

**МІЖНАРОДНИЙ ERASMUS+ ПРОЄКТ «PERFECT»
В КОНТЕКСТІ РОЗВИТКУ НАУКИ, ФІЛОЛОГІЇ
ТА НАГАЛЬНИХ ПОТРЕБ МЕДИЧНОЇ ОСВІТИ****Олександр РАК, Віра ЯКИМЧУК, Анна ВИКЛЮК,
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IN THE CONTEXT OF THE DEVELOPMENT OF SCIENCE,
PHILOLOGY, AND THE CURRENT NEEDS OF MEDICAL
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Рак Олександр, Якимчук Віра, Виклюк Анна, Чайковська Наталія. Міжнародний Erasmus+ проєкт «Perfect» в контексті розвитку науки, філології та нагальних потреб медичної освіти. У статті розглядається міжнародний проєкт Erasmus+ «PERFECT», співфінансований Європейським Союзом, як інноваційна відповідь на мовні, комунікативні та освітні виклики сучасної медичної освіти в умовах глобалізації охорони здоров'я.

Актуальність дослідження зумовлена стрімким розвитком науки, міжкультурної взаємодії, цифровізації та інтеграції України до європейського освітнього простору; ефективне спілкування англійською мовою стало важливою професійною компетенцією для працівників охорони здоров'я, зокрема медсестер/медбрів. Проєкт спрямований на вирішення нагальних потреб, пов'язаних із безпекою пацієнтів, зміцненням довіри, професійною мобільністю та приведенням у відповідність до міжнародних освітніх стандартів. Висловлені погляди та думки є виключно поглядами та думками авторів і не обов'язково відображають позицію Європейського Союзу або Європейського виконавчого агентства з питань освіти та культури (EACEA). Європейський Союз та EACEA не несуть відповідальності за них.

Метою дослідження є аналіз ролі та значення проєкту Erasmus+ «PERFECT», співфінансованого Європейським Союзом, у підвищенні рівня володіння англійською мовою серед медичних працівників, модернізації освітнього контенту та інтеграції філологічних підходів у клінічну практику.

Методи дослідження включають описові та аналітичні методи, порівняльний аналіз сучасних досліджень у галузі медичної освіти та прикладної лінгвістики, аналіз потреб на основі опитувань студентів та медичних працівників, а також оцінку педагогічних інструментів, розроблених у рамках проєкту, включаючи інтерактивний цифровий підручник та оновлені навчальні програми.

Висновок. У дослідженні зроблено висновок, що проєкт «PERFECT», співфінансований Європейським Союзом, має істотну стратегічну цінність для медичної освіти. Поєднуючи цифрові технології, автентичні клінічні сценарії, принципи міжкультурної комунікації та практико-орієнтоване вивчення мови, проєкт покращує професійну комунікацію, підтримує безперервну освіту та сприяє модернізації медичної підготовки. Результати демонструють ефективність міждисциплінарної та міжнародної співпраці у вирішенні сучасних освітніх завдань та забезпеченні сталого розвитку англійської мови для медичних цілей.

Ключові слова: проєкт Erasmus+, англійська мова для медичних цілей, медична освіта, професійна комунікація, цифрове навчання, міжкультурна компетентність.

Introduction. The modern healthcare system is undergoing profound transformations caused by global integration processes, rapid scientific development, and the growing role of intercultural interaction. A 21st-century healthcare professional must be not only a competent clinician, but also an effective communicator, capable of working in a multilingual and multicultural environment. English, which is the dominant tool of international scientific communication, plays a key role in ensuring quality care and building trust between medical staff and patients. Therefore, the rapid development of science, the globalization of medical practice, and Ukraine's integration into the European educational and medical space create an urgent need to improve the language training of medical professionals.

The «PERFECT» project («Promoting English Readiness For Effective Care and Trust of Nurses»), co-funded by the European Union, implemented by Tartu Applied Health Sciences University (Tartu, Estonia) in cooperation with Bukovinian State Medical University (Chernivtsi, Ukraine); University of Primorska (Koper, Slovenia); University of Rijeka (Rijeka, Croatia); H. S. Skovoroda Kharkiv National Pedagogical University (Kharkiv, Ukraine); East Tallinn Central Hospital (Tallinn, Estonia) and supported by the European Union, is a highly significant initiative aimed at strengthening the language training of medical professionals and modernizing the educational process through the creation of an interactive textbook and the introduction of an updated professional course for nurses and healthcare professionals.

