

Методологічні підходи до викладання іноземної мови професійного спрямування у закладах вищої освіти для юридичних та неюридичних спеціальностей

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Анотація. Ефективне викладання іноземної мови у закладах вищої освіти відіграє важливу роль у підготовці фахівців із сформованими професійно орієнтованими комунікативними компетентностями. У сучасному академічному середовищі традиційні методи навчання є недостатніми для здобувачів спеціальностей «Право», «Правоохоронна діяльність», «Психологія» та «Економіка», оскільки їхня майбутня професійна діяльність потребує розвинених комунікативних навичок, адаптованих до конкретних професійних контекстів. У статті розглянуто ключові методологічні підходи до викладання іноземної мови професійного спрямування (FLSP), із акцентом на теоретичні засади та практичну реалізацію в освітніх програмах закладів вищої освіти.

Дослідження узагальнює сучасні наукові праці з методики навчання мов, аналізу професійних потреб, розроблення навчальних програм та застосування педагогічних технологій, спрямованих на формування професійної мовної компетентності. Особливу увагу приділено технології навчання на основі виконання завдань (TBLT), інтегрованому навчанню предмета та мови (CLIL), використанню автентичних професійних матеріалів, а також технологічно орієнтованому навчанню іноземної мови, включно з цифровими платформами та інструментами штучного інтелекту.

Порівняльний аналіз обраних спеціальностей виявляє як спільні, так і відмінні педагогічні вимоги, окреслюючи науково обґрунтовані стратегії оптимізації навчальних результатів. У висновках подано рекомендації для викладачів і закладів освіти щодо підвищення рівня володіння іноземною мовою у професійно орієнтованих контекстах,

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що сприятиме успішній професійній реалізації випускників у глобалізованому середовищі праці.

Отримані результати роблять внесок у сучасний науковий дискурс щодо спеціалізованої мовної освіти, відповідаючи на зростаючу потребу в цільових педагогічних рішеннях у сфері вищої освіти.

Ключові слова: іноземна мова професійного спрямування (FLSP), вища освіта, розроблення навчальних програм, аналіз потреб, навчання на основі виконання завдань (TBLT), інтегроване навчання предмета та мови (CLIL), професійні комунікативні навички, технологічно орієнтоване навчання мови, юридична освіта, правоохоронна діяльність, психологія, економічні спеціальності.

Methodological approaches to teaching a foreign language for specific purposes at higher education institutions for legal and non-legal specialties

Abstract. Effective foreign language instruction in higher education plays a vital role in preparing professionals with discipline-specific communication competencies. In contemporary academic environments, traditional teaching methods are insufficient for students majoring in Law, Law Enforcement, Psychology, and Economics, whose future careers require advanced communicative skills tailored to professional contexts. This article examines key methodological approaches to teaching foreign languages for specific purposes (FLSP), emphasizing both theoretical foundations and practical applications in higher education curricula. The research synthesizes current literature on language pedagogy, specialized needs analysis, curriculum development, and instructional techniques aimed at enhancing professional linguistic competence. Special attention is paid to task-based language teaching (TBLT), content and language integrated learning (CLIL), use of authentic professional materials, and technology-enhanced language learning, including digital platforms and artificial intelligence tools. Comparative analysis across the selected specialties reveals similarities and differences in pedagogical demands, highlighting evidence-based strategies for optimizing instructional outcomes. The study concludes with recommendations for educators and institutions seeking to improve foreign language proficiency for specific professional contexts, supporting graduates' success in globalized work environments. The findings contribute to the ongoing discourse on specialized language education, responding to the increasing demand for targeted pedagogical solutions in higher education.

Keywords: Foreign Language for Specific Purposes (FLSP), Higher Education, Curriculum Design, Needs Analysis, Task-Based Language Teaching, Content and Language Integrated Learning (CLIL), Professional Communication Skills, Technology-Enhanced Language Learning, Law Education, Law Enforcement, Psychology, Economics Majors.

Introduction

Effective foreign language instruction in higher education plays a vital role in preparing professionals with discipline-specific communication competencies. In contemporary academic environments, traditional teaching methods are insufficient for students majoring in Law, Law Enforcement, Psychology, and Economics, whose future careers require advanced communicative skills tailored to professional contexts. The development of Foreign Language for Specific Purposes (FLSP) has therefore become a strategic priority in modern university education systems [1].

