

INTEGRATION OF ANATOMICAL TRAINING AND INTERCULTURAL COMMUNICATION INTO THE EDUCATIONAL ACTIVITIES OF UKRAINIAN AND INTERNATIONAL STUDENTS IN MEDICAL UNIVERSITIES

scientific and practical conference of the Department of Theory and Methods of Technological Education of the Poltava National Pedagogical University named after V.G.Korolenko, pp. 363–368. [in Ukrainian].

10. Starovoit, L.V. (2024). Tvorchyy rozvytok molodshykh shkolnyariv zasobamy khudozhnoyi diyalnosti [Creative development of younger schoolchildren through artistic activities]. *Innovations in preschool and primary education*, No. 1, pp. 25–32. [in Ukrainian].

11. Starovoit, L.V. & Yakymenko Y.I. (2024). Formuvannya tsinnisnykh oriyentatsiy ditey u protsesi khudozhnoyi diyalnosti [Formation of children's value orientations in the process of artistic activity]. *Modern information technologies and innovative teaching methods in the training of specialists: methodology, theory, experience, problems*, No. 71, pp. 108–116. [in Ukrainian].

12. Starovoit, L.V. (2020). Hra yak zasib rozvytku tvorchoyi individualnosti uchniv [Game as a means of developing students' creative individuality]. *Primary school teacher*, 3–4, pp. 38–39. [in Ukrainian].

13. Todosienko, N. (2020). Formuvannya estetychnoho spryymannya u molodshykh shkolnyariv u protsesi vykorystannya intehratyvnykh khudozhno-pedahohichnykh tekhnolohiy [Formation of aesthetic perception in younger schoolchildren in the process of using integrative artistic and pedagogical technologies]. *New Inception*, No. 2, pp. 49–58. [in Ukrainian].

14. Brovchak, L.S., Likhitska, L.M., Starovoit, L.V. & Todosiyenko, N.L. (2020). Pedagogical potential of the arts complex in the process of formation of aesthetic perception of junior pupils. *Rezeknes Tehnologiji Akademija*. Rezekne. Latvijas Republika, pp. 98–108. [in English].

15. Starovoit, L.V. (2015). Khudozhnye konstruyuvannya z papery ta kartonu [The artistic design of paper and paperboard]. Vinnytsya, 168 p. [in English].

Стаття надійшла до редакції: 15.01.2026

Прийнято до друку: 23.01.2026

Опубліковано: 26.02.2026

UDC 378.147:611:316.722:37.018.43

DOI: <https://doi.org/10.24919/2308-4634.2026.346842>

Nataliia Hantimurova, Doctor of Philosophy (Pedagogy), Associate Professor of the Foreign Languages Department, Ternopil Ivan Horbachevskiy National Medical University

ORCID: <https://orcid.org/0000-0001-8587-7570>

Anton Hantimurov, Ph.D. (Medicine),

Associate Professor of the Human Anatomy Department, Ternopil Ivan Horbachevskiy National Medical University

ORCID: <https://orcid.org/0000-0001-6305-3271>

Svitlana Yavorska, Ph.D. (Medicine),

Associate Professor of the Human Anatomy Department, Ternopil Ivan Horbachevskiy National Medical University

ORCID: <https://orcid.org/0000-0003-2440-0001>

Borys Reminetskyy, Ph.D. (Medicine),

Associate Professor of the Human Anatomy Department, Ternopil Ivan Horbachevskiy National Medical University

ORCID: <https://orcid.org/0000-0003-1924-1827>

Iryna Grushko, Ph.D. (Medicine),

Associate Professor of the Human Anatomy Department, Ternopil Ivan Horbachevskiy National Medical University

ORCID: <https://orcid.org/0000-0001-6145-9286>

INTEGRATION OF ANATOMICAL TRAINING AND INTERCULTURAL COMMUNICATION INTO THE EDUCATIONAL ACTIVITIES OF UKRAINIAN AND INTERNATIONAL STUDENTS IN MEDICAL UNIVERSITIES

The article is devoted to the study of the integration of anatomical training and intercultural communication in educational work with students of various medical specialties, including future вучеуцкi, pharmacists, dentists, paramedics and clinical psychologists. According to modern educational realities, the training of medical students involves not only the formation of professional competencies but also the development of communicative culture, ethical maturity and intercultural sensitivity. The article presents a comparative analysis of educational approaches applied to Ukrainian and international students, identifies the role of anatomical education as a fundamental factor in professional socialization and substantiates that the combination of anatomical content and intercultural communication significantly enhances the educational potential of the learning process.

