

## PROMOTING HEALTH CULTURE THROUGH ENGLISH FOR MEDICAL PURPOSES: EDUCATIONAL STRATEGIES FOR FUTURE HEALTHCARE PROFESSIONALS

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- **THE AIM** of the research is an analysis of educational strategies for forming a health culture of future medical professionals in the process of teaching English for professional purposes and determining the effectiveness of integrating health-saving content into medical English training courses.
- **MATERIALS AND METHODS.** The study used theoretical and analytical methods, including analysis of scientific literature, comparative analysis, generalization of pedagogical experience and systematization of modern approaches to teaching English in medical institutions of higher education. International scientific sources, concepts of health literacy and innovative EMP teaching methods were analyzed.
- **RESULTS.** It was found that the integration of health culture topics in teaching English for professional purposes contributes to the simultaneous development of students' language, professional and health-preserving competencies. The most effective educational strategies were identified as the case method, project-based learning, simulation technologies, discussion methods and the use of digital educational resources. The use of authentic English-language medical materials increases the level of health literacy, critical thinking and intercultural professional communication of future medical professionals. Special attention is paid to the potential of digital technologies and artificial intelligence in the individualization of the educational process.
- **CONCLUSIONS.** It has been proven that English for professional purposes is an effective tool for forming a culture of health in future medical workers. Its integration into the educational process ensures a combination of professional language training with the development of health-saving competencies and increases students' readiness for professional activity in the conditions of modern challenges of the healthcare system.
- **KEYWORDS:** *health culture, English for professional purposes, medical education, health literacy, medical students, health-preserving competence, professional communication.*

## ФОРМУВАННЯ КУЛЬТУРИ ЗДОРОВ'Я ЗАСОБАМИ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ: ОСВІТНІ СТРАТЕГІЇ ДЛЯ МАЙБУТНІХ МЕДИЧНИХ ПРАЦІВНИКІВ

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- **МЕТОЮ** дослідження є аналіз освітніх стратегій формування культури здоров'я майбутніх медичних працівників у процесі викладання англійської мови за професійним спрямуванням та визначення ефективності інтеграції здоров'язбережувального контенту в навчальні курси медичної англійської мови.
- **МАТЕРІАЛИ І МЕТОДИ.** У дослідженні використано теоретико-аналітичні методи, зокрема аналіз наукової літератури, порівняльний аналіз, узагальнення педагогічного досвіду та систематизацію сучасних підходів до викладання англійської мови у медичних закладах вищої освіти. Проаналізовано міжнародні наукові джерела, концепції health literacy та інноваційні методики навчання EMP.
- **РЕЗУЛЬТАТИ.** Встановлено, що інтеграція тематики культури здоров'я у викладання англійської мови за професійним спрямуванням сприяє одночасному розвитку мовної, професійної та здоров'язбережувальної компетентностей студентів. Найбільш ефективними освітніми стратегіями визначено кейс-метод, проєктне навчання, симуляційні технології, дискусійні методи та використання цифрових освітніх ресурсів. Використання автентичних англомовних медичних матеріалів підвищує рівень медичної грамотності (health literacy), критичного мислення та міжкультурної професійної комунікації майбутніх медичних працівників. Особливу увагу приділено потенціалу цифрових технологій та штучного інтелекту в індивідуалізації навчального процесу.
- **ВИСНОВКИ.** Доведено, що англійська мова за професійним спрямуванням є ефективним інструментом формування культури здоров'я у майбутніх медичних працівників. Її інтеграція в освітній процес забезпечує поєднання професійної мовної підготовки з розвитком здоров'язбережувальних компетентностей і підвищує готовність студентів до професійної діяльності в умовах сучасних викликів системи охорони здоров'я.
- **КЛЮЧОВІ СЛОВА:** *культура здоров'я, англійська мова за професійним спрямуванням, медична освіта, health literacy, студенти-медики, здоров'язбережувальна компетентність, професійна комунікація.*

## INTRODUCTION

In the current conditions of the development of the healthcare system, the problem of forming a culture of health among the population is of particular relevance. Globalization processes, the spread of non-communicable diseases, the consequences of the COVID-19 pandemic, climate change, military conflicts and the associated socio-psychological risks necessitate the search for new approaches to training specialists in the medical field. An important component of the professional competence of a modern medical worker is the ability not only to provide high-quality medical care, but also to be a leader of ideas about a healthy lifestyle, disease prevention and the formation of a responsible attitude to health among the population [1, 2].

