

ТЕОРЕТИЧНІ ТА МЕТОДИЧНІ АСПЕКТИ ІНШОМОВНОЇ ОСВІТИ І МОВНОЇ ПІДГОТОВКИ В КОНТЕКСТІ ОСВІТНІХ ТРАНСФОРМАЦІЙ

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PROFESSIONALLY AND ACADEMICALLY ORIENTED FOREIGN LANGUAGE TRAINING FOR MASTER'S STUDENTS: CURRICULUM DESIGN AND CONTENT DEVELOPMENT

Статтю присвячено актуальній темі – особливостям розробки професійно орієнтованого курсу англійської мови для магістрів спеціальності «Сіті-менеджмент». Нагальною вимогою часу є спеціалісти, які не лише мають професійні навички й уміння, але володіють англійською мовою на достатньому для професійної комунікації рівні.

Питання максимально відповідних методик навчання здобувачів нелінгвістичних спеціальностей іноземних мов активно обговорюються науковою спільнотою. Проте досліджень, які б розглядали особливості набуття належних іншомовних компетентностей здобувачами освітньої програми «Сіті-менеджмент», не було виявлено. Автори даної розвідки перші, хто розглядає даний аспект.

Розвідка має на меті опис конкретного кейсу – розробку авторського курсу з іноземної мови для здобувачів магістерського рівня освіти ОП «City Management». За освітньою програмою дисципліна має назву «Комунікації іноземною мовою в проектному менеджменті та під час розвитку смарт-міста».

У дослідженні використано методи аналізу наукових джерел з проблеми професійно орієнтованого іншомовного навчання, описовий метод та метод синтезу. Аналіз джерел дав змогу з'ясувати стан розробленості проблеми й визначити основні напрями вітчизняних і зарубіжних



досліджень. Описовий метод застосовано для узагальнення досвіду розроблення й викладання дисципліни «Комунікації іноземною мовою в проектному менеджменті та під час розвитку смарт-міста». Метод синтезу сприяв формуванню концепції дослідження та її практичній реалізації в авторській робочій програмі, зміст якої враховує специфіку фахової підготовки здобувачів.

Підсумовано, що силами кафедри було розроблено й втілено професійно орієнтований курс іноземної мови, який враховує специфіку сіті-менеджменту. Було підібрано матеріали фахової тематики, яка була реалізована у кількох напрямках роботи: читання, аудіювання, письмо, говоріння, які потребували докладання значних індивідуальних зусиль здобувача. Було створено низку професійно орієнтованих тем презентацій, підібрано фахові тексти для написання анотацій, реферування й огляду, джерела, що містять поради зі створення цих жанрів наукових текстів.

У статті презентовано зміст актуального, гнучкого та оновлюваного авторського курсу, що дає змогу здобувачам набути необхідних навичок і компетентностей та водночас відповідає запитам ринку праці.

Ключові слова: *city management, професійно орієнтована іноземна мова, академічна іноземна мова, компетентності, навчально-методичні матеріали, авторський курс, комунікативний підхід*

Problem statement. The study of a foreign language by students enrolled in a specific educational program requires the provision of educational, methodological, and didactic materials that enable them to acquire, as fully as possible, the competencies defined by the curriculum. Furthermore, the consistent policy of Alfred Nobel University is aimed at offering students the academic programs that are highly relevant to the current labour market. This conceptual approach is implemented, among other ways, through the introduction of new degree programs and the modernization of existing ones.

In 2024, a new Master's program, City Management: Sustainable Development of Smart Cities, was launched. Students were given the opportunity to obtain a dual degree in Management from Alfred Nobel University (Ukraine) and Coventry University (Great Britain). The program is offered in both full-time and distance-learning formats. Moreover, the educational process is conducted in two languages – Ukrainian and English. Consequently, in 2024, the provision of learning materials that fully met the requirements of the educational program became an urgent priority.

Analysis of recent research and publications. Identification of previously unresolved aspects of the general problem. Global scholarly and methodological literature offers a range of compelling and relevant studies examining the specific aspects of foreign language instruction for non-linguistic majors.

D. Gabryś-Barker [2020], with a certain degree of exaggeration, refers to foreign language learning by non-language majors as a “challenge”. The researcher examines the practical application of European Union recommendations concerning language education and teacher-training initiatives within higher education. Specifically, the study illustrates how these policies are integrated into foreign language courses (lektoraty) for non-philological students, positioning this analysis within the broader academic discourse on how to improve, amend, or completely restructure current language teaching methodologies.

