

PROFESSIONALLY ORIENTED ENGLISH LANGUAGE TEACHING IN MEDICAL INSTITUTIONS OF HIGHER EDUCATION: LINGUISTIC ASPECT

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The article is devoted to the study of linguistic aspects of professionally oriented teaching of English in medical institutions of higher education. In modern conditions of globalization and active development of international medical cooperation, there is a growing need to train future medical specialists who are able to effectively carry out professional communication in English. That is why the problem of forming professional foreign language competence of students of medical specialties is of particular relevance.

The article considers the main theoretical approaches to professionally oriented teaching of English, and also analyzes the linguistic features of medical discourse and medical terminology, which play an important role in the process of training future doctors. Particular attention is paid to the specifics of the use of professional vocabulary, terminological units and typical language structures that are characteristic of the medical sphere. It is determined that effective mastery of English in a professional direction involves the integration of language knowledge with the professional training of students.

The study substantiates the need to use modern methodological approaches to teaching English to students of medical specialties, in particular communicative, competency-based and interdisciplinary approaches. It has been established that an important factor in the formation of professional English-language competence is the use of authentic educational materials, medical terminology and modeling of professional communicative situations.

It is concluded that professionally oriented English language teaching in medical institutions of higher education should be based on a combination of linguistic and methodological principles, which will contribute to increasing the level of foreign language training of students and developing their ability for effective professional communication in the international medical environment.

Keywords: *English for professional purposes, medical discourse, medical education, medical terminology, professional foreign language competence, professionally oriented learning.*

Formulation of a scientific problem and its significance. Active international cooperation in the field of healthcare determines the importance of English language proficiency for effective professional communication of future doctors. English is the primary language of international scientific communication, medical research, professional conferences, and academic publications. Therefore, teaching English in medical institutions of higher education is of particular relevance.

One of the key aspects of effective learning is taking into account the linguistic principles of the formation of professional language competence. Medical language has its own specific characteristics: a developed terminological system, complex grammatical structures, a special style of scientific presentation and professional communication. It is these features that determine the approaches to organizing the educational process.

Analysis of recent research and publications. The problem of professionally oriented teaching of English in medical institutions of higher education is relevant in the context of globalization and strengthening of international medical cooperation. Proficiency in English allows future medical specialists to communicate effectively in the international scientific and clinical environment, and also provides access to modern medical sources and technologies [2]. Therefore, in recent years, scientific research has increasingly paid attention to the methods of professionally oriented teaching of English, the linguistic features of medical discourse and the integration of language and professional training of students.

Bakiyeva G.Kh. and Buranova D.D. emphasize that ESP curricula in the medical field should combine thematic content with language tasks to ensure that students can perform professional communication tasks effectively. The authors note: “ESP teaching in medical education should integrate thematic content with language tasks to ensure that

students can perform professional communication tasks effectively” [2:46]. The researchers emphasize the importance of using authentic materials, modeling clinical situations, and taking into account real professional communication scenarios.

In the context of the practical application of the ESP approach, Isomiddinova D. proposes the construction of a course for first-year medical students based on an assessment of students’ needs. The author emphasizes: “The course design must be based on students’ specific needs to enhance their professional communication competence in real medical contexts” [5: 35]. The study shows that professionally oriented courses significantly increase the level of mastery of medical terminology, contribute to the development of the ability to formulate clinical conclusions in English, and improve communication skills in a professional environment.

Professionally oriented tasks as a tool for the development of language competence are examined in detail by Pylypiuk L.A. The author states: “Task-based activities reflecting authentic professional situations contribute significantly to the development of students’ communicative skills and professional language competence” [1: 69]. The use of such tasks allows students to work out real professional communication scenarios, develop oral and written communication skills, and effectively use medical terminology in professional activities.

Domestic researchers Prokop I.A. and Novitska O.I. focus on the formation of English-language professionally oriented communication of future doctors. The authors note that the key components of professional communicative competence are terminological competence, knowledge of medical discourse and the ability to intercultural interaction: “Medical discourse serves as a crucial instrument for intercultural professional interaction and competency development in future physicians” [7: 87]. This indicates the need to combine linguistic and professional components in the educational process.

Classic works on ESP, such as Dudley-Evans and St. John, Harmer and Nation, have laid the methodological foundations of modern professionally oriented teaching. They emphasize the importance of analyzing student needs, integrating lexical and communicative skills, and focusing learning on specific actions. Such approaches allow for the holistic preparation of students, combining the knowledge, skills,

and abilities necessary for professional communication in the international medical field [3; 4; 6].