This project is a response to the key challenges of modern medicine: the need for effective communication, intercultural interaction, and continuous professional development. Its implementation meets the current requirements of the educational space, global trends in science, and Ukraine's European integration policy. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Analysis of the recent research and publications.

The needs of medical education have held a considerable place among other medical studies for a long time. The most recent publications mention the following educational trends and demands:

1. A trend towards cultural humility in health care in general and in medical education in particular. This trend has arisen as a response to the development of cultural competence, which itself «risked perpetuating stereotypes»¹. Unlike basic development of cultural competence, which requires you to know the peculiarities of communication with people coming from different cultural backgrounds, the cultural humility involves the «recognition of one's own limitations»², self-criticism and view the patient as the «expert» in their own life experience. The application of cultural humility practices has been effective in diverse healthcare settings^{3,4}. If applied in education, this principle means teaching active listening and finding the meaning together with the patient or colleague.

2. Demand for constant monitoring of educational materials. The recent studies have found gaps in empathetic and interpersonal communication training and sometimes lack interactive tasks and contextual depths⁵ and therefore those need to be developed and incorporated in teaching English for Medical Purposes and in course building for this subject. The recommendation how to achieve that include «integrating communicative competence, cultural appropriateness, and professional authenticity»⁶.

3. The preference of students lies within structured, web-based course of English for Medical purposes rather

than within traditional lectures. The reason for that is suitability of these courses for busy and irregular clinical schedules of medical workers and students. The courses showed statistically significant improvement in reading and listening proficiency⁷.

4. The ongoing demand of students is the quality of implication of educational programs in the curricula of their universities. For instance, a world-wide educational standard Competency-Based Medical Education aimed at developing practical skills and competencies of future doctors is still not implicated perfectly, though the main points of this standard appeared in the previous century. For instance, COVID-19 disrupted medical education in various ways: the courses were shortened, the trainings were also limited and the many of them were changed to online format, which had a negative impact on learning. Though, CBME principles helped to maintain the education on a decent level, the following limitations were highlighted: weak assessment systems, lack of preparation of the raters, fragmented and problematic transition from undergraduate medical education to graduate medical education⁸. In India the curricula have been changed in accordance with this standard, but certain problems remained: dwindling in student's attendance, lack of cooperation between the universities and lack of adequate infrastructure to apply the principles of CBME⁹.

5. Probably the most recent and relevant in modern world is the demand to adjust to the introduction of AI. It has been widely introduced as an assistant in various spheres of human activity in 2022, it is developing extremely fast and therefore the process of adjustment to it is continuous and constantly changing. For instance, students often turn to AI assistance without guidance and thus the ethical issues arise such as: algorithmic bias, privacy invasion and equitable access. Those can be resolved by introducing AI-using policies and by organising AI-usage-related training sessions on the basis of the educational establishments¹⁰. On top of that, other research suggests incorporating AI literacy not just as a separate subject, but also into the existing curricula as

¹ Marín-Ortega, Ch. G. «Medical education in the face of cultural and religious diversity», *International Journal of Multidisciplinary Research and Development*, 2025, Vol. 12, Is. 9, P. 78-84 [in English].

² Ibidem, P. 82.

³ Chegade M, McLean K, Ashmawi SM, et al. «Cultural humility strategies for recruitment and retention of minoritised participants: a scoping review protocol», *BMJ Open*, 2025, 15: e087916. doi:10.1136/bmjopen-2024-087916 [in English].

⁴ Medical Students Gain Confidence with a Dose of Cultural Humility Through Summer Experience. [Electronic resource], Publishing date: July 26, 2024, [Accessed on 16.12.2025 via: <https://meded.georgetown.edu/news-stories/medical-students-gain-confidence-with-a-dose-of-cultural-humility-through-summer-experience/>]

⁵ Sukisno S., Lustyantie, N., Murtadho F. «An Evaluation of English for Medical Purposes Materials in Language Training Institutions: A Needs-Based Approach», *Jurnal Ilmiah Global Education*, 2025, 6(2), P. 1116-1225 [in English].

⁶ Ibidem, P. 1116.

⁷ Muthukumar R. Preclinical Medical Students' Perspectives and Experiences With Structured Web-Based English for Medical Purposes Courses: Cross-Sectional Study *JMIR Med Educ*, 2025, Vol. 11: e65779. URL: <https://mededu.jmir.org/2025/1/e65779>. DOI: 10.2196/65779 [in English].