N. D. Atabaeva [2022, p. 150] discusses the essence of professionally oriented foreign language instruction. The researcher highlights that professionally oriented language instruction has become a priority in educational reform, noting that “foreign language communication becomes an essential component of the professional activity of specialists”. Consequently, higher education must move beyond general communication skills to ensure students acquire specialized, discipline-specific knowledge.

Researchers L. Cherchata and L. Korol highlight the key aspects of English language instruction to meet the professional training needs of students in non-philological specialties, indicating that “this approach integrates general language skills with specialized knowledge required for specific professional fields, thereby preparing students for effective communication within their area of expertise” [Черчата & Король, 2024, p. 71].

Discussing the specific features of teaching professionally oriented foreign languages to students of non-linguistic specialties in higher education institutions, researchers H. Herasymchuk, O. Kovalchuk, and O. Melnychuk emphasize that communicative skills are essential for specialists

in any field. In today's highly competitive environment, professionals who demonstrate not only well-developed professional competencies but also proficiency in a foreign language and the ability to apply it effectively in practical and professional contexts get a significant advantage. The researchers also highlight that when discussing a foreign language for professional purposes, it is important to consider a number of specific features and characteristics, including "vocabulary development, professional terminology, business correspondence, communicative tasks, as well as reading and listening materials". They argue that successful professionally oriented language instruction relies on two key factors: active student engagement in independent, creative tasks and the direct integration of language learning with specialized academic disciplines [Герасимчук, Ковальчук, & Мельничук, 2024, p. 12].

Discussing the methodological aspects of teaching English to students of non-linguistic specialties, O. Aliseienko and H. Mudrenko emphasize that due to rising academic and labour mobility and international research standards, English can no longer be treated as a secondary university subject. Instead, it must be viewed "as an essential tool of professional activity", which is best delivered through a methodology that balances a communicative approach with traditional grammar instruction [Алісеєнко & Мудренко, 2023, p. 15]. Meanwhile, P. Haieva notes that modern instructional strategies aim to develop an environment "in which students feel comfortable and at ease, stimulating their interests and fostering a desire to use English for practical purposes". To achieve this, lecturers should use a mix of individual, group, and collaborative activities that develop non-linguistic majors' analytical skills, emotional engagement, and learning autonomy [Гаєва, 2021, p. 107].

According to Y. Bilobrova, O. Zharko, and I. Batenova, aligning university language courses with students' future careers maximizes engagement. Their study highlights that integrating communicative and digital tools "significantly enhances the effectiveness of foreign language instruction for non-philological students", ultimately preparing them to handle real-world workplace challenges [Білоброва, Жарко, & Батеньова, 2025].

The authors of the present study have also contributed to the exploration of this issue. This contribution has been reflected, among other things, in a number of scholarly publications, including the following: [Derbak, Blynova & Bepalova, 2025; Kyrylova, Blynova, & Pavlenko, 2024].

Thus, the issue of professionally oriented foreign language instruction has been addressed quite extensively in contemporary research. However, the authors were unable to identify any studies specifically devoted to the development of foreign language competencies among students enrolled in the City Management educational program. This gap in the existing body of research constitutes **the scientific novelty** of the present study.

The purpose of the article. The purpose of this study is to describe a specific case: the development of a custom-designed foreign language course for students enrolled in the Master's degree programme **City Management**. Within the curriculum, the course is entitled *Foreign Language Communication in Project Management and Smart City Development*.

Research methods. The analysis of publications on the research topic allowed for an understanding of the key directions of national and international studies in the teaching of *Foreign Language for Professional Purposes*. The descriptive method enabled a generalization of the experience gained in the course of the study. The method of synthesizing the collected data contributed to the formulation of the research concept and its implementation.

Scientific novelty. For the first time, the development of an author-designed foreign language course for Master's students enrolled in the City Management educational program is described.

The need to develop author-designed courses arises whenever specialists responsible for supporting the educational process of a particular academic program are faced with the task of teaching a foreign language for specific professional purposes. Consequently, the challenge of providing appropriate educational and methodological support for foreign language training is consistently addressed by the relevant academic departments and becomes the responsibility of professionals involved in delivering educational services within a particular educational and professional program.

A number of such instructional materials have already been developed for students in various fields. For example, foreign language teaching resources have been created for students

majoring in psychology by T. Holovach and L. Kuzio [Головач, 2019; Кузьо, 2018], as well as for students specializing in public service and public administration by N. Demchenko and I. Synelnykova [Демченко & Синельникова, 2021].