The concept of health culture is a multi-component phenomenon that encompasses a system of knowledge, values, norms of behavior and practical skills aimed at preserving and strengthening human health. The formation of a health culture involves the development of physical, mental, social and spiritual well-being of the individual, which corresponds to the modern definition of health of the World Health Organization [3, 10].

Of particular importance is the training of future medical professionals who, in their further professional activities, will carry out educational work among the population, promote disease prevention and the formation of healthy lifestyle skills. In this context, English for Medical Purposes (EMP) opens up wide opportunities for integrating health-preserving topics into the educational process.

Modern medical education is characterized by the active use of English-language scientific sources, international clinical guidelines, digital platforms and evidence-based medicine resources. English is the main means of international professional communication, access to the latest scientific achievements and exchange of experience between medical specialists from different countries [4].

Researchers emphasize that the study of English in medical universities should go beyond the formation of exclusively linguistic competencies and be aimed at the development of professional thinking, critical analysis of information and awareness of the role of health as the highest social value [5]. Inclusion in the content of education of topics related to disease prevention, public health, mental well-being, healthy nutrition, physical activity and medical literacy contributes to the comprehensive formation of a culture of health among students.

In recent years, the concept of health literacy, which is defined as a person's ability to receive,

understand, evaluate, and use health information to make informed decisions, has attracted particular attention [6].

The development of health literacy skills is an important component of the training of future health professionals and can be effectively implemented through the study of English-language professional materials.

In the context of digitalization of education, innovative teaching methods are becoming increasingly widespread, including project-based learning, problem-based approach, case method, simulation learning, and the use of digital educational platforms. Their application in English classes contributes not only to improving students' language skills, but also to the development of health-preserving competence [7].

Thus, the relevance of the study is due to the need to find effective educational strategies for forming a health culture of future medical workers using English in a professional direction.

**The purpose of the study** is an analysis of educational strategies for forming a health culture of future medical workers in the process of learning English for a professional purpose and determining their impact on the development of health-preserving competence of students of medical institutions of higher education.

To achieve the goal, the following tasks have been defined:

- analyze modern scientific approaches to understanding the concept of «health culture»;
- to characterize the role of English for professional purposes in forming a health culture of students;
- to explore the possibilities of using interactive educational technologies for the development of health-preserving competence;
- to identify the most effective pedagogical strategies for integrating a health-preserving component into the process of teaching English.

## MATERIALS AND METHODS

The research is theoretical and analytical in nature and is based on a comprehensive study of modern scientific sources devoted to the problems of forming a culture of health, developing health literacy, medical education, and teaching English for professional purposes.

The methodological basis of the study is the provisions of the competency-based, interdisciplinary, communicative and health-preserving approaches to the organization of the educational process in institutions of higher medical education.

The following methods were used in the research process:

*Theoretical analysis of scientific literature.* An analysis of domestic and foreign publications on the problems of forming a culture of health, developing medical literacy, and teaching English to future medical workers was carried out [2, 4, 8].

*Comparative analysis.* It was used to compare different pedagogical approaches to integrating health-preserving topics into vocational English courses.

*Content analysis.* An analysis of the content of modern English language curricula for medical students, international recommendations for the development of health literacy, and WHO educational materials was conducted.

*Systematization and generalization.* It allowed us to identify the most effective educational strategies for forming a culture of health using the English language.

The theoretical basis of the study was formed by scientific works of Ukrainian and foreign scientists in the field of medical education, pedagogy, public health, and methods of teaching English for professional purposes, as well as materials from the World Health Organization and international educational projects.

The results obtained were systematized in accordance with the identified research areas and used to formulate practical recommendations for improving the process of teaching English to future medical professionals.