Recent publications indicate that the most effective methods are the communicative approach, the competency-based approach, and the interdisciplinary approach, which allow integrating language training with specialized medical content. Such approaches contribute to the development of both oral and written communication, the formation of skills in the analysis and interpretation of professional texts, and the development of the ability to professional interaction in international clinical and scientific settings [2; 5; 1].

Thus, the analysis of modern research allows us to conclude that professionally oriented English language teaching in medical institutions of higher education should be based on a complex combination of linguistic, communicative and professional components. This ensures the effective formation of foreign language professional competence of future medical specialists, increases their readiness for international professional interaction and creates the basis for a successful career in the global medical environment.

Topicality. The research is driven by the need to improve the methodology of teaching English to students of medical specialties, taking into account the linguistic characteristics of medical discourse.

The purpose. The article is an analysis of the linguistic foundations of the methodology of teaching English for professional purposes in medical institutions of higher education.

Research methods and methodology. To achieve the set research goal and solve the identified problems, a complex of interrelated theoretical and empirical methods of scientific knowledge was used.

Among the theoretical methods used, the analysis, synthesis, generalization and systematization of scientific sources on the problem of professionally oriented teaching of English in medical institutions of higher education were applied. The analysis of psychological and pedagogical, linguistic and methodological literature made it possible to determine the main approaches to the formation of professional English-language competence of future medical specialists, as well as to outline the linguistic features of medical discourse and medical terminology.

The method of theoretical generalization was used to systematize scientific provisions on the specifics of teaching English for professional purposes (English for Specific Purposes) in the medical

education system. The application of the method of comparative analysis made it possible to compare different approaches to organizing professionally oriented foreign language teaching and to identify the most effective methodological principles of teaching English to future doctors.

Empirical research methods included observation of the educational process, analysis of curricula and teaching materials on English for medical students, and generalization of pedagogical experience in teaching English in medical institutions of higher education. These methods made it possible to identify the features of the use of professionally oriented vocabulary, medical terminology, and communicative situations in the learning process.

In addition, the method of linguistic analysis was used, which allowed us to investigate the specifics of the functioning of medical terminology, professional vocabulary, and typical language structures in medical discourse. This contributed to the identification of linguistic factors that influence the formation of professional English-language competence of medical students.

The application of these methods provided a comprehensive study of the problem of professionally oriented English language teaching in medical institutions of higher education and allowed us to formulate scientifically based conclusions regarding the linguistic principles of organizing this process.

Presentation of the main material. Professionally oriented English language teaching (English for Specific Purposes, ESP) is an important direction of modern foreign language teaching methodology. The main goal of such teaching is the formation of language competence necessary for the performance of professional duties in a specific field of activity.

In medical institutions of higher education, English is taught taking into account the specifics of students' future professional activities. The main attention is paid to developing skills in reading scientific literature, understanding medical texts, participating in professional discussions, and maintaining professional documentation.

Professionally oriented learning involves integrating language training with professional disciplines. This approach allows students to more effectively master specialized vocabulary and develop professional communication skills.

One of the main linguistic characteristics of medical language is the presence of a developed system of terms. Medical terminology is formed on the basis of Latin and Greek, which determines its international character.

Medical terms can be divided into several main groups: anatomical terms; clinical terms; pharmacological vocabulary; terms denoting methods of diagnosis and treatment.

Many medical terms have a complex morphological structure and consist of several components. For example: cardiology, gastroenterology, hypertension, neurological disorder. Understanding the structure of such terms greatly facilitates their assimilation by students.

In the learning process, it is important to pay attention to the analysis of word-forming elements, such as prefixes, suffixes, and word roots. This contributes to the development of linguistic inference and facilitates the memorization of new terms.

In addition, medical discourse is a specific form of professional communication used in the field of medicine. It includes various types of speech: scientific articles, clinical reports, medical instructions, communication between a doctor and a patient, professional conferences.

One of the characteristic features of medical discourse is the high precision and unambiguity of terms. This is due to the need to avoid errors in medical practice.

Another important feature is the use of complex syntactic constructions characteristic of the scientific style. In medical texts, passive constructions, complex sentences and nominalization are often used. For example: "The patient was diagnosed with acute respiratory infection". Such grammatical structures should be included in the teaching material when teaching English to medical students.