The Department of Foreign Languages at Alfred Nobel University actively contributes to the development of educational and methodological support materials for the courses taught by its academic staff. Among such publications are foreign language textbooks for students enrolled in economics and trade-related educational programs [Medynska, Bespalova & Herchenova, 2021; Dolzhenko & Medynska, 2026].

Presentation of the main research material. The dual-degree initiative was introduced at Alfred Nobel University through the Twinning Programme, a strategic partnership supported by the President of Ukraine's Foundation, the Ministry of Education and Science of Ukraine, universities in the United Kingdom, and Mosaik (UK). The primary objective of this initiative is to strengthen and support the development of Ukrainian higher education.

The Twinning initiative is an instrument of cooperation of the European Union, designed to facilitate the exchange of expertise between public institutions of EU Member States and partner countries, including Ukraine. Its primary objectives are the implementation of European standards, the modernization of governance systems, and the harmonization of legislation.

In addition, Twinning Ukraine operates as a dedicated initiative aimed at supporting Ukrainian higher education. Within this framework, partnerships are established between universities to promote joint academic programs, student and staff exchanges, and collaborative research projects.

The City Management program is directly related to the classical Twinning framework implemented in the field of public administration. Within this framework, public institutions from an EU Member State (for example, a ministry) work directly with the corresponding Ukrainian institution on specific reform-oriented projects in areas such as healthcare, media, transportation safety, and public governance.

As a result of such cooperation, knowledge and expertise are exchanged, training activities are conducted, new legislation and policy frameworks are developed, and the institutional capacity of partner organizations is strengthened. These principles are also reflected in the educational philosophy of the City Management program, which emphasizes the adoption of European approaches to governance, sustainable development, and the management of modern urban environments.

In the field of higher education, Twinning Ukraine aims to support Ukrainian universities during wartime and facilitate their integration into the global academic community. This objective is pursued through the establishment of long-term partnerships between Ukrainian institutions and leading international universities, particularly those in the United Kingdom.

Such partnerships result in the development of joint educational programs, including dual-degree opportunities, as well as mentoring initiatives, collaborative research projects, and comprehensive support for both students and academic staff. Through these activities, Ukrainian universities gain access to international expertise, enhance the quality of education, and strengthen their participation in the global higher education landscape.

Thus, Twinning (<https://center.gov.ua/instrument-instytucjonalnoyi-rozbud/>) encompasses both institutional capacity building within public authorities and academic cooperation among universities, with the overarching goal of promoting the adoption of European standards and best practices. This dual approach is particularly important for Ukraine in the context of its European integration process, as it contributes to the modernization of public institutions, the enhancement of higher education, and the strengthening of international partnerships.

The university's objective is to equip students with the knowledge and skills required to lead projects focused on post-war reconstruction and recovery. Furthermore, the educational program is based on the Smart City concept and is therefore designed to contribute to the sustainable development of the country.

According to information published on the university's official website, graduates of the Master's program are expected to possess the following competencies:

- managing project teams involved in urban development and smart city initiatives;
- participating in cross-sector collaboration and managing development projects within local communities and other areas of public administration;
- identifying new opportunities within development-oriented companies and institutions, with a vision of collaboratively shaping the smart cities of the future;

- improving business models for industrial revitalization and urban ecosystem renewal to ensure their effective and practical implementation;
- designing and implementing successful interregional initiatives involving multiple stakeholders in accordance with international best practices.

These competencies reflect the interdisciplinary nature of the program and its focus on preparing graduates to address contemporary urban challenges through innovative, sustainable, and collaborative approaches to city management.

The City Management program represents a unique educational ecosystem developed at the intersection of global expertise and the practical needs of Ukraine's post-war recovery. The university prepares future managers capable of transforming cities into sustainable, digitalized, and investment-attractive hubs. By combining international best practices with a strong focus on urban innovation and governance, the program equips graduates with the competencies required to address contemporary urban challenges and contribute to the long-term development of resilient and smart communities.

Alfred Nobel University has integrated the program into the framework of the State Regional Development Strategy of Ukraine for 2021–2027, focusing on the key challenges of the modern era:

- **Smart City & Innovation.** The program promotes a transition from traditional administrative approaches to digital governance based on the Smart City concept.
- **Post-War Reconstruction.** It emphasizes the active involvement of the business sector in the revitalization and redevelopment of urban spaces.
- **Green Energy & Sustainability.** The program supports investment in green technologies, energy efficiency, and the circular economy as key mechanisms for improving the quality of life within local communities.

