

contributing to the reduction of burnout (Maslach & Leiter, 2016).

In conclusion, this research provides an evidence-based alternative to technology-dependent pedagogies. By substantiating the need for adaptive EFL methodological guidelines, this framework offers a sustainable, people-centered response to crisis, proving that quality language competence development can be maintained by prioritizing pedagogical flexibility and psychological well-being over digital tools. The findings offer a valuable model for educational institutions worldwide facing similar unpredictable infrastructural or humanitarian challenges (Hockly, 2020; Hodges et al., 2020).

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ESP for Pedagogy Students: A Project-Based Approach

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Current trends in higher education emphasize the need to prepare future teachers who are capable of effective professional communication, continuous self-development, and participation in international academic and educational contexts. As a result, English for Specific Purposes (ESP) has become an essential component of teacher education programmes. ESP courses for pedagogy students should not only develop language proficiency but also support professional competence and pedagogical thinking. In this regard, project-based learning (PBL) is considered an innovative and effective approach to ESP instruction in higher education (Hutchinson & Waters, 1987).

Project-based learning is a learner-centered pedagogical approach that engages students in the exploration of meaningful, real-world problems and the creation of practical outcomes (Thomas, 2000). In the context of ESP courses for pedagogy students, project-based learning links language development with professionally oriented tasks. In ESP courses for pedagogy students, project-based learning changes the role English plays in the classroom. The language is introduced through professional tasks that require discussion of educational problems, development of teaching materials, and reflection on instructional decisions. While working on projects, students communicate in English as part of their regular interaction. They use it when explaining ideas, commenting on methodological choices, and presenting results. In this setting, language learning is closely connected with pedagogical tasks. This mode of work reflects a competence-based orientation, since progress is determined by students' ability to operate in pedagogical situations through English and to sustain meaningful communication in task-based contexts. The organisation of instruction reflects competence-based educational principles in practice, as learning outcomes are shaped by what students are able to do with the language in professional situations, not by the reproduction of predefined linguistic forms. As a result, language use develops through engagement with concrete tasks and sustained interaction, rather than through decontextualised practice (Stoller, 2006).

The aim of this study is to examine the effectiveness of project-based learning as an innovative approach to teaching ESP to pedagogy students in higher education institutions. The research focuses on the development of professionally oriented communicative competence, students' motivation to learn English, and their readiness to apply English in future teaching and academic activities. The study was conducted with undergraduate students majoring in pedagogy who studied ESP as part of their professional training.

The research relied on a combination of theoretical and empirical methods. Theoretical analysis of studies on ESP and project-based learning was accompanied by classroom observation and the processing of student questionnaire data. Learning outcomes were compared at different stages of instruction. In the experimental phase, ESP teaching was carried out in the form of pedagogically oriented projects. These included designing lesson plans in English, developing educational presentations, analysing classroom-based case studies, creating teaching materials, and participating in simulated professional communication in international educational settings. The projects required students to actively use pedagogical terminology, academic language, and professional discourse relevant to the teaching profession.

The results of the study indicate that the implementation of project-based learning had a positive impact on students' engagement and motivation. Pedagogy students demonstrated improved confidence and accuracy in using English for professional purposes, particularly in

presenting educational ideas, discussing teaching strategies, and collaborating with peers. In addition, project work contributed to the development of critical thinking, creativity, collaboration, and learner autonomy, key competences for future teachers.

Project work also brought together material from several related areas, including pedagogy, psychology, and teaching methodology. As a result, students worked with professional content from different perspectives while using English. This helped them relate language use to concrete educational issues discussed in class. The role of the ESP teacher shifted from that of a traditional knowledge provider to a facilitator and mentor who supports students' reflection, cooperation, and professional growth.

In conclusion, project-based learning proves to be an effective and innovative approach to teaching English for Specific Purposes to pedagogy students in higher education. Its systematic integration into ESP curricula contributes to the development of professionally oriented communicative competence and better prepares future teachers for professional and academic communication in English.

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Інноваційний підхід до роботи з науковими текстами у професійно орієнтованому курсі англійської мови

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У сучасній методиці викладання іноземних мов особлива увага приділяється формуванню академічної грамотності, критичного мислення та професійно орієнтованої комунікативної компетентності здобувачів вищої освіти. У контексті професійно орієнтованого курсу англійської мови робота з науковими текстами є ключовою для розвитку академічних навичок магістрантів немовних спеціальностей (Kravchenko, 2025;