⁸ Ryan M. S., Holmboe E. S., Chandra S. «Competency-Based Medical Education: Considering Its Past, Present, and a Post-COVID-19 Era», *Academic medicine: journal of the Association of American Medical Colleges*, 2022, 97(3S), P. 90-91. URL: <https://doi.org/10.1097/ACM.0000000000004535> [in English].

⁹ Sulena S., Kulkarni A., Mathur M., Jyoti N., Sidhu T. K., Badyal D., & Guha R. «Challenges in Implementing Competency-based Medical Education in India – Stakeholders' Perspective: A Mixed-method Analysis», *International journal of applied & basic medical research*, 2024, 14(4), P. 225. URL: https://doi.org/10.4103/ijabmr.ijabmr_268_24 [in English].

¹⁰ Almansour M., Soliman M., Aldekhyyel R., Binkheder S., Temsah M. H., & Malki K. H. «An Academic Viewpoint on the Integration of Generative Artificial Intelligence in Medical Education: Transforming Learning and Practices», *Cureus*, 2025, 17(3), e81145. URL: <https://doi.org/10.7759/cureus.81145> [in English].

a part of existing subjects and create «forums to discuss the ethical dimensions of AI»¹¹.

The aim of this article is to examine the role and significance of the international Erasmus+ project «PERFECT» («Promoting English Readiness For Effective Care and Trust of Nurses») co-funded by the European Union within the broader context of contemporary scientific development, the evolution of philological studies, and the urgent needs of modern medical education. We aim to demonstrate how the project contributes to improving the language competence of healthcare professionals, supports the modernization of educational programs, and aligns with global trends in medical communication and European integration processes.

The object of this research is the educational, linguistic, and professional components of the Erasmus+ «PERFECT» project, with particular focus on its methodologies, tools, and outcomes aimed at enhancing English-language readiness among nurses and other healthcare professionals. The study considers the interactive textbook, updated curricula, and pedagogical innovations developed within the project as key elements influencing the quality of professional communication and intercultural competence in the field of healthcare.

Presentation of the primary material. In today's globalized world, the medical field is becoming increasingly integrated into the international arena, which leads to a constant expansion of the communication needs of medical professionals. Nurses work in multinational teams, interact with foreign patients, participate in international programs, and master new clinical approaches, which are mainly reflected in English-language sources. This creates new professional challenges for English teachers, as English is becoming a key requirement for effective communication in the healthcare sector. In this context, teaching professionally oriented English is seen not as an optional extra, but as an essential part of training competitive specialists.

Professional language training for healthcare professionals is particularly important because of its direct impact on the quality of clinical interaction. The level of English proficiency determines the accuracy of information transfer, the ability to provide accessible and empathetic explanations of procedures, and the ability to establish trusting contact with patients who do not speak Ukrainian (or the native languages of project partners). From the perspective of English teachers, the development of language competence is an important tool for reducing the risk of clinical errors, improving the quality of informed consent, and ensuring the psychological safety of patients in medical facilities. What is more, it allows the systematic strengthening of the communicative component of professional activity.

Regular coordination meetings, held monthly, play an important role in the implementation of the project, ensuring a constant exchange of experience between English teachers and partners from medical institutions. During these meetings, key issues related to the content of the training units, the selection of relevant communication situations, the topics of authentic clinical materials, and the relevant professional vocabulary to be included in the

training modules are discussed. This format of cooperation makes it possible to maintain the dynamic nature of the course, promptly update the training content, and ensure its relevance to the current needs of the medical field.

An important stage of the work was the offline meetings held in 2024 in Tartu, Estonia and 2025 in Koper, Slovenia. These working visits allowed the partners to agree on approaches to structuring training materials, develop a unified methodological strategy, and ensure the coordination of further actions. The transition from remote interaction to face-to-face communication contributed to the formation of a common vision of the project's goals, the coordination of pedagogical approaches, and the establishment of effective inter-institutional communication. From the perspective of English teaching, these meetings were key to unifying methodology, standardizing expected learning outcomes, and defining the conceptual logic behind the digital textbook.

