

PREPARATION OF REHABILITATION STUDENTS FOR THE VOCATIONAL ENGLISH LANGUAGE PROFICIENCY TEST USING THE CLIL METHODOLOGY**ПІДГОТОВКА СТУДЕНТІВ-РЕАБІЛІТОЛОГІВ ДО ІСПИТУ З АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ (АМПС) КРИЗЬ ПРИЗМУ МЕТОДИКИ CLIL****Aponenko I. M., Shubkina K. A.***Dnipro State Medical University, Dnipro, Ukraine*

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Abstracts

Purpose – to study the influence of CLIL (Content and Language Integrated Learning) on the preparation of rehabilitation students for the KROK 1 examination.

Material. The article considers the application of the CLIL methodology in the process of preparing students of the specialty I7 «Therapy and Rehabilitation» for the Unified State Qualification Exam (USQE), the test component of which is: the integrated test exam KROK 1. The theoretical foundations of subject-language integrated learning are determined and its potential in the formation of foreign language communicative competence of future specialists is analyzed.

Results. The authors emphasize the combination of language and professional components of the educational process, which contributes to the development of critical thinking, cognitive skills and an increase in the level of readiness for testing. Particular attention is paid to the role of Latin language as a basic element of medical terminology and an important tool for interlingual integration. The possibilities of implementing binary classes that combine teaching English, Latin and specialized disciplines are considered, which ensures the integrity of the educational process and forms professional and cultural competence in students. It is shown that the use of CLIL in preparation for the KROK 1 increases motivation for learning, promotes mastery of international terminology, expands access to world sources of information and forms the ability to work in a multicultural environment. Practical examples of implementing the methodology are described: creating terminological dictionaries, working with clinical cases in English and testing and using multimedia resources. The experience of academic mobility of students is summarized, which confirms the effectiveness of the subject-language integrated approach in medical education.

Conclusions. CLIL integration in language preparation for the KROK 1 exam contributes not only to the qualitative acquisition of knowledge, but also to the formation of professional mobility and competitiveness of future rehabilitation specialists in the international educational space.

Key words: CLIL, KROK 1, English, Latin, integrated learning, competence, binary classes, medical education.

Meta – дослідити вплив CLIL (Content and Language Integrated Learning) на підготовку студентів-реабілітологів до іспиту KROK 1.

Матеріал. У статті розглядається застосування методики CLIL у процесі підготовки студентів спеціальності І7 «Терапія та реабілітація» до єдиного державного кваліфікаційного іспиту (ЄДКІ), тестовими компонентами якого є: інтегрований тестовий іспит КРОК 1. Визначено теоретичні засади предметно-мовного інтегрованого навчання та проаналізовано його потенціал у формуванні іншомовної комунікативної компетентності майбутніх фахівців.

Результати. Автори акцентують увагу на поєднанні мовного та професійного компонентів освітнього процесу, що сприяє розвитку критичного мислення, когнітивних умінь і підвищенню рівня готовності до тестування. Особливу увагу приділено ролі латинської мови як базового елементу медичної термінології та важливого інструменту міжмовної інтеграції. Розглянуто можливості впровадження бінарних занять, які поєднують викладання англійської мови, латини та профільних дисциплін, що забезпечує цілісність навчального процесу та формує у студентів професійну й культурну компетентності. Показано, що використання CLIL у підготовці до КРОК 1 підвищує мотивацію до навчання, сприяє опануванню міжнародної термінології, розширює доступ до світових джерел інформації та формує здатність працювати у мультикультурному середовищі. Описано практичні приклади впровадження методики – створення термінологічних словників, робота з клінічними кейсами англійською мовою та тестуванням, застосування мультимедійних ресурсів. Узагальнено досвід академічної мобільності студентів, який підтверджує ефективність предметно-мовного інтегрованого підходу в медичній освіті.



Висновки. Інтеграція CLIL у мовній підготовці до іспиту КРОК 1 сприяє не лише якісному засвоєнню знань, а й формуванню професійної мобільності й конкурентоспроможності майбутніх реабілітологів у міжнародному освітньому просторі.

Ключові слова: CLIL, КРОК 1, англійська мова, латина, інтегроване навчання, компетентність, бінарні заняття, медична освіта.