Keywords: educational work; adaptation; intercultural communication; medical students; pharmacists; paramedics; dentists; clinical psychologists; international students; anatomical training; foreign language competence.

Fig. 1. Ref. 9.

Наталія Гантімурова, доктор філософії (педагогіка),
доцент кафедри іноземних мов Тернопільського національного
медичного університету імені І. Я. Горбачевського МОЗ України
ORCID: <https://orcid.org/0000-0001-8587-7570>

Антон Гантімуров, кандидат медичних наук,
доцент кафедри анатомії людини Тернопільського національного
медичного університету імені І. Я. Горбачевського МОЗ України
ORCID: <https://orcid.org/0000-0001-6305-3271>

Світлана Яворська, кандидат медичних наук,
доцент кафедри анатомії людини Тернопільського національного
медичного університету імені І. Я. Горбачевського МОЗ України
ORCID: <https://orcid.org/0000-0003-2440-0001>

Борис Ремінецький, кандидат медичних наук,
доцент кафедри анатомії людини Тернопільського національного
медичного університету імені І. Я. Горбачевського МОЗ України
ORCID: <https://orcid.org/0000-0003-1924-1827>

Ірина Грушко, кандидат медичних наук,
доцент кафедри анатомії людини Тернопільського національного
медичного університету імені І. Я. Горбачевського МОЗ України
ORCID: <https://orcid.org/0000-0001-6145-9286>

ІНТЕГРАЦІЯ АНАТОМІЧНОЇ ПІДГОТОВКИ ТА МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ У ВИХОВНІЙ РОБОТІ З УКРАЇНСЬКИМИ ТА ІНОЗЕМНИМИ СТУДЕНТАМИ ЗАКЛАДІВ МЕДИЧНОЇ ОСВІТИ

Стаття присвячена дослідженню інтеграції анатомічної підготовки та міжкультурної комунікації у виховній роботі зі студентами різних спеціальностей медичного профілю, зокрема майбутніми лікарями, фармацевтами, стоматологами, парамедиками та клінічними психологами. З огляду на сучасні освітні реалії підготовка студентів-медиків передбачає не лише формування професійних компетентностей, але й розвиток комунікативної культури, етичної зрілості та міжкультурної чутливості. У роботі подано порівняльний аналіз виховних підходів щодо українських та іноземних студентів, визначено роль анатомічної освіти як фундаментального чинника професійної соціалізації, а також доведено, що поєднання анатомічного змісту та міжкультурної комунікації значно підсилює виховний потенціал освітнього процесу.

Ключові слова: виховна робота; адаптація; міжкультурна комунікація; студенти-медики; фармацевти; парамедики; стоматологи; клінічні психологи; іноземні студенти; анатомічна підготовка; ініціативна компетентність.

Introduction. A modern medical education institution performs a much broader function than the mere transmission of professional knowledge. The educational process increasingly integrates an educational and formative component aimed at developing a well-rounded personality capable of ethical interaction in a multicultural environment, critical thinking and professional mobility. Of particular importance is the integration of fundamental anatomical training with intercultural communication, as these two domains determine not only the level of academic achievement but also the humanistic orientations of the future specialist.

Anatomical training is fundamental for all medical specialties: future doctors develop clinical thinking; dentists establish the basis for operative techniques; pharmacists master the principles of interaction between medicinal products and organs and systems; paramedics learn to navigate critical and emergency situations; clinical psychologists gain an understanding of the neurophysiological prerequisites of mental processes. At the same time, foreign language competence and intercultural interaction enhance students' capacity

for professional mobility, scientific communication and adaptation within the global medical environment.

Therefore, the development of a concept of educational work that encompasses mutually complementary components – anatomical, linguistic, sociocultural and personal value based has become particularly relevant.

The purpose of the article is to provide a scientific justification and theoretical analysis of the integration of anatomical training and intercultural communication in educational work with students medical universities of Ukraine, as well as to identify the specific features of educational activities involving Ukrainian and international students in the context of contemporary challenges in medical education.

