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INTEGRATION OF COURSES ON GRANT MANAGEMENT AND FOREIGN LANGUAGES FOR SPECIFIC PURPOSES AS A MODEL OF INTERDISCIPLINARY TRAINING IN HIGHER EDUCATION

Abstract. *The article examines the possibilities and prospects of integrating courses in grant management and foreign languages for specific purposes into higher education systems. The feasibility of applying integrated learning models, specifically EMI, CBI, and CLIL, as well as the use of the case method and project-based learning, is analyzed. The main pedagogical conditions for the effective combination of the content of these disciplines are identified.*

Keywords: *grant management, foreign language for specific purposes, integrated learning, case method, project method.*

Лемещенко-Лагода В.В., Поліщук О.Т. Інтеграція курсів з грант-менеджменту та іноземних мов спеціального призначення як модель міждисциплінарної підготовки у вищій освіті. У статті розглянуто можливості та перспективи інтеграції курсів з управління грантовою діяльністю та іноземної мови за професійним спрямуванням у системі підготовки здобувачів вищої освіти. Проаналізовано доцільність застосування моделей інтегрованого навчання, зокрема ЕМІ, СБІ та СЛІЛ, а також використання кейс-методу і проєктного методу. Визначено основні педагогічні умови ефективного поєднання змісту цих дисциплін.

Ключові слова: *управління грантовою діяльністю, іноземна мова за професійним спрямуванням, інтегроване навчання, кейс-метод, метод проєктів.*

Relevance. The conditions of full-scale war in Ukraine and, at the same time, the prospects for post-war reconstruction of the country bring new challenges for the higher education system, which involves training specialists who are able not only to perform their job duties efficiently, but also to contribute to the creation and

implementation of projects, including those implemented with grant funds. At the same time, English remains the language of international professional communication, which makes foreign language proficiency a necessary component of professional training for specialists in many fields.

Thus, in addition to acquiring professional competencies, future specialists must develop skills in grant and project management, as well as foreign language professional competence. The relevance of developing such competencies is increasing significantly in the context of Ukraine's ongoing recovery and reconstruction. After the large-scale destruction caused by the war, Ukraine faces the challenge of rebuilding infrastructure, modernizing state institutions, restoring educational and scientific institutions, and supporting sustainable economic and social development. A significant part of the financial resources needed for these processes will come from international donors, development organizations, and global funding programs.

Achieving these goals is possible through the introduction of additional courses in grant management, foreign languages for grant and project activities, and specialized disciplines, which, in turn, may affect the educational program. Another solution could be the introduction of integrated courses or integrated blocks into existing management or foreign language courses.

Therefore, the relevance of this article is determined by the need to find the optimal solution to meet the existing needs for training specialists who are capable of in addition to performing their main job duties at a high level, prepare competitive grant applications in a foreign language, communicate effectively with international partners, and manage international projects, without overloading the educational program, but rather diversifying the main components of training future specialists.

The purpose of this article is to explore the possibilities and educational benefits of integrating grant management courses with foreign language courses for specific purposes and to consider potential models and methods for implementing such integration.

Presentation of the main material. Modern higher education institutions are gradually transitioning to interdisciplinary and practice-oriented models of learning that combine theoretical knowledge with applied skills. In this context, integrating the course "Grant Management" with "Foreign Language for Specific Purposes" can create new opportunities for students to develop both professional and language competencies. Such integration will allow students not only to learn the principles of grant writing and project management, but also to develop the ability to communicate effectively in English in the context of international research and grant programs.

Researchers Duna N. and Yurchenko V. identify three main didactic models for organizing integrated learning:

– EMI (English as a Means of Instruction), which involves presenting the material of a particular academic discipline in English [2, p. 303].

– CBI (Content-Based Instruction), which involves the simultaneous mastery of an academic discipline and a foreign language. The main focus is on the academic discipline, as indicated by the model's name, but the goals of language learning are also present and fully realized. CBI involves a language teacher in the learning process, who directly teaches the language and works with the subject teacher to ensure effective co-teaching of the course [2, p. 303].

– CLIL (Content and Language Integrated Learning), which involves teaching by an academic discipline specialist with sufficient language training, and the wider use of language discipline content in the learning process [2, p. 303].

Another important approach is learning through practical tasks that simulate real professional activities. Within this model, students can work individually or in teams to develop a small project proposal in English. This project may include defining the project idea, identifying the target problem, formulating goals and expected outcomes, and preparing a short project description or summary.

Among the promising methods of such training, the following can be highlighted:

– Case method – allows you to consider a real situation and solve specific research tasks. In the process of working on case tasks, students develop research, communication, and professional skills. Preparing case study material also requires significant preparatory work by the teacher. In fact, the teacher must study the available sources of grant proposals, familiarize themselves with the available grant applications, learn the requirements for writing such applications, familiarize themselves with the most common mistakes, etc.