Introduction. The modern system of medical education in Ukraine is in constant development, focusing on international standards and the needs of future specialists professional mobility. Of particular importance is the high-quality preparation of rehabilitation students for the Unified State Qualification Exam (USQE), the test component of which is: the integrated test exam «KROK 1» – for applicants for the degree of professional junior bachelor and higher education degrees of bachelor, master; English language exam of professional orientation – for the master degree applicants [10], which is a key stage of knowledge and professional competences control. Modern higher education, including medical one, is increasingly focusing on the integration of subject and language knowledge, which contributes to the development of complex competencies in learners. In this context, the CLIL methodology (Content and Language Integrated Learning – subject-language integrated learning) takes on special importance because it allows you to simultaneously study a foreign language and subject content.

Material and methods. Research on an integrated approach to learning foreign languages and CLIL methods is actively conducted by numerous scientists and educators around the world. Among them, it is worth noting scientific research of D. Marsh (Finland) [16, 17], D. Coyle (Great Britain) [13, 14], D. Wolff (Germany) [18], C. Dalton-Puffer (Austria) [15]. The founder of the CLIL methodology is David Marsh, who formulated its main provisions in 1994. The methodology itself was introduced in 1996 by UNICOM (University of Jyväskylä) in Finland and the European Platform for Dutch education. D. Marsh describes the essence of subject-language integrated learning, which is to «teach subjects in a foreign language with two goals: mastering the content and simultaneously learning the language» [17]. This definition clearly shows that CLIL is not only about teaching English language content, but also points to the importance of language in teaching subjects content. Other notable researchers who have studied this approach include Christiane Dalton-Puffer, who has conducted numerous studies focusing on CLIL pedagogical practices in European countries. Her work focuses on how CLIL influences the development of language competence, as well as academic achievement in academic disciplines [15].

Among the researchers of the Content and Language Integrated Learning method in Ukraine, one can single out M. Zakharevych, who investigates the issue of using CLIL for teaching English language and focuses on the specifics of using CLIL in the context of studying professionally oriented disciplines based on English. [3]. O. Posudiiivska and O. Budilova study the CLIL (subject-language integrated learning) approach to teaching a foreign language [9]. N. Yevtushenko explores the features of using the methodology of subject-language integrated learning in the training of philology students [2]. Oleksandr Pasichnyk and

Olena Pasichnyk consider foreign experience and domestic realities of CLIL technology as a means of deepening the competence-based orientation of the foreign languages teaching content [7]. V. Kozhan describes the use of CLIL methodology in the process of teaching English in a basic school [5]. O. Ponomarenko, E. Kostyk, T. Petrova draw attention to the fact that teachers should pay special attention to what students learn through language [8, p. 51]. Like that, the language becomes no longer an object of learning, but a means of acquiring subject knowledge. Thus, two CLIL tasks are realized: learning through foreign languages and learning foreign languages through the content of the subjects being studied.

The goal of «dual orientation» implies that the problem-based, language-integrated approach to learning works in two ways. Based on a comprehensive interdisciplinary approach, CLIL is different from all other methods of language learning and teaching. Many researchers emphasize that the approach CLIL contributes not only to the improvement of students' knowledge, but also to the acquisition of intercultural knowledge. Learning aids facilitate the development of diverse educational strategies and the use of innovative teaching methods, contributing to overall cognitive development and learning [13].

Various CLIL models are represented in foreign scientific and methodological literature: from full immersion, in which the entire curriculum is based on the CLIL methodology, to the partial integration of elements of this methodology into the general education course of foreign language learning. Three main CLIL models are distinguished:

- soft or language-led;
- hard or subject-led;
- partial immersion.

The «soft» version is focused on foreign languages, the study of which is the main task. According to this version, foreign language teachers provide educational material with a scientific or professional component. Implementation of the «hard» CLIL version, where certain modules of a subject or 50% of the educational content are taught in a foreign language, requires achieving two goals: teaching the content of the subject itself and teaching a foreign language [5]. Higher education teachers, including of Dnipro State Medical University (DSMU), are focused on «soft» options for subject-language integrated learning, aimed at in-depth language learning, which also contributes to improved student preparation for the KROK 1 examination.