Analysis of key research and publications. The issue of the importance of educational work in higher medical education institutions in Ukraine has been explored by numerous scholars. M. Solovei and V. Demchuk consider the system of educational work as a factor of holistic personal development in their scientific studies. Problems related to the education of international students in Ukrainian medical higher

INTEGRATION OF ANATOMICAL TRAINING AND INTERCULTURAL COMMUNICATION INTO THE EDUCATIONAL ACTIVITIES OF UKRAINIAN AND INTERNATIONAL STUDENTS IN MEDICAL UNIVERSITIES

education institutions and ways to improve educational and formative work have been investigated by P. Bidzilia, P. Remiznykov and A. Shulha. The formation of sociocultural competence of the future *вiдсецки*, which constitutes an integral part of educational work with international students, has been studied by O. M. Shevchenko, O. Yatsyshyna and others. Proposals for modernizing the system of educational work with international students have been offered by I. Letik, V. Sinaiko, O. Vasylieva, A. Oleinik, O. Krainenko and others. The importance of optimizing educational work with English-speaking students was emphasized D. Katsapov and S. Potapov.

Presentation of the main material. Educational work is an integral and organic component of the educational process in higher education institutions. It becomes particularly important for international students, as it is purposefully aimed at shaping a harmonious personality that combines high professional competence, stable moral values, social adaptability and responsibility. Moreover, educational work significantly facilitates students' adaptation to new living conditions and serves as a reliable foundation for their successful integration both into the educational process and into their future professional environment. According to O. Bartkiv and Ye. Durmanenko the primary goal of educational work in higher education institutions of Ukraine is to train a professionally and culturally oriented individual distinguished by the ability for intellectual and social creativity. This becomes possible only under conditions of independent learning and continuous self-improvement throughout one's professional career [1, 83].

An analysis of pedagogical literature indicates that scholars interpret the concept of "educational work" from different perspectives, emphasizing its multidimensional nature. Thus, I. Sokolova defines it as personality oriented pedagogical interaction among the subjects of education, where the goal and the measure

of effectiveness are the personal and professional development of the individual [6]. In contrast, N. Yaksa views educational work as purposeful activity aimed at creating a positive educational environment and organizing the joint life activities of educators and learners, focused on the formation of holistic value orientations and the creative development of personality [9].

Educational work with international students studying in higher medical education institutions of Ukraine acquires special strategic significance in the context of globalization and increasing international mobility. International students represent diverse cultural traditions, religious views, and linguistic systems. Therefore, the process of educational and formative activity becomes not only a significant pedagogical challenge but also a unique opportunity for the professional development of highly qualified specialists capable of effective work in a multinational and intercultural environment [2].

International students enter higher medical education institutions of Ukraine having already undergone a substantial process of personal formation: their worldview foundations, moral principles, aesthetic tastes and ideals, as well as certain attitudes toward learning, have largely been shaped. However, upon arriving in Ukraine, they find themselves in an unfamiliar sociocultural and everyday environment and enter into communication with representatives of a mentality that is markedly different and sometimes difficult for them to comprehend. This necessitates the implementation of educational work simultaneously in several directions, including orientation in Ukrainian everyday life, customs and traditions; facilitating an understanding of Ukrainian mentality; as well as systematic moral, labor, legal, environmental, aesthetic, and gender education, along with the promotion of a healthy lifestyle. The main tasks of educational work with international students of higher medical education are graphically presented in Fig. 1.

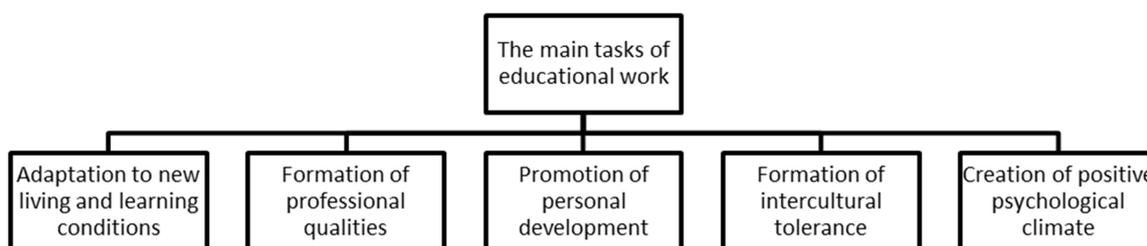


Fig. 1. Main tasks of educational work with international medical students

However, for the successful implementation of all the key objectives of educational work, it is critically important to establish an effective management process for this complex system. According to M. Solovei and V. Demchuk, this requires adherence to a set of key criteria that ensure its effectiveness. These criteria

include: the stable functioning of all structural units of the university involved in educational work with international students; coordination of actions aimed at achieving shared managerial goals; optimization of educational-cognitive, research, and civic activities; the creation of a favorable pedagogical climate, including

comfortable conditions for all participants in the educational process and the maintenance of a sense of unity between academic staff and students; as well as an increase in the level of personal development and moral education of international students as future healthcare professionals [7, 33].