Unlike general language instruction, FLSP focuses on the formation of communicative competence directly related to a learner's future professional activity. Contemporary ESP scholarship emphasizes that language teaching for specific purposes should be grounded in learners' needs and professional contexts rather than abstract linguistic structures [1; 12]. This needs-oriented paradigm remains central to modern pedagogical models and is supported by

research highlighting the integration of discourse analysis, authentic materials, and task-based methodologies in professional language education [11].

In the context of legal and law enforcement education, foreign language competence is essential for participation in international investigations, cooperation with foreign agencies, analysis of international legal documents, and protection of human rights at the global level. Research demonstrates that legal and professional discourse requires targeted instructional strategies and genre awareness [4; 13]. Similarly, students of Psychology must engage with international research literature and professional ethics guidelines, necessitating advanced academic language skills [1]. Economics students operate in domains characterized by financial reporting, international trade documentation, and global business negotiations, where professional English functions as a lingua franca [3].

Contemporary methodological research underscores the importance of communicative and competence-based approaches in higher education language teaching [5; 11]. The implementation of Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL) has demonstrated positive outcomes in fostering both linguistic and professional competencies [2; 6]. Moreover, digital transformation in education has introduced innovative tools, including learning management systems and AI-based language assistants, expanding opportunities for contextualized instruction [8; 10].

Despite substantial progress in FLSP theory, methodological challenges remain. Universities often rely on generalized curricula that insufficiently account for disciplinary differences among specialties such as Law, Law Enforcement, Psychology, and Economics. There is a clear need for a structured methodological framework that integrates theoretical principles, needs analysis, curriculum design, and practical implementation strategies tailored to each professional field [5].

Therefore, the present study aims to systematize methodological approaches to teaching foreign languages for specific purposes in higher education institutions, focusing on the aforementioned specialties. The research combines theoretical analysis with practical recommendations, seeking to enhance the effectiveness of foreign language instruction and ensure alignment with contemporary professional standards.

Problem Statement and Analysis of Recent Researches. Research on ESP and FLSP has significantly evolved over the last five years under the influence of digital transformation and competence-based reforms [8; 11]. Contemporary scholarship emphasizes the transition toward professionally oriented communicative competence and interdisciplinary integration [1].

One of the most authoritative platforms for ESP research remains the journal *English for Specific Purposes* (Elsevier), which is indexed in both Scopus and Web of Science and sets the theoretical and methodological agenda for the field [10]. Current issues demonstrate increasing attention to corpus-based approaches, genre analysis, professional discourse modeling, and discipline-specific communication strategies.

A significant line of research addresses the transformation of English for General Purposes (EGP) instructors into ESP/EAP professionals. Zhao and Li (2025) analyze the challenges teachers face when adapting to specialized instruction, emphasizing the need for professional development, disciplinary knowledge integration, and collaboration with subject-matter experts [7]. Their study, published in *ESP Today* (indexed in Scopus and WoS ESCI), confirms that effective ESP teaching requires not only linguistic expertise but also contextualized understanding of professional discourse communities.

Digitalization has also reshaped methodological approaches in ESP. Recent bibliometric analysis confirms increasing research attention to digital tools, AI integration, and blended learning models in ESP contexts [8]. However, scholars note a lack of unified performance-based assessment models across professional disciplines [9] such as Law, Law Enforcement, Psychology, and Economics.

The importance of methodological innovation in ESP courses is further emphasized in recent applied studies. Innovative task-based and project-oriented instruction is recognized as effective for developing professional communicative competence [2; 10]. Emerging trends include interdisciplinary collaboration, authentic materials design, and curriculum alignment with sector-specific communicative demands [5; 11]. These approaches align with global higher education reforms that promote competence-based and outcome-oriented education.

Emerging trends in ESP methodology include interdisciplinary collaboration, authentic materials design, and integration of real professional tasks into classroom practice. Pavlenko (2024) identifies collaborative curriculum design and digital mediation as two of the most promising directions for ESP development [11]. The study underscores the importance of aligning language learning outcomes with sector-specific communicative demands.