It is worth noting that the effectiveness of English teaching largely depends on the correct selection of teaching material. In medical institutions of higher education, several basic principles must be taken into account:

1. Professional orientation (The starting material should correspond to the students' future professional activities. This means using texts on medical topics).

2. Authenticity (Using authentic materials, such as scientific articles, medical reports, and clinical guidelines, contributes to the formation of real-world language skills).

3. Accessibility (The material should correspond to the level of language preparation of students and gradually become more difficult).

4. Systematicity (Explanatory and grammatical material must be presented systematically and logically).

The formation of professional communicative competence of medical students involves the use of various teaching methods. One of the most effective is the communicative method, which is aimed at developing real language communication skills.

Role-playing methods also play an important role. This can be a dialogue between a doctor and a patient or a discussion of a clinical case.

Analysis of medical texts is also important. Medical students learn to analyze information; identify key terms; understand the structure of a scientific text. Students can prepare presentations on medical topics in English. This helps develop academic speaking, public speaking, and professional communication skills.

Modern information technologies significantly expand the possibilities of teaching English at medical universities. The most effective tools include: online courses, interactive platforms, electronic dictionaries, and medical databases.

Video materials on medical practice are also widely used to help students better understand professional situations. Despite significant achievements in the methodology of teaching English in medical institutions of higher education, there are certain problems: insufficient level of basic language training of students; limited number of teaching hours, as well as insufficient number of specialized teaching materials.

An important direction for improving the methodology of teaching English for professional purposes in medical institutions of higher education is an in-depth analysis of the linguistic foundations of the formation of professional communicative competence. Within the framework of the conducted research, special attention was focused on the relationship between the structural characteristics of medical language and the effectiveness of their acquisition by students.

First of all, it has been established that medical English functions as a complex multi-level system that includes lexical, morphological, syntactic and discursive levels. Each of these levels has specific

features that must be taken into account when developing curricula. In particular, the lexical level is characterized by a high degree of terminology, which confirms the need for targeted formation of terminological competence of students [2].

The study analyzed educational materials for medical students, which showed that the greatest difficulties are caused by the assimilation of complex multi-component terms. This is due not only to their morphological structure, but also to their semantic richness. It was found that an effective way to overcome these difficulties is to introduce morphemic analysis as a mandatory element of the educational process. This approach allows students to recognize the meaning of terms through the analysis of their components, which is consistent with the provisions of research on the role of lexical competence in language learning [6].

Special attention in the study is paid to the syntactic features of medical discourse. The analysis of the corpus of educational and authentic texts showed that medical texts are characterized by the predominance of complex constructions, passive voice and nominalization. This creates additional difficulties for students, since such structures differ from those used in general English. In particular, it was found that students often avoid the use of passive constructions in their own speech, replacing them with simpler active forms.

The results of pedagogical observation show that the systematic inclusion of exercises on the transformation of active constructions into passive ones significantly increases the level of grammatical competence of students. This confirms the feasibility of using a structural-functional approach to teaching grammar within ESP [4].

Within the empirical part of the study, the features of the formation of students' discursive competence were also analyzed. It was established that effective mastery of medical discourse is possible only under the conditions of modeling real professional situations. In particular, the use of the case method, role-playing games and simulations of clinical situations contributes not only to the assimilation of linguistic material, but also to the development of professional thinking.

The results obtained are consistent with the conclusions of researchers regarding the effectiveness of tasks focused on real professional situations [1]. At the same time, in the course of our own research, it was clarified that the most effective are tasks that combine several types of speech activity (reading, speaking, writing and

listening). Such integration contributes to the formation of complex language competence.

Of particular importance in the formation of professional language competence is the pragmatic aspect of speech. Medical communication involves not only accuracy, but also ethics, correctness and consideration of intercultural features. As a result of the analysis of the educational process, it was found that students often experience difficulties in choosing speech strategies when communicating with patients. This indicates the need to include elements of intercultural communication in the curricula.

An important result of the study was the justification of the need to integrate linguistic and cognitive approaches in learning. In particular, it was found that effective learning of medical terminology occurs when it is included in the context of professional activity. This confirms the feasibility of using contextualized learning, which involves learning language material through professionally significant situations [5].

In addition, the study analyzed the role of digital technologies in the formation of language competence. It was found that the use of online platforms, interactive exercises and specialized medical resources significantly increases student motivation and contributes to the individualization of learning. At the same time, it was emphasized that the effectiveness of such technologies depends on their methodologically sound use.