The program has been developed in collaboration with Coventry University (the UK), which ensures its compliance with international educational standards and facilitates the incorporation of global best practices in teaching, research, and professional training.

To a certain extent, the university has moved away from the traditional “lecture-exam” model of instruction. Instead, the program emphasizes case studies and mentorship. Working alongside industry practitioners, students in the City Management Master's program progress from the initial conception of an idea to the development of a viable project aimed at community development or business growth. This practice-oriented approach enables students to acquire not only theoretical knowledge but also the practical skills necessary to address real-world challenges and implement sustainable development initiatives.

The curriculum encompasses a broad range of competencies, including:

- **Hard & Soft Skills:** crisis management, design thinking, and professional English at the B2–C1 levels.
- **Strategy and Information Technologies:** the application of artificial intelligence for urban analytics, the use of virtual and augmented reality (VR/AR) in urban planning, and digital logistics management.
- **Finance and Law:** international fundraising, budget management, and institutional law.

Students enrolled in the City Management program benefit from several significant advantages. First of all, they have the opportunity to earn a dual Master's degree awarded by Alfred Nobel University and Coventry University, with qualifications recognized in more than 130 countries worldwide. Second, the program provides access to internships within more than fifty public institutions and business organizations across Ukraine, as well as opportunities to study at a European campus in the United Kingdom. Third, students experience a high level of technological immersion through fusion-room sessions, which combine VR / AR technologies, art therapy, and AI-driven systems for the simulation and development of urban strategies. Fourth, the program offers participation in a broad partnership ecosystem, providing direct access to the expertise of international organizations such as the United Nations (UN), the World Bank, and the European Bank for Reconstruction and Development (EBRD) through collaborative projects and case studies. Fifth, the program promotes leadership development, fostering social responsibility and civic engagement in accordance with the United Nations Sustainable Development Goals (SDGs).

The interdisciplinary structure of the curriculum reflects the program's focus on sustainable urban development, digital transformation, innovative governance, and the practical application of advanced technologies in managing contemporary cities.

The university has engaged a number of key stakeholders in the implementation of the City Management educational program, including Twinning Ukraine, Interpipe, the Dnipro City Council, and Kyiv School of Public Administration named after Serhiy Nyzhnyy (KSPA).

The course syllabus specifies the core competencies to be developed through the study of the Foreign Language Communication in Project Management and Smart City Development course, aimed at gaining a number of learning outcomes (LO):

- **LO 1.** Critically comprehend, select, and apply the necessary scientific, methodological, and analytical tools for management in unpredictable conditions.
- **LO 7.** Organize and have effective communication within the team, with representatives of various professional groups, and in an international context.
- **LO 9.** Communicate in professional and scientific circles in the national and foreign languages.
- **LO 10.** Demonstrate leadership skills and the ability to work in a team, interact with people, and influence their behaviour to solve professional tasks.
- **LO 16.** To organize effective interaction between the main groups of stakeholders at the local, national and global levels during the post-war reconstruction of Ukraine's economy, taking into account the global goals of sustainable development.

To facilitate the development of competencies specified by the program, a custom-designed course syllabus was developed that takes into account the specific requirements of the field to the greatest extent possible. While students enrolled in the traditional Management program typically study using the Intelligent Business textbook at the appropriate proficiency level, this resource is not suitable for Master's students in City Management, as it does not adequately address the subject matter necessary for acquiring specialized professional vocabulary and, ultimately, for achieving the competencies defined by the educational program and the course syllabus. Consequently, the Department of Foreign Languages developed and implemented a professionally oriented foreign language course specifically tailored to the needs of City Management students.

During the first semester, the course covers the following topics:

Topic 1. Innovations

Topic 2. What is Smart City Management? Urban Planning and Development. The complexities of urban development, offering insights into planning, housing, and social dynamics within cities.

Topic 3. City Solutions. Public administration and management as core concepts of organizational theory, budgeting, human resources, and policy analysis; government finance and budgeting as essential elements of city life, including issues concerning local government finance, taxation, and intergovernmental fiscal relations.

Topic 4. Urban Regeneration. Sustainable urban development as a key concern for modern city management; creating environmentally, socially, and economically sustainable cities, alongside city management strategies for effective leadership, including leadership theories and practices relevant to public sector organizations.

Topic 5. Management of Professional Information Sources and Multimedia Presentation of Research Results.