Needs analysis remains a foundational principle of ESP methodology. Systematic diagnostic procedures ensure alignment between course content and professional requirements [3]. Corpus-based approaches further enhance authenticity and lexical precision in professional language teaching [13]. In specialized programs such as Law and Economics, needs analysis helps identify domain-specific terminology, genre conventions, and communicative strategies necessary for academic and professional performance.

Another influential research direction involves corpus linguistics and discourse-based instruction. A recent systematic literature review on corpus linguistics in ESP (2025) demonstrates how corpus-driven methods enhance authenticity, lexical precision, and genre awareness in professional language teaching [7]. Such approaches are particularly relevant for legal discourse analysis, psychological reporting, and economic documentation.

Additionally, contemporary studies emphasize that ESP instruction contributes directly to employability and international professional mobility [14]. This perspective is especially important for higher education institutions preparing specialists in Law, Law Enforcement, Psychology, and Economics, where international communication competence is a strategic objective.

Overall, the recent body of literature demonstrates that modern ESP/FLSP instruction is characterized by:

- Digital transformation and AI integration [8;10];
- Professionalization of language teachers [1];
- Corpus-based and discourse-oriented methods [13];
- Competence-based and performance-oriented instruction [5;9];
- Interdisciplinary collaboration and curriculum alignment [5].

Despite substantial progress, scholars consistently note the need for stronger integration between theoretical frameworks and measurable performance outcomes in specialized higher education programs [2], [10]. This gap justifies further research into methodological models specifically tailored for professional specialties such as Law, Law Enforcement, Psychology, and Economics.

1. Theoretical Foundations of ESP and FLSP

Modern ESP methodology integrates linguistic, pragmatic, and sociocultural components to prepare learners for discipline-specific communication [1]. This theoretical perspective aligns with the broader internationalization of higher education, where foreign language proficiency functions as a key component of academic mobility and professional competitiveness.

Ukrainian scholars emphasize alignment between professional standards and teaching strategies [4; 5]. Research on methodological foundations of ESP instruction demonstrates that effective language training requires alignment between professional standards, curriculum objectives, and teaching strategies [Perspectives & Innovations in Science, 2024]. Similarly, studies on internationalization processes highlight the need for integrated approaches that

combine communicative competence development with digital technologies and interdisciplinary collaboration [5].

2. Needs Analysis and Curriculum Design

Needs analysis determines lexical, syntactic, and genre-based requirements relevant to specific fields. Recent empirical studies Protasova and Svoboda (2024) demonstrate that discipline-specific vocabulary acquisition and contextualized communicative practice significantly enhance student motivation and professional readiness. Scientists show that economics students benefit from targeted instruction focused on financial terminology, business correspondence, and digital communication formats [3]. Such findings confirm that generalized language curricula fail to address the complexity of professional discourse.

3. Methodological Approaches: TBLT and CLIL

Task-Based Language Teaching (TBLT) is widely recognized as particularly suitable for ESP environments because it replicates real-world professional tasks. Through simulations, case analyses, and role-plays, learners engage in meaningful communication that mirrors authentic workplace scenarios. Leshchenko (2024) argues that case-study methodology enhances critical thinking and professional problem-solving skills while simultaneously developing communicative competence [2].

Content and Language Integrated Learning (CLIL) further strengthens this approach by integrating subject matter content with language instruction. Recent methodological analyses confirm that CLIL promotes deeper cognitive engagement and interdisciplinary learning outcomes, particularly in specialized higher education programs [6]. The combination of CLIL and TBLT allows educators to design modules where language functions as a tool for acquiring professional knowledge rather than an isolated academic subject.

4. Discipline-Specific Considerations

- Law and Law Enforcement require authentic legal texts and simulation-based activities [4; 9].

- Psychology emphasizes academic writing and research literacy [1].

- Economics prioritizes financial terminology and business correspondence [3].