Therefore, the essence of the CLIL methodology is that it is based on the simultaneous mastery of the content of professional disciplines and a foreign language. This approach combines language and subject components, creating conditions for the formation of critical thinking, interdisciplinary connections and the development of students' academic mobility. For medical education, where international standards and world experience are important guidelines, CLIL opens up additional opportunities.

Purpose of the study. Despite numerous works, some aspects of the CLIL method remain unexplored or insufficiently studied, in particular, the CLIL impact to prepare rehabilitation students for the KROK 1 examination, which determines the relevance and purpose of our research. From the 2025-2026 academic year for higher education applicants in the specialty I7 «Therapy and rehabilitation» the exam will include a portion of questions in English (≈30%), which encourages the search for various methods of teaching English in medical institutions of higher education. In this context, the integration of innovative educational technologies, in particular the CLIL methodology, which allows combining the study of professional disciplines with the improvement of foreign language communicative competence.

Research methods. Determined in accordance with the purpose of the article and are of a comprehensive nature. The work uses general scientific research methods (used both at the empirical and theoretical levels): analysis, synthesis, modeling; as well as methods of pedagogical observation, testing (using standardized tasks to assess the level of knowledge, skills and personal qualities), statistical analysis.

Research results. The CLIL method provides an opportunity to integrate language training with subject teaching, which allows students to gain language practice in the context of their future profession. Teaching English in a higher medical educational institution has its own specific features: this is a gradual complication of the material based on general scientific texts and terms, the use of active and interactive approaches to language acquisition and an orientation to students' communicative skills. It is assumed that at the stage of preparation for the exam, higher education applicants already have basic language knowledge, which allows them to work with more complex texts and constructions, and actively use language in real situations. So, let's consider the role of CLIL in preparing rehabilitation students for the KROK 1 exam:

1. *Formation of professional terminology.* Studying basic anatomical, histological terminologies and rehabilitation technologies in English allows students to better navigate international sources, scientific articles and textbooks, which expands their knowledge base for successful completion of the KROK 1.

2. *Integration with test tasks.* Using KROK 1 materials on medical disciplines in combination with foreign language support contributes to the development of the ability to quickly navigate complex medical formulations (names of body parts, systems, etc.) and analyze clinical cases.

3. *Development of cognitive skills.* CLIL forms the ability to work with large amounts of information, compare, systematize and generalize knowledge, which is extremely important during testing.

4. *Motivational aspect.* It is important that the educational material is tied to real medical situations or cases, which allows students to see the practical application of knowledge and skills acquired through CLIL. The material is provided adapted to the level of language competence of the students and the level of complexity of the subject content. On the one hand, it is complex enough to stimulate intellectual development and on the other hand, it is not overloading so as not to cause disappointment and maintain motivation to study. In this way, students perceive

preparation not only as a mandatory stage before the exam, but as an opportunity to improve professional English and increase their own competitiveness in the international labor market.

The importance of Latin in preparing for exams. A special place in the process of preparing for the KROK 1 is occupied by Latin, which is the basis of medical terminology. In combination with the CLIL methodology, Latin is an important tool, as it is:

- *terminological base:* mastering Latin and Greek terminological elements helps students more easily understand the origin of English and international terms used in the KROK 1 tests;

- *interlingual integration:* using Latin as a «mediator» between the national language and English facilitates the assimilation of complex concepts;

- *formation of professional thinking:* working with Latin anatomical and clinical terms develops logic, attention to detail and classification skills, which directly affects the quality of testing preparation;

- *cultural and historical aspect:* Latin is the bearer of professional traditions and scientific heritage of medicine, which forms a deeper understanding of the specialty among students.

Thus, the study of Latin is an important stage in the professional training of future rehabilitation students, since it is the basis of most medical terms in modern European languages, in particular English. Using the acquired knowledge of Latin helps students more easily master the English medical terminology system, since a significant number of terms have common roots, prefixes and suffixes. Such interlingual interaction contributes to a deeper understanding of the terms meaning, their structure and semantics, and also forms the linguistic intuition in students necessary for successful professional communication.