## RESEARCH RESULTS AND DISCUSSION

In modern scientific literature, health culture is considered as an integral characteristic of a person, which reflects the level of knowledge about health, value attitude towards it, the formation of health-preserving competencies and readiness for the practical application of the principles of a healthy lifestyle in professional and everyday activities [1, 3].

For future medical workers, the culture of health is of particular importance, since it is they who act as carriers of medical knowledge and an example of health-preserving behavior for patients. The formation of a culture of health among students of medical institutions of higher education is one of the priority areas of modern medical education and corresponds to the strategic objectives of public health development.

Modern research shows that the level of health-preserving competence of students largely depends

on the integration of health issues into the educational process, regardless of the academic discipline [4]. In this context, English for professional purposes has significant potential for implementing an interdisciplinary approach and forming a culture of health.

Studying English by medical students involves studying a large number of professionally oriented materials that highlight current issues in healthcare, disease prevention, healthy lifestyles, public health, and medical ethics. Thanks to this, students not only improve their language skills, but also expand their own knowledge about maintaining and strengthening their health.

At the current stage of development of medical science, English has become a universal means of professional communication. The vast majority of scientific publications, clinical guidelines, treatment protocols and international research projects are created in English [5].

In this regard, English for Medical Purposes courses should be aimed not only at developing language competence, but also at developing the professional worldview of the future medical professional.

Studying English-language materials on the prevention of noncommunicable diseases; healthy nutrition; physical activity; mental health; vaccination; combating bad habits; environmental determinants of health contribute to students' awareness of the importance of health-preserving behavior and the formation of relevant professional values.

An important component of the formation of a culture of health is the development of health literacy. According to the WHO definition, health literacy encompasses a person's ability to find, analyze, critically evaluate, and use health information to make informed decisions [6].

Working with English-language sources allows students to learn to analyze scientific articles, work with the evidence base, assess the reliability of medical information, and counteract the spread of medical myths and misinformation.

Thus, English is not only a tool of professional communication, but also a means of forming a culture of health.

The effectiveness of forming a culture of health largely depends on the content of the English language course for professional purposes.

It is advisable to include the following thematic blocks in the curriculum:

### 1. Healthy Lifestyle and Disease Prevention.

Within this module, students work on English-language texts on rational nutrition, physical activity,

work and rest regimes, and prevention of chronic diseases.

**2. Mental Health and Psychological Well-being.** This topic is particularly relevant in the context of martial law and the socio-psychological challenges of our time. Studying English-language materials on stress, emotional burnout, and psychological resilience contributes to the development of self-preservation skills and mental health maintenance [7].

**3. Public Health and Health Promotion.** Consideration of international public health experience allows students to understand the role of preventive medicine and the state's health-saving policy.

**4. Environmental Health and Climate Change.** Studying English-language materials on the impact of environmental factors on health builds environmental awareness and understanding of global challenges for the healthcare system.

**5. Patient Education and Communication.** Of particular importance is the development of skills in professional counseling of patients on disease prevention and maintaining a healthy lifestyle.

The results of the analysis of modern pedagogical research indicate that interactive teaching methods are the most effective in forming a culture of health [8].

- *Case method.* Case technology allows you to simulate real clinical situations and develop decision-making skills [11].

For example, students may be offered a case study of a patient with obesity, cardiovascular disease, or prolonged psycho-emotional stress. Discussing in English possible ways to prevent and correct risk factors contributes to the simultaneous development of language competence and health culture.

- *Project-based learning.* One of the most effective tools for building health-preserving competence is project activities.

Topics of student projects may include: healthy lifestyles of student youth; prevention of smoking; mental health in wartime; the impact of nutrition on health; prevention of cardiovascular diseases; health-saving technologies in medical practice.

Preparing projects in English stimulates students' independent research activities and contributes to a deep understanding of health problems [9].

- *Discussion technologies.* Professionally oriented discussions help build critical thinking and argumentation skills.

Examples of discussion topics:

- Vaccination: Benefits and Challenges;
- Healthy Diet versus Popular Diet Trends;
- Mental Health in Modern Society;
- Climate Change and Public Health.