Modern language teaching offers a wide range of tools aimed at improving the teaching of medical English. Models of clinical communication, corpora of relevant terminology, and teaching methods focused on authentic patient-nurse interaction scenarios are being actively developed. Teachers are increasingly using simulation techniques that allow them to recreate real clinical situations, develop communication strategies for complex cases, and build the intercultural competence necessary for working with patients of different ethnic and cultural backgrounds. The «PERFECT» project co-funded by the European Union combines these philological developments with the real needs of clinical practice, providing an interdisciplinary approach to learning.

The project pays particular attention to the digitization of the educational process. English teachers will have access to an electronic textbook containing multimedia materials, clinical cases, interactive dialogue simulators, and modules for self-study. Such teaching tools make it possible to simulate real professional situations, work with terminology in context, and ensure flexibility in the educational process. This is especially important for nurses who combine study with work and are unable to attend face-to-face classes on a regular basis.

The implementation of the «PERFECT» project is consistent with international and national strategic documents. It is in line with the UN Sustainable Development Goals, in particular those related to health and quality education. In addition, the project is harmonized with the priorities of the Association Agreement between Ukraine and the EU in the field of education, academic mobility, and digitalization, making it an important tool for the integration of Ukrainian medical education into the European space. At the national level, the project supports Ukraine's course towards modernising medical education, standardising curricula and developing a system of continuous professional training.

Throughout the academic year, the project partners conducted an active survey of students and medical professionals to identify their language needs and expectations. The questionnaires were jointly developed by the consortium members, and the results were subjected to

¹¹ Blanco M. A., Nelson S. W., Ramesh S., Callahan C. E., Josephs K. A., Jacque B., Baecher-Lind L. E. «Integrating artificial intelligence into medical education: a roadmap informed by a survey of faculty and students», *Medical education online*, 2025, 30(1), 2531177. URL: <https://doi.org/10.1080/10872981.2025.2531177> [in English].

detailed analysis. From the perspective of English teachers, this data became an important empirical basis for the further development of teaching materials, as it allowed them to take into account the real needs of the target audience. In particular, the results of the study showed that most students expressed a clear interest in improving their English language skills. The most noticeable request was for improvement in speaking and reading skills, which is consistent with the dominant nature of communication in the clinical environment and confirms the advisability of focusing the course on the development of professional oral speech.

The results obtained enabled teachers to optimize the structure of the training modules, pay more attention to training authentic communicative situations, and expand the corpus of texts adapted to the real needs of future medical professionals. The systematic correlation of pedagogical decisions with the needs of students ensures a high level of validity of the developed teaching materials and strengthens the practical orientation of language training.

From a teaching perspective, the project also contributes to the formation of a professional community that brings together philologists, clinicians, digital education specialists and international partners. Such interdisciplinary interaction ensures the timely updating of teaching materials, the inclusion of relevant clinical scenarios, the development of methodological support, and the adaptation of the course to changes in medical science and practice. Thanks to this, the project's results have the potential to be sustainable and significant for the further development of Ukrainian medical education.

Conclusions. The «PERFECT» project co-funded by the European Union is of paramount strategic importance for the development of Ukrainian education, particularly in the context of training medical professionals capable of working effectively in a globalized professional environment. Its concept combines modern pedagogical innovations, digital technologies, the latest approaches to teaching English, and the current needs of modern medicine. This interdisciplinary approach creates conditions for the formation of highly qualified specialists who not only possess professional knowledge but also demonstrate the ability to communicate effectively and competently with patients and colleagues at the international level.

For English teachers, the project opens up new perspectives for the implementation of practice-oriented methodologies, the integration of language competencies into a professional context, and the development of educational materials that meet international standards for the training of medical personnel. The use of digital tools and interactive platforms will contribute to improving the effectiveness of the learning process, developing student autonomy, and forming a lasting motivation for continuous professional improvement.

The implementation of the project will contribute to strengthening Ukraine's position in the global scientific and educational space, as the introduction of updated approaches to language and professional training will improve the quality of medical care, increase the level of protection of patients' rights, and ensure the compliance of the national education system with international requirements. The creation of an interactive textbook and

an updated English language course for medical specialties will make a significant contribution to the development of medical education, modern applied philology, and interdisciplinary cooperation.

As a result, «PERFECT» is setting new standards for the language training of future medical professionals, promoting their professional mobility and Ukraine's integration into the global medical community. Thanks to its comprehensive and innovative approaches, the project has a long-term positive impact that will determine the quality of the educational process and professional training for many years to come.

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