Therefore, the teacher is tasked not only with preparing high-quality material for the successful study and processing of the case, but also with mastering all necessary skills themselves to transfer knowledge to students effectively. The assessment of the case study results and students' work during its implementation takes into account, on the one hand, the problem-solving outcome, and, on the other hand, the language skills demonstrated by students while working on the case study. It is necessary to pay attention to the vocabulary and grammatical structures used by students in oral or written form, and, of course, to pronunciation.

Project method is a teaching system, a flexible model of organizing the educational process, focused on the self-realization of the student's personality through the development of their intellectual and physical abilities, volitional qualities, and creative abilities. [3, p. 117] By completing projects, students learn to

make decisions independently and take responsibility for their implementation. Students become equal participants in joint activities with teachers, taking responsibility for their successes, failures, and shortcomings. They analyze each step of their learning, identify their shortcomings, and look for problems, applying the necessary knowledge from various fields to achieve real and tangible results. Project work develops planning, adaptability, and critical thinking skill [3, p. 117]. In addition, project-based learning encourages students to take initiative, promotes in-depth exploration of a topic, and enables them to successfully integrate knowledge from various disciplines [1, p. 154].

The following are the necessary conditions for the successful use of each of the proposed models and methods:

- selection of high-quality authentic materials on grant management (original application forms; sample annotations, resume samples, donor recommendations, evaluation criteria, reporting templates, examples of successful applications, etc.);
- writing recommendations on the use of language structures and clichés for writing grant applications (necessary for the development of students' foreign language competence and writing skills);
- modeling real-life situations in the process of preparing a grant application (discussions and debates in project teams, brainstorming will help improve speaking skills and develop successful business communication skills);
- providing recommendations on creating presentations and pitching ideas (during these presentations, students present their project ideas to their classmates or teachers, simulating the experience of presenting a proposal to potential partners or evaluation committees).

By fulfilling these conditions, students will be able to analyze authentic materials, learn relevant terminology, and practice writing various components of grant proposals, while simultaneously applying knowledge from their main field of study. This will allow them to learn the language in a meaningful professional context, while familiarizing students with the structure and logic of international project documentation.

In the context of Ukraine's reconstruction, such educational simulations may also focus on project topics related to infrastructure restoration, regional development, environmental sustainability, digital transformation, and community support. This allows students to link their academic training to the real challenges facing society and understand how international funding mechanisms can support national development priorities.

Therefore, the integration of grant management and foreign language for specific purposes courses will contribute to the development of several important competencies that are extremely relevant for today's higher education graduates.

First, students will develop the academic writing skills needed to prepare project proposals, research summaries, and reports. Writing grant applications requires clarity, accuracy, and logical structure, which helps students improve their ability to communicate complex ideas effectively in English.

Second, the integrated approach will improve professional communication skills. Students will learn to present project ideas, negotiate with potential partners, and participate in discussions related to project development.

Third, students will gain grant literacy, which means understanding how funding programs work and how project proposals are evaluated. They will learn to analyze calls for proposals, identify funding priorities, and align their project ideas with program objectives.

Another important outcome is the development of project management competence. Even at a basic level, students will learn to formulate project objectives, define tasks, plan activities, and describe expected results. These skills are particularly relevant to initiatives in regional development, community recovery, and the implementation of innovative solutions in post-war reconstruction.

Finally, integrating these courses could increase students' motivation to learn foreign languages. When language learning is directly linked to real professional opportunities, such as participation in international projects, academic mobility programs, or recovery initiatives supported by international donors, students perceive it as more relevant and valuable.

Despite the obvious advantages of integrating these courses, several challenges may arise during implementation:

– *The need for interdisciplinary collaboration between teachers.* Language teachers do not always have experience in grant management, and subject specialists may not have experience in language teaching methodology, while both may lack real experience in grant management. Therefore, successful integration often requires teamwork between teachers from different academic fields and professional backgrounds. It is also possible to involve representatives of university project offices.

– *Preparation and adaptation of teaching materials.* Authentic grant documents can be complex and may need to be simplified or adapted for educational purposes, especially for students with intermediate language skills.

– *Institutional factors.* Universities may need to adjust their curricula, allocate additional teaching hours, or develop new interdisciplinary modules. Such changes require administrative support and strategic planning.

Despite these challenges, the potential benefits of integrating grant management with professional foreign language courses are significant. For Ukraine, the development of such competencies is particularly important for long-

term recovery and reconstruction. Training specialists who can prepare competitive grant proposals and collaborate with international partners will help attract the financial resources needed to rebuild communities, modernize educational institutions, and implement sustainable development strategies.

Conclusions. The integration of grant management courses with foreign language courses for specific purposes is a promising interdisciplinary approach in modern higher education. By combining professional content with language learning, such courses provide students with practical skills that are directly relevant to international academic and scientific activities.

Through project-based learning, modeling real-life grant-seeking processes, and using authentic materials, students develop competencies in academic writing, professional communication, grant literacy, and project planning. These skills greatly enhance their ability to participate in international research programs and collaborate with global partners.

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