Through discussion, students learn to analyze information, assess risks, and make informed health decisions.

Modern medical education actively uses digital learning tools. Effective tools include: Moodle and Google Classroom platforms; Coursera and FutureLearn online courses; World Health Organization resources; electronic medical libraries; interactive clinical simulators; podcasts and video lectures in English.

The use of digital resources provides access to up-to-date health information and promotes the development of self-study skills.

The use of artificial intelligence in the educational process deserves special attention. Tools based on artificial intelligence allow you to personalize learning, create interactive exercises, and provide quick feedback.

The analysis shows that the integration of health-preserving topics into English teaching contributes to the formation of a set of competencies necessary for a modern medical worker.

Such competencies include awareness of the value of health; ability to self-preservation; responsibility for one's own health and the health of patients; skills in critical analysis of medical information; readiness for health-preserving educational activities; ability for intercultural professional communication.

A formed culture of health has a positive impact on the quality of professional training of future medical workers, contributes to the development of professional ethics, and increases readiness to operate in the face of modern challenges in the healthcare system.

Therefore, the results of the analysis allow us to state that English for professional purposes is an effective tool for forming a health culture of medical students. The combination of professionally oriented training content with interactive methods and digital technologies creates favorable conditions for the development of health-saving competence of future medical workers.

An analysis of modern approaches to teaching English for professional purposes at medical universities shows significant differences between Ukrainian and international practice.

In the EU and the US, EMP courses in medical schools have long integrated the concept of health literacy as a key learning outcome. In particular,



the patient-centered communication model is actively used in the programs of medical universities in the UK, which involves teaching students not only terminology, but also skills in explaining medical information in language understandable to the patient [8].

In the USA and Canada, the CBL (Case-Based Learning) approach and simulation-based training are widely used, where students practice communication in English in simulated clinical situations, which is directly related to the formation of a health culture through practical activities [4].

In Ukraine, EMP in medical higher education institutions is gradually moving from a traditional grammatical-translation approach to communicative and integrated learning, but the level of implementation of the health literacy component still remains uneven. The main educational strategies used to form a culture of health through English language instruction are presented in *Table 1*.

The current stage of development of medical education is characterized by active digitalization of the educational process. The use of distance learning platforms, clinical case simulators, and artificial intelligence allows significantly increasing the effectiveness of forming a culture of health.

In particular, AI tools can generate individual cases for students; adapt the complexity of English-language texts; model doctor-patient dialogues; check the correctness of medical terminology; and form personalized learning trajectories. This corresponds to the modern concept of adaptive learning, which is widely implemented in leading medical schools around the world.

Special attention needs to be paid to the development of soft skills in future medical professionals. In the process of learning English, empathy for the patient is formed; active listening skills; the ability to explain complex information in simple words; intercultural communication; ethical behavior in

professional situations. These skills directly affect the quality of medical care and the level of patient trust in the healthcare system.

Thus, the integration of the concept of health culture into professional English teaching allows transforming the EMP course into a multidimensional educational system that simultaneously forms language competence, professional thinking, and health-preserving behavior of future medical professionals.

In the process of forming a health culture of future medical workers through the means of English in a professional direction, a systematic combination of different pedagogical approaches is important. Analysis of scientific sources and pedagogical practice allows us to assert that the effectiveness of training largely depends on the integration of communicative, competency-based and health-preserving approaches.

Of particular importance is the transition from traditional reproductive learning to interactive and student-centered models that ensure the active participation of students in the formation of their own professional and health-preserving competence. The use of English-language authentic materials on the topics of public health, preventive medicine and clinical practice contributes to the formation of not only language skills, but also a value-based attitude towards health as a social and personal category.

An important factor is also the digitalization of the educational process, which allows for access to global medical knowledge, increase student motivation, and individualize learning. The use of artificial intelligence, simulation platforms, and online resources contributes to the modeling of real clinical situations and the development of practical communication skills in English. The effectiveness of the educational strategies used to develop a culture of health in EMP learning is summarized in *Table 2*.