However, there is also a certain problem: there is often a significant time gap between the study of Latin and English. Students usually master Latin in the first year (only the first term), while a foreign language is already in the second. Because of this, continuity in the use of linguistic knowledge is lost and motivation to use Latin in the context of subsequent disciplines may decrease. That is why the question of *integrated learning* implementing arises, which would ensure the integrity and consistency of the educational process.

Integrated learning is aimed at *integrative thinking* development in higher education students, the ability to combine knowledge from different fields and use it in practical situations. In modern conditions, this is an important component of the competitiveness of a future specialist, who must be able to flexibly apply interdisciplinary knowledge. One of the effective means of implementing such an integrated approach is *binary lessons* – a form of classes that involves the interaction of two (in this case, a Latin teacher and an English teacher) and sometimes more teachers representing different disciplines (for example, a teacher of physiology or anatomy, etc.). Such classes allow combining the methods of different subjects, demonstrating to students how theoretical knowledge can be applied in practice. Preparing for binary lessons is not easy, it requires a coordinated process and sufficient preparation for the lesson by teachers of both languages, taking into

account the basic knowledge of students. The methodology of a binary lesson differs from the traditional one in that its stages are not isolated, but interconnected, flexible and dynamic. This contributes to the active cognitive activity of students, the development of critical thinking and the formation of a holistic idea of the future profession. During this type of classes, the use of CLIL technology is relevant – training that combines the study of a foreign language with the study of professional disciplines. For example, during English classes, students update their acquired knowledge of Latin and can more productively master topics related to anatomy, pharmacology or clinical practice. This allows them to simultaneously improve language skills and professional competencies, which makes the learning process more meaningful and motivated.

Thus, integrated learning, in particular in the form of binary classes and CLIL technology, opens up new opportunities for the effective combination of linguistic and professional training of rehabilitation students. It not only improves the quality of material acquisition, but also forms a modern type of thinking that meets the requirements of the globalized educational space.

Examples of creating a multicultural environment during classes.

1. **Terminological «chains»:** preparation of a topic glossary, where the same term is presented in three languages:

- a. *Lat. musculus biceps brachii*
- b. *Eng. biceps brachii muscle*
- c. *Ukr. двоголовий м'яз плеча.*

2. **International cases.** D. Coyle describes CLIL as a teaching method that allows you to combine learning content

and language in the form of a project or case. [14]. This year, for the first time, part of the exam will be conducted in English, so it will be advisable to analyze basic medical texts, consider and analyze clinical situations in English with comments on terms in Latin and, if necessary, discussion in Ukrainian. After all, the texts present a fairly high saturation of Latinisms (~7%), which indicates terminological accuracy. Consequently, the educational material should contribute to the achievement of the goals: subject and language, the acquisition of both professional knowledge and mastery of language tools. An effective example is the integrated study of the topic «Skeletal System», where students simultaneously master terminology in three languages. For example, by studying bones (eng. *bone* / lat. *os*), spine (eng. *spine* / lat. *columna vertebralis*) or limbs (eng.=lat. *ulna, radius, tibia*), students form a holistic terminological system. The learning process includes the following stages:

- classification: students distribute anatomical terms by body parts (skull, torso, limbs), which develops logical thinking and attention to details;
- work with text: use of English descriptions of the skeleton structure (texts cover the description of the bones of the skull, chest and spine);
- detailing: for example, they do tasks to establish correspondence between the names of bones and their description (for example, *occipital* → back and base of the skull, *sphenoid* → bat-shaped bone behind the eyes and part of base of skull), which directly prepares them to the formulations understanding in the KROK 1 tests.

