo Clinic, News Medical Life Sciences, WebMD, Khan Academy); 2) offer access to information (dictionaries, e.g., Medical Dictionary (Merriam-Webster)); 3) diversify learning formats and types of activities (mobile apps and programs, e.g., Quizlet, MindMaps, EdPuzzle, Canva); 4) create an authentic learning environment (Moodle, Canvas Commons); 5) individualize the learning process; 6) assist in analyzing, controlling, and correcting mistakes (ChatGPT, AI-powered apps); 7) maintain communication with participants in the learning process, facilitate communication within interest groups, provide opportunities for reflection, etc. Thus, information and communication technologies offer broad opportunities for learning increasing students' interest and motivation. The latter, in turn, contributes to more effective material retention and active engagement in the learning process.

It is worth noting that students' interest and activity during learning are supported by the teacher's pedagogical skills and teaching style. The information society requires the modernization of teaching methods. The traditional grammar-translation approach has been replaced by communicative, lexical, subject-language integrated (CLIL), and technological approaches to foreign language learning. Their effective integration into education is possible through pedagogical technology. This should be understood as a coherent system with a clearly defined content of the learning process, an algorithm of actions for its participants, methods, techniques, and tools for educational activities that guarantee the achievement of planned results within a specific question, topic, subject, or specialty. In other words, technology answers key questions: how to teach, what materials and tools to use. Technology is based on principles that distinguish it from methodics, namely: conceptuality, systematism, manageability, effectiveness, reproducibility, algorithmization, and ensuring constant feedback between participants in the process.

Conclusions: the technological approach in the methodology of foreign language teaching should be viewed from two perspectives. On one hand, it is represented by a variety of information and communication technologies as an effective tool for accumulating knowledge and forming foreign language communicative competence in students of higher medical and pharmaceutical education. On the other hand, the technological approach allows for the design of a collaborative activity mechanism for participants in the learning process at all its stages, the selection of necessary materials, methodological tools, and the creation of appropriate conditions for successfully achieving the set goals. Understanding the didactic potential of the technological approach by the teacher and applying it in the process of teaching «English for Specific Purposes» will undoubtedly assist students in mastering a professional foreign language successfully.

Keywords: English for Specific Purposes, technological approach, pedagogical technology, information and communication technologies, future pharmacists and doctors.