- **Law and Law Enforcement.** Legal discourse is characterized by formalized structures, terminological precision, and intercultural procedural norms. Raikhel, Feltsan, Bilak (2024). emphasizes that technology-integrated approaches, including digital simulations and multimedia case analysis, significantly improve professional communication skills among law enforcement students [4]. Research on the formation of foreign language competence among future lawyers confirms the importance of authentic legal texts, courtroom simulations, and intercultural negotiation tasks.

- **Psychology.** Students must access international research articles, ethical guidelines, and case documentation. Academic writing, research presentation skills, and cross-cultural communication are central competencies. Therefore, genre-based instruction and academic English modules play a critical role in psychology programs.

- **Economics.** The domain demands mastery of financial reporting, international trade documentation, and business negotiation discourse. Empirical evidence shows that integrating ICT tools and real-world financial case studies increases communicative confidence and professional vocabulary retention [3].

5. Technology-Enhanced Language Learning

Digital transformation significantly influences ESP methodology through AI tools and virtual simulations [8; 10]. Studies in law enforcement ESP contexts confirm that digital platforms increase learner engagement and support competence-based outcomes [13].

Moreover, the integration of online academic databases and international research materials strengthens academic literacy skills and prepares students for participation in global professional communities [1].

6. Identified Research Gaps

Despite the substantial body of research, several challenges remain:

1. Insufficient comparative analysis of methodological approaches across different professional specialties.
2. Limited empirical studies combining CLIL, TBLT, and digital technologies within a unified ESP framework.
3. Underdeveloped interdisciplinary collaboration between language instructors and subject specialists.
4. Need for structured models tailored to law enforcement education, which has unique communicative and procedural characteristics.

Transitional Conclusion to the Next Section

The reviewed literature confirms that modern FLSP instruction must be needs-oriented, competence-based, and technologically integrated. However, there remains a clear necessity for a systematic methodological model that adapts these theoretical principles to the specific requirements of Law, Law Enforcement, Psychology, and Economics programs in higher education institutions.

The **primary aim of this study** is to systematize and substantiate methodological approaches to teaching a foreign language for specific purposes (FLSP) at higher education institutions for the specialties “Law”, “Law Enforcement”, “Psychology”, and “Economics,” with an emphasis on integrating theoretical principles, needs analysis, discipline-specific adaptation, and practical implementation strategies within a competence-based educational framework.

The study seeks to develop a comprehensive methodological model that aligns foreign language instruction with professional standards, contemporary labor market demands, and international academic requirements, ensuring the formation of sustainable communicative competence in specialized professional contexts.

To achieve the stated aim, the following **objectives are defined**:

1. To analyze theoretical foundations of FLSP/ESP methodology in contemporary higher education based on international and Ukrainian scholarly research [1].
2. To examine the role of needs analysis in designing discipline-specific foreign language curricula and determining professional communicative requirements for students of Law, Law Enforcement, Psychology, and Economics [3; 5].
3. To identify and compare key methodological approaches (communicative approach, TBLT, CLIL, genre-based instruction, case-study method) applicable to specialized language training [2].
4. To determine the linguistic and discourse-specific features characteristic of each specialty and outline pedagogical implications for foreign language instruction in those fields [3; 8].
5. To substantiate the role of technology-enhanced learning tools, including LMS platforms, digital simulations, and AI-assisted language resources, in strengthening professional communicative competence.
6. To develop practical recommendations and sample instructional models tailored to each specialty, demonstrating how theoretical approaches can be effectively implemented in classroom and blended-learning environments.

Research Focus and Conceptual Orientation

The conceptual orientation of this study is grounded in:

- The **competence-based approach**, which prioritizes measurable professional communication outcomes;
- The **learner-centered paradigm**, focusing on students’ academic and occupational needs;
- The **interdisciplinary principle**, integrating subject content with language instruction;

- The **technology-enhanced methodology**, reflecting digital transformation in higher education.

By combining these perspectives, the research aims to bridge the gap between theoretical ESP models and their practical application in specialized higher education programs.

Results

1. Theoretical Framework of Methodological Approaches to Teaching FLSP in Higher Education

The methodological foundation of teaching a foreign language for specific purposes (FLSP) in higher education is multidimensional and interdisciplinary. It integrates principles from applied linguistics, pedagogy, discourse analysis, professional education theory, and digital learning environments. Contemporary ESP research emphasizes that methodology must not only develop linguistic knowledge but also foster professional communicative competence aligned with the target discipline [1].