Based on the conducted research, key linguistic factors influencing the effectiveness of English language teaching in medical institutions of higher education were identified: systematic mastery of terminological vocabulary; consideration of the morphological structure of terms; targeted formation of grammatical competence; development of discursive skills in a professional context; integration of the intercultural component.

Conclusions and prospects for further research. Thus, linguistic principles play an important role in shaping the methodology of teaching English for professional purposes in medical institutions of higher education.

The peculiarities of medical terminology, the specificity of medical discourse, and characteristic grammatical structures determine the content of the educational process. Effective learning is possible if linguistic analysis of professional language is combined with the use of authentic materials and modern teaching methods.

The formation of professional communicative competence of future doctors is an important condition for their successful activity in the international medical environment.

The conducted research does not exhaust all aspects of the problem of professionally oriented English language teaching in medical institutions of higher education. Further scientific research can be aimed at a more thorough study of the features of the formation of professional English language competence of medical students in the context of modern educational approaches.

A promising area of research is the development and implementation of innovative methods of teaching English for professional purposes, which take into account the specifics of medical discourse, the use of medical terminology and the modeling of typical professional communicative situations in the field of healthcare. Special attention also needs to be paid to the study of the possibilities of integrating an interdisciplinary approach that combines linguistic, pedagogical and professional components of training future medical specialists.

In addition, it is relevant to study the effectiveness of using modern digital technologies, interactive teaching methods and authentic medical materials in the process of teaching English to students of medical institutions of higher education. Further research can be aimed at developing educational and methodological complexes and didactic materials that will contribute to increasing the level of professional foreign language training of future medical workers.

Thus, further scientific research in this area will contribute to improving the methodology of teaching English in a professional context and increasing the effectiveness of training medical students for professional communication in the international medical environment.

The results of the study suggest that linguistic principles are a determining factor in building an effective methodology for teaching English for professional purposes. Taking them into account ensures not only the mastery of language material, but also the formation of the ability to communicate professionally in real medical practice.

The obtained conclusions expand scientific understanding of the specifics of teaching English in medical institutions of higher education and can be used to develop curricula, textbooks and methodological recommendations. The prospect of further research is the experimental verification of the effectiveness of the proposed approaches in different

educational settings, as well as the development of adaptive learning models that take into account the individual characteristics of students.

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**ПРОФЕСІЙНО ОРІЄНТОВАНЕ НАВЧАННЯ АНГЛІЙСЬКОЇ
МОВИ В МЕДИЧНИХ ЗАКЛАДАХ ВИЩОЇ ОСВІТИ:
ЛІНГВІСТИЧНИЙ АСПЕКТ**

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Статтю присвячено дослідженню лінгвістичних аспектів професійно орієнтованого навчання англійської мови в медичних закладах вищої освіти. У сучасних умовах глобалізації та активного розвитку міжнародної медичної співпраці зростає потреба в підготовці майбутніх медичних фахівців, здатних ефективно здійснювати професійну комунікацію англійською мовою. Саме тому особливої актуальності набуває проблема формування професійної іншомовної компетентності студентів медичних спеціальностей.

У статті розглянуто основні теоретичні підходи до професійно орієнтованого навчання англійської мови, а також проаналізовано лінгвістичні особливості медичного дискурсу та медичної термінології, що відіграють важливу роль у процесі підготовки майбутніх лікарів. Особливу увагу приділено специфіці використання професійної лексики, термінологічних одиниць та типових мовних конструкцій, які є характерними для медичної сфери. Визначено, що ефективне засвоєння англійської мови за професійним спрямуванням передбачає інтеграцію мовних знань із фаховою підготовкою студентів.

У дослідженні обґрунтовано необхідність використання сучасних методичних підходів до викладання англійської мови для студентів медичних спеціальностей, зокрема комунікативного, компетентнісного та міждисциплінарного. Встановлено, що важливим чинником формування професійної англомовної компетентності є використання автентичних навчальних матеріалів та моделювання професійних комунікативних ситуацій.

Зроблено висновок, що професійно орієнтоване навчання англійської мови у медичних закладах вищої освіти має ґрунтуватися на поєднанні лінгвістичних та методичних засад, що сприятиме підвищенню рівня іншомовної підготовки студентів та розвитку їхньої здатності до ефективної професійної комунікації у міжнародному медичному середовищі.

Ключові слова: англійська мова за професійним спрямуванням, медичний дискурс, медична освіта, медична термінологія, професійна іншомовна компетентність, професійно орієнтоване навчання.

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