Educational work in higher education institutions of Ukraine, according to O. Bartkiv and Ye. Durmanenko, is carried out in accordance with a set of fundamental principles. First and foremost is the principle of humanization, which presupposes the creation of a democratic educational environment based on subject–subject relationships. This is followed by the principle of pedagogical support, protection, and care, implemented as a system of joint actions between students and teachers aimed at realizing universal human and personal values. The principle of democratization implies the openness of the higher education institution, in which administrators, academic staff and students act as equal participants, ensuring flexibility in choosing areas of educational work and effective resolution of students' current problems. The principle of cultural mediation contributes to the development of a multicultural environment, students' self-determination, and cultural identification. Of particular importance is the principle of fostering enlightened patriotism, which entails strengthening the civic dimension of education and responsibility for the well-being of the environment in which students currently reside, as well as the necessity of studying the history and traditions of the country in which higher education is pursued. Additionally, the principle of productivity promotes the development and enrichment of students' personal and professional experience, while the principle of socialization is characterized by the further development of students' personalities through interaction with the surrounding environment [1, 85]. These theoretical and methodological foundations of educational work were comprehensively substantiated in the studies of O. Dubaseniuk, who identifies the following sequential stages of educational activity: diagnostic; design and goal-setting; organizational; motivational and stimulating; control and evaluative; and professional-ethical stages [3].

Educational work with Ukrainian and international students in higher medical education institutions of Ukraine requires effective interdepartmental cooperation, as it encompasses not only everyday and social adaptation but also the direct professional formation of the future physician. Of particular relevance is the integration of activities between the Department of Anatomy, which establishes the foundations of professional medical thinking and ethical behavior and the Department of Foreign Languages, which ensures the development of intercultural, social and communicative competencies. It is precisely the organic combination of fundamental anatomical training and comprehensive

linguistic and communicative support that creates optimal, synergistic conditions for the holistic adaptation of international students to the Ukrainian educational and cultural environment [4].

The Department of Anatomy plays a key role in educational work, as it is during the study of anatomical material that international students first encounter complex ethical, cultural and psychological aspects of the medical profession. Since attitudes toward the human body, donation, dissection and medical education may differ significantly across cultures, this process requires exceptionally delicate pedagogical guidance. Lecturers of the department assist students in developing professional ethics, a culture of working with anatomical specimens and a deep understanding of the significance of the donor body and the act of donation. These aspects constitute an integral component of educating a responsible medical professional and contribute to adaptation to the standards of global medical ethics.

The study of anatomy serves as a foundation not only for acquiring knowledge about the structure of the human body but also for the development of clinical thinking, a responsible attitude toward the human body and awareness of all ethical aspects of medical practice. It is precisely through work with anatomical material that initial concepts of human dignity, the inviolability of the patient's physical and psycho-emotional integrity, the necessity of maintaining professional confidentiality, and adherence to medical ethics are formed. Anatomy naturally introduces elements of respect for the traditions of the medical profession, the historical heritage of anatomical schools and the moral responsibility of the future specialist into the educational process. Work with students in anatomical classrooms often involves purposeful educational activities, including the formation of professional discipline, the development of observational skills, accuracy in task performance, teamwork abilities and the capacity to achieve an optimal balance between rational-scientific and humanistic approaches. For both international and Ukrainian students, anatomical training often becomes a key factor in academic adaptation: mastering complex medical terminology, studying body topography and understanding organ interrelationships facilitate academic integration and form a shared professional field in which cultural differences are gradually minimized [5].

At the same time, the Department of Foreign Languages ensures a fundamental stage of social adaptation through the targeted development of communicative, sociocultural and interactive competencies. Teaching English for specific purposes as the language of international communication necessarily includes the acquisition of medical terminology, the correct use of Latin anatomical nomenclature, and the development of practical professional communication skills that simulate real-life situations, such as doctor–patient commu-

INTEGRATION OF ANATOMICAL TRAINING AND INTERCULTURAL COMMUNICATION INTO THE EDUCATIONAL ACTIVITIES OF UKRAINIAN AND INTERNATIONAL STUDENTS IN MEDICAL UNIVERSITIES

nication, ward round simulations and case presentations. Through the active use of interactive teaching methods (role-playing, situational tasks and case studies), international students acquire linguistic tools essential both for mastering academic content and for successful social integration [4].