**Table 1. Educational strategies for forming a culture of health through the English language**

| Educational strategy        | Content                                                              | Expected result                                      |
|-----------------------------|----------------------------------------------------------------------|------------------------------------------------------|
| Case method                 | Clinical case analysis in English                                    | Development of clinical thinking and health literacy |
| Project-based learning      | Creation of student projects (healthy lifestyle, disease prevention) | Formation of health-preserving behavior              |
| Simulation learning         | Doctor-patient role-playing games                                    | Development of professional communication            |
| Discussion methods          | Discussion of global health issues                                   | Critical thinking                                    |
| Digital technologies        | Online platforms, AI tools                                           | Self-study and media literacy                        |
| Analysis of authentic texts | WHO guidelines, medical articles                                     | Deepening professional vocabulary                    |

**Table 2. Effectiveness of educational strategies for forming a culture of health in EMP learning**

| Educational strategy            | Implementation tools                           | Pedagogical result                                   |
|---------------------------------|------------------------------------------------|------------------------------------------------------|
| Case method                     | Analysis of clinical situations, problem tasks | Development of clinical thinking, health literacy    |
| Project-based learning          | Individual and group projects on health topics | Formation of a responsible attitude towards health   |
| Simulation learning             | Doctor-patient role-playing games              | Development of professional communication in English |
| Discussion methods              | Debate, discuss global health issues           | Critical thinking, argumentation                     |
| Digital technologies            | AI tools, online platforms, simulators         | Personalization of learning, digital literacy        |
| Analysis of authentic materials | Articles from WHO, CDC, medical journals       | Improving language and professional competence       |

## CONCLUSIONS

The conducted analysis of scientific literature allowed us to establish that the formation of a health culture is one of the priority areas of training future medical workers in the context of modern global challenges. Health culture is an integral characteristic of a person, which combines a system of knowledge, values, motivational attitudes and practical skills aimed at preserving and strengthening health.

It has been determined that English for professional purposes has significant potential for implementing a health-preserving approach in medical education. The use of professionally oriented English-language materials contributes to expanding students' knowledge of disease prevention, healthy lifestyles, mental health, public health, and modern approaches to improving the health of the population.

It is proven that the integration of the topic of health culture into the content of the discipline «English for Professional Purposes» ensures the simultaneous development of students' linguistic, professional and health-preserving competencies. Of particular importance is the development of health literacy, which is a necessary condition for the effective professional activity of a modern medical worker.

It has been established that the most effective educational strategies for forming a culture of health are: the use of authentic English-language medical texts; case method; project-based learning; problem-based learning; discussion technologies; digital educational resources; integration of interdisciplinary content in English teaching.

The use of these approaches contributes to the formation of a responsible attitude among students towards their own health and the health

of patients, the development of critical thinking skills, professional communication, and readiness to work in conditions of dynamic changes in the healthcare sector.

Prospects for further research are to study the effectiveness of specific digital technologies and artificial intelligence tools in shaping the health culture of medical students in the process of learning English for professional purposes.

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### ДЖЕРЕЛА ФІНАНСУВАННЯ

Дослідження виконано без зовнішнього фінансування.

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Автор заявляє про відсутність конфлікту інтересів.

### ВИКОРИСТАННЯ ГЕНЕРАТИВНОГО ШТУЧНОГО ІНТЕЛЕКТУ

Генеративний штучний інтелект не використовувався під час написання статті.

### ВІДОМОСТІ ПРО АВТОРА ТА ЙОГО ВНЕСОК

**ВІЦЮК Алла:** автор одноосібно виконав усі етапи підготовки наукової статті, включаючи концептуалізацію дослідження, розроблення методології, аналіз та інтерпретацію наукових джерел, написання та редагування тексту, а також остаточне затвердження рукопису до публікації.  
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**VITSIUK Alla:** the author single-handedly carried out all stages of preparing the scientific article, including conceptualization of the research, methodological development, analysis and interpretation of scientific sources, writing and editing the text, and final approval of the manuscript for publication.  
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