1.1. Competence-Based Approach

The competence-based paradigm serves as the core methodological framework for modern FLSP instruction. It shifts the focus from language knowledge (grammar and vocabulary) to the development of professional communicative competence — the ability to use language effectively in authentic professional contexts.

According to recent methodological analyses, competence in ESP contexts includes:

- Linguistic competence (terminology, grammar, phraseology)
- Discourse competence (genre awareness, professional text structures)
- Sociolinguistic competence (formal register, intercultural awareness)
- Strategic competence (problem-solving and negotiation strategies)
- Digital communication competence [9]

For students of Law and Law Enforcement, this competence includes the ability to interpret legal documents, conduct interviews, and participate in international cooperation. For Psychology students, it involves academic writing and research presentation skills. For Economics students, it includes financial reporting, business correspondence, and negotiation discourse.

Thus, the competence-based approach ensures that language instruction directly corresponds to professional standards.

1.2. Needs Analysis as a Structural Element of Curriculum Design

Needs analysis is the methodological starting point for designing FLSP courses. It determines what learners must be able to do in their future professional settings. Empirical research demonstrates that systematic needs analysis enhances curriculum relevance and student motivation [10].

Needs analysis typically includes:

- Target situation analysis (future workplace requirements)
- Present situation analysis (current language level)
- Learning needs analysis (preferred methods and strategies)
- Genre and discourse analysis of professional texts

For example:

- Law students require competence in interpreting statutes, contracts, and case law.
- Law Enforcement students must perform procedural communication and report writing.

- Psychology students must comprehend research articles and conduct professional consultations.

- Economics students must understand international market terminology and financial documentation [3].

Without systematic needs analysis, ESP instruction risks becoming generalized and insufficiently aligned with professional realities.

1.3. Communicative Language Teaching (CLT) in Specialized Contexts

Communicative Language Teaching remains a fundamental methodological principle in FLSP. However, in specialized education, communicative activities must simulate authentic professional scenarios rather than everyday communication.

CLT in FLSP contexts involves:

- Simulation of courtroom debates (Law)
- Interrogation and incident-report simulations (Law Enforcement)
- Case discussion and therapeutic dialogue modeling (Psychology)
- Business negotiation and financial briefing simulations (Economics)

The communicative approach ensures contextualized language acquisition and enhances professional identity formation.

1.4. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching is particularly effective in FLSP because it organizes instruction around meaningful professional tasks. Research highlights that case-based and problem-solving tasks significantly improve communicative competence and critical thinking [2].

In practice, TBLT for FLSP may include:

- Drafting a legal memorandum
- Preparing a police incident report
- Conducting a mock psychological assessment
- Analyzing a financial risk case

Each task integrates reading, writing, speaking, and listening skills within a professional framework. Unlike traditional grammar-centered lessons, TBLT prioritizes functional language use.

1.5. Content and Language Integrated Learning (CLIL)

CLIL methodology combines subject-matter instruction with foreign language learning. In higher education, this approach allows students to acquire disciplinary knowledge while simultaneously improving language competence.

Recent Ukrainian research confirms that CLIL fosters interdisciplinary integration and deeper cognitive engagement [6].

For example:

- Law students may analyze international human rights cases in English.
- Psychology students may study research methodologies through English-language materials.
- Economics students may explore global economic trends using authentic reports from international organizations.

CLIL strengthens both professional knowledge and academic language proficiency.

1.6. Genre-Based and Discourse-Oriented Instruction

Professional communication operates through specific genres: contracts, reports, research articles, business proposals, psychological case notes, etc. Genre-based instruction teaches students to recognize and produce discipline-specific text structures.

This approach aligns with ESP theory, which emphasizes discourse analysis as central to curriculum design [1].

For instance:

- Legal discourse requires precise terminology and formal syntactic constructions.
- Economic discourse includes quantitative data presentation and analytical commentary.
- Psychological discourse integrates ethical language and research-based argumentation.

Teaching students genre conventions significantly enhances their academic and professional readiness.