Intercultural communication is one of the key competencies required of future healthcare professionals. Medical higher education institutions in Ukraine educate students from dozens of countries worldwide and foreign languages serve as the primary instrument of integration and mutual understanding. Educational work employing English as the language of international interaction fosters mutual respect, tolerance, empathy and the development of a high level of professional communicative culture. For Ukrainian students, intercultural communication is an essential component of preparation for future work in international teams, participation in internships, engagement with scientific literature and involvement in conferences. For international students, it is an urgent necessity as a means of adaptation, overcoming linguistic and cultural barriers and forming a sense of belonging to the academic community. Effective intercultural communication in educational work presupposes mandatory consideration of students' cultural, religious, ethical and linguistic characteristics, the creation of a tolerant environment, and the development of the ability to cooperate within a multinational academic community [8].

It should be noted that Ukrainian students are generally well acquainted with local cultural norms and educational traditions, which significantly facilitates the educational process. In contrast, international students require more intensive work in adaptation-related areas, including familiarization with local legislation, social rules, ethical norms of medical communication and requirements for academic integrity. Ukrainian students more frequently demonstrate initiative, but may also experience psychological tension due to high competition within the professional environment. International students typically exhibit a higher level of motivation; however, they often face communicative barriers and challenges in socialization. Consequently, the work of anatomy and foreign language lecturers with these two groups requires differentiated strategies: for Ukrainian students, an emphasis on academic responsibility, professional communication and the development of critical thinking; for international students, continuous support in linguistic, cultural and psychological adaptation.

Thus, the integration of anatomical content and intercultural communication creates unique opportunities for the comprehensive education of students. During activities conducted within anatomy departments, students are able to discuss clinical situations in English, use international terminology, read scientific

sources and collaboratively perform practical tasks in multicultural groups. In foreign language classes, instructors actively incorporate anatomical material, which allows for the deepening of professional vocabulary and the development of precise medical language skills. The integration of these domains contributes to the comprehensive development of logical thinking, interdisciplinarity, teamwork and professional mobility.

Educational work with international students enrolled in medical universities of Ukraine has specific characteristics related to differences in culture, language, traditions, religion and other factors. In our view, these factors must be taken into account in the organization of educational work, which represents a systemic and institutionalized process. The principles of organizing educational work may be illustrated by the example of I. Horbachevsky Ternopil National Medical University. The university operates a Center for Educational Work and Cultural Development. The objectives of this Center include ensuring the cultural, intellectual and spiritual development of the university's student body; fostering respect and love for Ukraine, its traditions and national values; promoting intercultural communication between international and Ukrainian students; supporting the further development of gifted youth and shaping students' inner world. The implementation of the Center's main objectives and principles is carried out in accordance with the following priority areas: national and patriotic, intellectual and spiritual, legal, moral, environmental, aesthetic and professional education; promotion of a healthy lifestyle and activities related to students' social protection. The activities of the Center for Educational Work and Cultural Development at I. Horbachevsky Ternopil National Medical University are regulated by key documents, including the Constitution of Ukraine; the Laws of Ukraine "On Education" and "On Higher Education"; orders of the rector of the higher education institution; regulatory acts of the Ministry of Education and Science of Ukraine and the Ministry of Health of Ukraine; the Concept of National and Patriotic Education of Children and Youth; the University Charter; decisions of the Academic Council and the Rectorate; internal regulations of the university; the collective agreement between the administration and the primary trade union organization; regulations on student mentoring activities; regulations on the institute of academic group curators; the regulations governing the Center itself. The Center actively coordinates the activities of the university's structural units in the field of youth policy and educational work in cooperation with faculty deans, the director of the student campus, directors of educational and research institutes, heads of departments, academic group curators, representatives of student self-government bodies and collaborates with public organizations.

Conclusion. The analysis of the theoretical foundations and practical aspects of educational work in higher medical education institutions confirms that the comprehensive integration of anatomical training and intercultural communication is a critically important and indispensable condition for the formation of a professionally competent, ethical and socially mature medical specialist, fully aligned with contemporary globalized requirements of the healthcare sector.

