

## НАПРЯМ 5



### **СУЧАСНІ ІННОВАЦІЙНІ ОСВІТНІ ТЕХНОЛОГІЇ В МЕТОДИЦІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ І ПОЛІКУЛЬТУРНОЇ КОМУНІКАЦІЇ**

#### **MULTICULTURAL COMMUNICATION IN THE MEDICAL ENVIRONMENT: IMPLEMENTING INNOVATIVE METHODS IN ENGLISH LANGUAGE TRAINING FOR FUTURE DOCTORS**

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Multicultural communication in medicine is an essential component of modern medical practice, as it promotes effective mutual understanding between healthcare professionals and patients from diverse cultural backgrounds. It involves consideration of patients' cultural, linguistic, religious, and social characteristics, which allows for the provision of medical care that aligns with their needs and beliefs.

One of the key aspects of multicultural communication is the language barrier. Patients who do not speak the language of the host country may have difficulty understanding medical instructions, which can lead to errors in treatment. To overcome this barrier, healthcare institutions often use the services of interpreters or cultural mediators who help ensure accurate communication. Additionally, it is important to consider nonverbal communication, as gestures, facial expressions, and other nonverbal cues can have different meanings in different cultures. For example, direct eye contact may be seen as a sign of respect in some cultures but as aggression or disrespect in others.

Patients' cultural beliefs can also influence their attitudes toward medical procedures. In some cultures, traditional healing methods may conflict with modern medical approaches. In such cases, it is crucial to engage in dialogue with the patient, explain the benefits of evidence-based treatments, and seek compromise solutions that respect the patient's cultural values. For instance, some patients may prefer to use

herbal remedies or consult traditional healers, so it is important to discuss potential interactions between traditional and modern treatments.

Religious beliefs may also influence medical decisions. For example, some religious groups may refuse certain medical procedures, such as blood transfusions. In such situations, healthcare providers must respect the patient's religious convictions, provide all necessary information, and seek alternative treatment methods that align with the patient's beliefs.

A patient's socio-economic status can also impact access to medical services and adherence to medical recommendations. Patients with low socio-economic status may have limited access to healthcare, which can result in late diagnosis and complications. It is important for medical professionals to be aware of these social determinants of health and provide support to help patients overcome such barriers.

An interesting aspect of multicultural communication is the symbolism of colours, which can vary significantly depending on cultural context. For example, in Western countries, the colour white is associated with cleanliness and is commonly used in medical uniforms, whereas in some Asian cultures, such as in China, white symbolizes death and mourning. Imagine a doctor wearing white trying to comfort a patient for whom the colour carries negative connotations – this detail, if overlooked, may provoke mistrust or anxiety.

Another example is the issue of physician gender. In many cultures, particularly traditionally Muslim ones, women may feel uncomfortable or even refuse to be examined by a male doctor. If a woman considers cultural modesty important, it might be difficult for her to explain her preferences in a dominant culture where such restrictions are not common. Medical personnel who demonstrate cultural sensitivity and offer options – such as the ability to choose a physician of the same gender – show respect for the patient's cultural identity and increase the effectiveness of treatment.

Moreover, multicultural communication includes ethical considerations such as respect for patient dignity, confidentiality, and informed consent. Medical professionals must ensure that patients understand the information provided to them and are able to make well-informed decisions about their treatment.

For effective multicultural communication, healthcare providers need appropriate training that includes knowledge of the cultural characteristics of different population groups, intercultural communication skills, and the ability to adapt communication strategies to the needs of the patient. This may include intercultural communication training, participation in workshops and seminars, as well as ongoing self-improvement in this area.

Healthcare institutions should strive to create an inclusive environment that fosters mutual understanding and respect for cultural diversity. This may involve providing informational materials in various languages, ensuring access to culturally adapted medical services, and supporting a variety of cultural practices.

In general, multicultural communication is an integral part of contemporary medical practice, promoting high-quality and effective medical care for patients from diverse cultural backgrounds. It requires healthcare professionals to possess not only professional knowledge but also a high level of emotional intelligence, empathy, and a

commitment to continuous learning and development.

### REFERENCES

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### DEVELOPING AI LITERACY OF PRE-SERVICE FOREIGN LANGUAGE TEACHERS

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The rapid proliferation of AI-driven technologies in education necessitates a reconceptualisation of teacher education. In the context of foreign language instruction, where multimodal communication, cultural sensitivity, and learner diversity intersect, the role of AI is particularly dynamic. Pre-service foreign language teachers must be equipped to use AI tools and critically assess, adapt, and design AI-enhanced learning environments. This paper argues that developing AI literacy should be considered one of the core aims in teacher education, alongside pedagogical content knowledge and intercultural communication skills.

Despite copious body of research on AI in education, there is no structured framework of pre-service teachers' AI literacy, no insight regarding what AI knowledge the pre-service teachers need and how they should learn it to achieve AI literacy, as well as there have been no well-defined approaches for enhancing pre-service teachers' AI literacy [5, p. 100].

D. Long and B. Magerko define AI literacy as “a set of competencies that enables individuals to evaluate AI technologies critically; communicate and collaborate effectively with AI; and use AI as a tool online, at home, and in the workplace.” [4, p. 2]. AI literacy is pivotal in preparing pre-service teachers for the challenges and opportunities ahead, ensuring they can effectively leverage AI tools in the classroom to foster innovation, collaboration, and personalised learning experiences [1, p. 2]. It extends beyond basic digital literacy to encompass knowledge, skills, and attitudes that enable individuals to responsibly understand, use, evaluate, and interact with AI systems. For pre-service foreign language teachers, AI literacy includes understanding how AI systems function (e.g., natural language processing, machine learning), recognising AI's impact on language learning and classroom practices, evaluating the pedagogical appropriateness of AI tools, and addressing ethical issues such as bias, surveillance, and