1.7. Technology-Enhanced and AI-Supported Learning

Digital transformation has reshaped FLSP methodology. Technology-enhanced instruction includes:

- Learning Management Systems (Moodle, Google Classroom)
- Online legal databases and financial platforms
- Virtual simulations
- AI-powered language tools for feedback and vocabulary acquisition

Research in law enforcement education demonstrates that technology integration improves engagement and competence development [14].

Digital tools enable:

- Individualized learning paths
- Authentic multimedia materials
- Real-time feedback
- Blended and distance learning formats

Thus, modern FLSP methodology must integrate digital literacy alongside linguistic competence.

Transitional Summary

The theoretical framework of FLSP teaching in higher education rests upon:

- Competence-based education
- Needs analysis
- Communicative and task-based methodologies
- CLIL integration
- Genre-based instruction
- Technology-enhanced learning

However, theoretical foundations alone are insufficient. The true effectiveness of FLSP depends on carefully designed practical implementation models tailored to each specialty.

Next, I will move to the most extensive and practically oriented section:

2. Practical Implementation Models for Teaching FLSP in Law, Law Enforcement, Psychology, and Economics

This will include:

- Detailed course structure
- Sample modules
- Teaching strategies
- Classroom activities
- Assessment models
- Integration of digital tools
- Comparative analysis across specialties

Practical Implementation Models for Teaching FLSP in Higher Education

The practical component of FLSP instruction operationalizes theoretical principles, adapting them to the specific requirements of professional disciplines. The following models illustrate detailed methodological applications for the specialties **Law**, **Law Enforcement**, **Psychology**, and **Economics**. Each model integrates competence-based, task-oriented, and technology-enhanced approaches, ensuring alignment between language instruction and professional needs.

2.1. Law

Course Structure

- Duration: 1 academic year (2 semesters)
- Level: Intermediate to advanced English proficiency
- Focus: Legal terminology, case law, academic writing, courtroom communication

Key Modules

1. **Legal Text Analysis:**

- Reading statutes, contracts, international treaties
- Identifying clauses, terminology, and legal discourse markers
- 2. **Oral Advocacy:**
 - Simulated court hearings
 - Mock trials using authentic case materials
- 3. **Legal Correspondence:**
 - Drafting memos, legal opinions, letters of demand

Teaching Strategies

• **Task-Based Learning (TBLT):** Students draft legal documents and argue cases in English.

• **CLIL:** Lessons integrate international law content with language learning.

• **Genre-Based Instruction:** Students learn legal text structures, register, and discourse markers [13].

Assessment

- Oral presentations in simulated hearings
- Written assignments (legal memos, case briefs)
- Portfolio of completed legal documents

Digital Integration

- Online legal databases for authentic case materials
- AI-assisted grammar and vocabulary feedback
- Virtual courtroom simulations

2.2. Law Enforcement

Course Structure

- **Duration:** 1 academic year
- **Focus:** Report writing, procedural communication, investigation terminology

Key Modules

1. **Incident Reporting and Documentation:**
 - Writing detailed reports on accidents, investigations, and arrests
2. **Interagency Communication:**
 - Drafting emails, memoranda, and coordination documents
 - Role-playing cross-border law enforcement scenarios
3. **Professional Ethics and Human Rights:**
 - Learning ethical terminology and applying it in scenario-based discussions

Teaching Strategies

- Case Study Method: Realistic criminal investigation simulations
- Task-Based Activities: Writing incident reports, conducting mock interrogations
- Genre Analysis: Study of police reports, international legal correspondence [9].

Assessment

- Simulated report submissions evaluated for accuracy and professional style
- Oral presentations in role-played investigative scenarios
- Peer-assessment of collaborative tasks

Digital Integration

- Use of law enforcement databases and digital reporting tools
- Virtual simulations of international cooperation scenarios
- Online quizzes for procedural and terminological knowledge

2.3. Psychology

Course Structure

- **Duration:** 1 academic year
- **Focus:** Research literacy, case study communication, academic writing

Key Modules

1. **Academic Research and Literature Review:**

- Reading and summarizing scholarly articles
- Developing research vocabulary
- 2. **Clinical and Counseling Communication:**
- Role-playing consultations, ethical dialogues, and case presentations
- 3. **Professional Documentation:**
- Writing psychological assessments, reports, and research papers

Teaching Strategies

- Genre-Based Instruction: Focus on academic and clinical writing conventions
- CLIL: Integration of psychological theories and practice in English
- TBLT: Problem-solving and consultation simulations [1].