The second semester is devoted to the study of the following topics:

Topic 1. Technology. The role of modern technologies in the life of a city, including inventions, nanotechnology, and artificial intelligence.

Topic 2. Data Management for Smart Cities. The role of city managers in urban life, focusing on preparing for and responding to emergencies, alongside guidance on disaster planning, response, and recovery; techniques for positive and developmental feedback, brainstorming, and presenting new business ideas.

Topic 3. What Is a Smart Building? Smart buildings as interconnected systems that communicate, and practical smart building solutions.

Topic 4. Sustainable Development and Its Main Benefits. Sustainable urban development as a key concern for modern city management; creating environmentally, socially, and economically sustainable cities.

Topic 5. Defending Research Findings: Advanced Oral Academic Discourse

The proposed topics were implemented through several types of learning activities, including reading, listening, and writing, all of which required a significant degree of independent work on the part of the students. All materials used in the course were obtained from open-access sources.

For reading practice, students were provided with the following texts:

- What is a smart city? [Enel, 2026a];
- What is urban regeneration? [Enel, 2026b];
- Data Management for Smart City [Axians, 2026];
- What are the main benefits of sustainable development? [Enel, 2026c].

Each text was accompanied by a set of learning activities aimed at developing, strengthening, and expanding the professional competencies required within the field of study. A typical step-by-step approach to working with the text is as follows:

Task 1. Read and translate the text.

Task 2. Compile a glossary by noting unfamiliar words, including their phonetic transcription and translation.

Task 3. Formulate 10 comprehension questions based on the text.

A logical extension of the reading component was a creative writing task, specifically the preparation of an essay on a proposed topic. This activity provided students with an opportunity to improve their writing skills while also demonstrating and developing their creative abilities.

Students were assigned the task of writing an essay of up to 250 words on one of the following topics:

- Living in a Smart City or in the Bosom of Nature: Advantages and Disadvantages
- If I Were the Mayor of My City
- Friendly City Spaces: What Are They?
- How Data Management Can Help Solve a City's Problems
- The Internet of Things and Its Role in the Life of a Smart City
- How a Smart City Can Improve the Lives of Vulnerable Populations

For the development of speaking skills, a selection of thematic video materials was incorporated into the course. After watching each video, students were required to complete a range of follow-up tasks. These activities primarily involved discussing the content of the videos, expressing and defending personal viewpoints, and engaging in critical reflection on the issues presented. Discussions were typically conducted in the form of dialogues and group discussions, thereby fostering communicative competence and encouraging active participation in professional discourse. The following list provides some examples of didactic materials, though it is not exhaustive: *How to make an attractive city, Superblocks: How Barcelona is taking city streets back from cars, Why this channel exists, Introduction to transportation city beautiful basics, What happened when they banned cars, Smart-city management and technology learning experience, Industry perspectives about the smart-city management and technology programme, and Smart-city management and technology learning experience.*

The selected collection of video materials should be regularly updated to provide students with access to the most up-to-date professional information.

One of the components of the final assessment is the preparation and delivery of a presentation on a topic related to the field of study. The suggested topics for presentations are as follows:

- How Did Urban Planning Originate?
- How Does AI Help Us Understand Cities?
- Smart Traffic Management
- Intelligent Traffic Management in a Smart City
- Smart City Initiatives with IoT Technology
- Smart Water Management in Smart Cities
- Energy-Efficient Smart Cities
- Smart Buildings: What Are They?
- Smart Government for the Smart City
- Smart Cities and Human Capital Development

An important component of Master's-level education is the ability to work with scholarly literature in the field of specialization, as well as to prepare abstracts, summaries, and reviews based on the materials studied. To support the development of these academic skills, a number of educational resources were selected with the aim of teaching students how to effectively create abstracts, summaries, and reviews, including *The Learning Center, Software Testing Help, and wikiHow.*

In addition, students were provided with a specific list of academic publications for analysis. The selected publications enabled students to engage with contemporary research in the areas of sustainable urban development, project management, and smart city planning while simultaneously developing their academic reading, analytical, and professional writing skills.

Conclusions. Thus, City Management is a relatively new field within the Ukrainian higher education market. Alfred Nobel University has integrated the program into the framework of the State Regional Development Strategy of Ukraine by 2027. The program was developed in partnership with Coventry University (the UK). As a result, students obtain dual degrees from Alfred Nobel University and Coventry University upon successful completion of their studies. The key stakeholders of the educational program include Twinning Ukraine, Interpipe, the Dnipro City Council, and Kyiv School of Public Administration named after Serhiy Nyzhnyy.