Table 1

Дайте відповіді на наступні запитання:	Answer the following questions:
<p>1. Які з наведених етіологічних факторів є основними причинами розвитку хронічного обструктивного бронхіту?</p> <p>A. Хімічні, стресові, фізичні, інфекційні B. Фізичні, хімічні, інфекційні, алергічні C. Фізичні, алергічні, стресові, інфекційні D. Хімічні, фізичні, стресові, алергічні E. Інфекційні, алергічні, хімічні, стресові</p>	<p>1. Which of the following etiological factors are the main causes of the development of chronic obstructive bronchitis?</p> <p>A. Chemical, stress-related, physical, infectious B. Physical, chemical, infectious, allergic C. Physical, allergic, stress-related, infectious D. Chemical, physical, stress-related, allergic E. Infectious, allergic, chemical, stress-related</p>
<p>2. Який метод обстеження пацієнтів із патологією дихальної системи використовується для оцінки голосового тремтіння, тургору та вологості шкіри, тону м'язів, товщини підшкірно-жирової клітковини та периферичних лімфатичних вузлів?</p> <p>A. Перкусія B. Аускультация C. Мануальне м'язове тестування D. Пальпація E. Ларингоскопія</p>	<p>2. Which examination method is used for patients with respiratory system pathology to assess vocal fremitus, skin turgor and moisture, muscle tone, thickness of subcutaneous fat tissue, and peripheral lymph nodes?</p> <p>A. Percussion B. Auscultation C. Manual muscle testing D. Palpation E. Laryngoscopy</p>
<p>3. Під час обстеження у чоловіка виявлено повну втрату всіх видів чутливості на правій стороні тіла. Який тип розладу чутливості спостерігається у цього пацієнта?</p> <p>A. Парестезія B. Каузалгія C. Гіпестезія D. Анестезія E. Гіперестезія</p>	<p>3. During examination, a man was found to have a complete loss of all types of sensation on the right side of his body. What type of sensory disorder is observed in this patient?</p> <p>A. Paresthesia B. Causalgia C. Hypesthesia D. Anesthesia E. Hyperesthesia</p>

Advantages of a multicultural approach

Component	Application example	Advantage for the student
Latin	<i>musculus trapezius</i>	Understanding etymology and accuracy of terminology
English	<i>trapezius muscle</i>	Access to international sources and tests
Ukrainian	<i>трапецієподібний м'яз</i>	Practical use in the national healthcare system
CLIL-integration	<i>work with a case, where the tasks are in English, terms in Latin, explanations in Ukrainian</i>	Formation of multicultural competence, the ability to think professionally in a global context

3. **Multimedia resources.** If necessary, videos in English with terminology dictionaries in Latin and explanations in Ukrainian can be provided for the texts.

4. **Discussion and communication.** Students are invited to provide answers to questions or create them themselves, or to reproduce the essence of the text in their own words, highlighting key words and phrases, as this technology helps to navigate the material and provide correct answers in subsequent tests.

Testing. Since a part of the exam is conducted in English, it is advisable to analyze basic medical texts and clinical situations in English with Latin comments. Although previously test bases were available only in Ukrainian, now lecturers are actively introducing translated tests, where Latin acts as a marker of scientific accuracy. Practical training is based on up-to-date test bases («KROK 1 Therapy and Rehabilitation»). For example Table 1.

1. **Joint projects of higher education students.** For example, this could be the creation of a «dictionary» for the KROK 1 preparation: English term + Latin equivalent + Ukrainian explanation.

So, the advantages of a multicultural approach (CLIL + Latin + English + Ukrainian) in preparation for the KROK 1 are presented in Table 2.

Conclusions. Summarizing the consideration of the main principles of the CLIL methodology, it can be stated that CLIL is an innovative approach to teaching that combines language learning and subject content acquisition, providing students with the opportunity to develop communicative and cognitive skills simultaneously. The main principles of CLIL, such as language and subject integration, binary lessons, the use of cases, adaptation of materials, active participation in the learning process, create conditions for a deeper understanding of both the language material and better preparation for the KROK 1 exam. This methodology is an important tool for increasing motivation to learn a foreign language and forming comprehensive competencies of rehabilitation students in the modern educational system.

The use of CLIL methodology allows not only to make preparation for the exam more effective, but also has a positive effect on the level of knowledge of applicants for higher medical education, which, in turn, opens up opportunities for further education in institutions in other countries. This is also proven by the experience of DSMU. Participation of university students in academic mobility: internship in English at the rehabilitation centers Physiotherapie Steinbach / Physio Aktiv in Belp and Toffen (Switzerland).

Thus, the preparation of rehabilitation students for the KROK 1 examination through the prism of the CLIL methodology allows you to combine the formation of professional knowledge with the development of foreign language competence. The additional use of Latin deepens the terminological base and the creation of a multicultural environment forms in students the ability to work in the global educational and professional space. This approach provides not only effective preparation for testing, but also forms a comprehensively developed specialist, ready for the challenges of modern medicine.

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