It has been established that such an integrated approach is ensured through continuous interdepartmental cooperation, in which the functional roles of academic departments are complementary and synergistic. The Department of Anatomy plays a key role in professional-ethical and subject-specific academic adaptation by laying the foundations of clinical thinking, fostering a responsible attitude toward the human body and instilling a culture of working with anatomical material, which constitutes a core ethical component of the medical profession. At the same time, the Department of Foreign Languages provides linguistic-communicative, social and cultural adaptation by developing intercultural communication skills, tolerance and empathy that are essential for effective interaction in a multinational academic environment and in future professional practice.

The integration of these components produces a strong synergistic effect, contributing to improved academic performance, the intensive development of professional thinking, accelerated adaptation to the international educational environment and harmonious interaction among representatives of different cultures and nationalities. A comparative analysis of the needs of Ukrainian and international medical students clearly demonstrates that effective educational work must be differentiated, individualized and culturally sensitive, taking into account differences in worldview, traditions and levels of initial socialization.

Thus, the joint teaching of anatomy and foreign languages should not be regarded merely as the combination of two academic disciplines, but rather as a powerful tool for integration and professional formation, confirming the indispensable importance of interdisciplinary approaches in contemporary medical education. The institutional experience of leading medical universities illustrates the practical feasibility

of implementing such a system, which ultimately contributes to the formation of a harmonious, culturally sensitive and comprehensively competent future healthcare professional.

REFERENCES

1. Bartkiv, O. & Durmanenko, Y. (2013). Sutnist ta osnovni pryntsyipy orhanizatsii vykhovnoi roboty u vyshchomu navchalnomu zakladi [The essence and basic principles of organizing educational work in a higher educational institution]. *Scientific Bulletin*, No. 8, pp. 82–88. [in Ukrainian].
2. Bodak, V., Pantiuk, T., Pantiuk, M. & Hamerska, I. (2021). Hlobalizatsiia ta intehratsiia osvity Ukrainy yak indykatory yii optymizatsii i rozvytku [Globalization and integration of education in Ukraine as indicators of its optimization and development]. *Youth & market*, No. 11–12, pp. 6–11. [in Ukrainian].
3. Dubesiuk, O. A. (1996). Teoretychni i metodychni osnovy vykhovnoi diialnosti pedahoha [Theoretical and methodological foundations of the teacher's educational activity]. *Doctor's thesis*. Kyiv National Pedagogical University, 444 p. [in Ukrainian].
4. Hantimurova, N.I., Hantimurov, A.V. & Humenna, I.R. (2023). Adaptation component as a constituent of foreign students successful training in medical universities of Ukraine. *Medical Education*, No. 4, pp. 64–69. [in English].
5. Hantimurova, N., Pryshliak, A., Yavorska, S., Reminetskyi, B. & Hantimurov, A. (2025). Mastering English professional anatomical terminology in the context of medical education in Ukraine. *Youth & Market*, No. 9, pp. 49–53. [in English].
6. Sokolova, I.V. (1999). Orhanizatsiia vykhovnoi roboty na filolohichnykh fakultetakh vyshchyykh zakladiv osvity [Organization of educational work at philological faculties of higher educational institutions] *Extended abstract of candidate's thesis*. Kyiv, 22 p. [in Ukrainian].
7. Solovei, M.I. & Demchuk, V.S. (2017). Orhanizatsiini ta metodychni zasady vykhovnoi diialnosti v universyteti [Organizational and methodical foundations of educational activities at the university]. *Theoretical Issues of Culture, Education and Upbringing*, No. 1(55), pp. 28–38. [in Ukrainian].
8. Vykrushch, A.V., Khvalyboha, T.I., Fedchyshyn, N.O., Bagriy, M., Fedoniuk, L., Protsyk, H. & Hnatyshyn, S. (2021). Development of medical students creativity as a priority of modern higher education. *Wiadomości Lekarskie*, No. 74(12), pp. 3204–3213. [in English].
9. Yaksa, N.V. (2007). Osnovy pedahohichnykh znan: Navchalnyi posibnyk [Foundations of pedagogical knowledge: Study guide]. Kyiv, 358 p. [in Ukrainian].

Стаття надійшла до редакції: 16.12.2025

Прийнято до друку: 23.01.2026

Опубліковано: 26.02.2026



“Досліджуй все, нехай для тебе на першому місці буде розум, дозволь йому керувати собою”.

Піфагор

давньогрецький філософ