Within the City Management program, the Department of Foreign Languages delivers the Foreign Language Communication in Project Management and Smart City Development course. The department developed and implemented a professionally oriented foreign language course specifically tailored to the needs of City Management students. To support the acquisition of professional competencies, a range of specialized learning materials was selected, covering the key thematic areas.

The selected thematic content was implemented through several instructional components, including reading, listening, speaking, and writing activities, all of which required a substantial degree of independent effort on the part of the students.

In addition, a range of professionally oriented presentation topics was developed, together with specialized texts for the preparation of abstracts, summaries, and reviews. Educational resources containing practical guidance on the preparation of these academic genres were also selected and incorporated into the course materials.

As a result, a unique, relevant, flexible, and continuously updatable custom-designed course was created. Not only does the course enable students to acquire the knowledge, skills, and competencies required by the educational program but also responds effectively to the demands of the contemporary labour market.

In addition to the topics already developed, the authors consider it advisable to further expand the course by introducing the topic of Debris Management and incorporating appropriate instructional materials to ensure its comprehensive study and effective integration.

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PROFESSIONALLY AND ACADEMICALLY ORIENTED FOREIGN LANGUAGE TRAINING FOR MASTER'S STUDENTS: CURRICULUM DESIGN AND CONTENT DEVELOPMENT

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Keywords: *City Management, Foreign Language for Professional Purposes, Academic English, competencies, educational and methodological materials, custom-designed course, communicative approach*

The article is devoted to a highly relevant topic: the features of developing a professionally oriented English language course for Master's students majoring in City Management. Currently, there is an urgent need for specialists who not only possess professional skills and abilities, but also speak English at a level sufficient for effective professional communication.

The issues regarding the most appropriate methods of teaching foreign languages to students of non-linguistic specialties are actively discussed by the scientific community. However, no studies have been identified that consider the features of acquiring appropriate foreign language competencies by students

of the City Management educational program. The authors of this research are the first to consider this specific aspect, which constitutes the scientific novelty of this research.

The **purpose of the article** is to describe a specific case – the development of a custom-designed course in a foreign language for Master's level students majoring in City Management. Within this educational programme, the discipline is titled Foreign Language Communication in Project Management and Smart City Development.

Regarding the research methodology, the analysis of publications on the research topic allowed for an understanding of the current state of the field, as well as the key directions of national and international studies in the teaching of professional communication. The descriptive method enabled a generalization of the experience gained in the course of the study. The method of synthesizing the collected data contributed to the formulation of the research concept and its implementation. To acquire the competencies defined by the educational program, a syllabus was developed, which maximally takes into account the specifics of the specialty.

The authors outline the development and implementation of a professionally oriented foreign language curriculum designed to align with the specific professional demands of city management. The course materials are closely connected with vital sectoral topics, ranging from core governance structures like Public Administration and Management to the practical responsibilities explored in modules like The Role of City Managers in the Life of the City. Technical and future-focused competencies are addressed through units on Innovations, Smart City Management, Urban Planning and Development, City Solutions, Technology, and Data Management for Smart Cities. Additionally, the curriculum places significant emphasis on macro-level urban challenges, integrating comprehensive case studies on Urban Regeneration, Sustainable Urban Development, and the mechanics of creating environmentally, socially, and economically sustainable cities. By bridging linguistic instruction with these specialized modules, the course effectively prepares students for cross-border professional communication in urban governance.

The specified urban management topics were systematically integrated across the four core language domains – reading, listening, writing, and speaking – thereby demanding a high degree of student autonomy and individual cognitive effort. To reinforce oral proficiency, a series of professionally oriented presentation topics were introduced, encouraging students to synthesise complex sectoral data. Furthermore, targeted academic writing skills were developed through the selection of authentic professional texts, which students used to compose abstract drafts, literature summaries, and critical reviews. This process was supported by the introduction of specialised source publications containing practical, step-by-step guidance on creating these specific genres of scientific texts. By blending field-specific content with textual analysis, this multidimensional approach effectively fosters both the communicative competence and the foundational research literacy required of future urban professionals.

Thus, a unique, relevant, flexible, and up-to-date custom-designed course was developed, which not only enables students to acquire relevant skills and competencies, but also meets the current demands of the labour market. Looking to future developments, it is worth incorporating the topic of debris management into the curriculum, alongside selecting appropriate didactic materials for its proper processing and integration.

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