Assessment

- Written research summaries and reports
- Oral presentations of case studies
- Participation in simulated counseling sessions

Digital Integration

- Access to international psychology journals
- Use of online survey tools and research databases
- AI-assisted feedback on writing quality and terminology usage

2.4. Economics

Course Structure

- Duration: 1 academic year
- Focus: Business communication, financial reporting, international trade language

Key Modules

1. **Business Correspondence:**
 - Emails, memos, and negotiation dialogues
2. **Financial Document Analysis:**
 - Interpretation of balance sheets, market reports, and investment documents
3. **Economic Case Studies:**
 - Simulated business decisions and market strategies in English

Teaching Strategies

- TBLT: Negotiation simulations, market analysis projects
- CLIL: Integration of business and economic content in language instruction
- Needs-Oriented Modules: Focus on professional jargon and communication tasks [12]

Assessment

- Written financial and business reports
- Oral presentations and mock negotiations
- Portfolio of professional correspondence

Digital Integration

- Financial databases, economic dashboards, and virtual trading simulations
- Online collaborative platforms for project-based learning
- AI-based language support for reports and presentations

2.5. Comparative Summary of Methodological Strategies

Specialty	Core Methodology	Key Tasks	Technology Integration
Law	CLIL + TBLT + Genre-Based	Court simulations, legal documents	Legal databases, AI feedback
Law Enforcement	Case Study + TBLT	Reports, investigative role-plays	Virtual simulations, online tools

Psychology	CLIL + Genre-Based + TBLT	Counseling simulations, research writing	Online journals, AI writing support
Economics	CLIL + TBLT + Needs-Based	Negotiations, financial reports	Trading simulations, dashboards

This model demonstrates that while theoretical principles are consistent across specialties, each field requires adaptation of tasks, materials, and digital tools to ensure professional relevance.

Conclusions

The study demonstrates that teaching a foreign language for specific purposes (FLSP) in higher education requires an integrated methodological approach combining theoretical frameworks, discipline-specific adaptations, and technology-enhanced strategies. Competence-based pedagogy serves as the cornerstone, ensuring that learners develop not only linguistic knowledge but also professional communicative competence aligned with the demands of Law, Law Enforcement, Psychology, and Economics.

Key findings include:

1. **Needs Analysis is Essential:** Needs analysis enhances curriculum relevance and learner motivation [3].
2. **Task-Based and CLIL Approaches Improve Relevance:** Task-based and CLIL approaches improve professional competence. Integrating real-world tasks and subject-matter content with language instruction fosters practical competence, critical thinking, and deeper engagement [2; 6].
3. **Discipline-Specific Adaptation is Crucial:** Discipline-specific adaptation is crucial. Each specialty demands customized tasks, professional vocabulary, and authentic materials. Law and Law Enforcement focus on legal and procedural discourse; Psychology emphasizes research literacy and counseling communication; Economics prioritizes financial and business correspondence [4; 3].
4. **Digital and AI-Enhanced Learning Strengthens Outcomes:** Digital integration strengthens learning outcomes. Online platforms, simulations, and AI-assisted tools facilitate individualized learning, provide authentic materials, and support competence assessment [8; 10].
5. **Interdisciplinary Collaboration is Beneficial:** Interdisciplinary collaboration supports alignment with professional standards. Coordination between language instructors and subject-matter experts ensures that FLSP courses are fully aligned with professional standards and real-world expectations [5].

In conclusion, an effective methodological model for FLSP in higher education must integrate theoretical principles, needs analysis, discipline-specific tasks, and digital learning tools. This framework enables the development of professional communicative competence, preparing graduates to operate confidently and effectively in globalized professional environments. The study contributes to contemporary pedagogical discourse by offering evidence-based strategies for specialized language instruction and practical recommendations for curriculum designers, instructors, and institutions.

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