



НАУЧНАЯ АРТЕЛЬ
АКАДЕМИЧЕСКОЕ ИЗДАТЕЛЬСТВО



ISSN (p) 2712-9497

ISSN (e) 2542-1034

№ 9/2025

НАУЧНЫЙ ЖУРНАЛ
«EO IPSO»

Москва
2025

НАУЧНЫЙ ЖУРНАЛ «ЕО IPSO»

Учредитель:
Общество с ограниченной ответственностью «Издательство
«Научная артель»

ISSN (p) 2712-9497
ISSN (e) 2542-1034

Периодичность: 1 раз в месяц

Журнал размещается в Научной электронной библиотеке
elibrary.ru по договору №511-08/2015 от 06.08.2015

Журнал размещен в международном каталоге
периодических изданий Ulrich's Periodicals Directory.

Верстка: Мартиросян О.В.
Редактор/корректор: Мартиросян Г.В.

Учредитель, издатель и редакция
научного журнала «ЕО IPSO»
Академическое издательство «Научная артель»:
+7 (495) 514 80 82
<https://sciartel.ru>
info@sciartel.ru
450057, ул. Салавата 15

Подписано в печать 02.09.2025 г.
Формат 60x90/8
Усл. печ. л. 06.90
Тираж 500.

Отпечатано
в редакционно-издательском отделе академического издательства
«Научная артель»
<https://sciartel.ru>
info@sciartel.ru
+7 (495) 514 80 82

Цена свободная. Распространяется по подписке.

Все статьи проходят экспертную проверку. Точка зрения редакции не
всегда совпадает с точкой зрения авторов публикуемых статей.

Авторы статей несут полную ответственность за содержание статей и за
сам факт их публикации. Редакция не несет ответственности перед
авторами и/или третьими лицами за возможный ущерб, вызванный
публикацией статьи.

При использовании и заимствовании материалов, опубликованных в
научном журнале, ссылка на журнал обязательна

Главный редактор:

Сукиасян Асатур Альбертович, к.э.н.

Редакционный совет:

Абидова Гулмира Шухратовна, д.т.н.

Авазов Сардоржон Эркин углы, д.с.-х.н.

Агафонов Юрий Алексеевич, д.м.н.

Алейникова Елена Владимировна, д.гос.упр.

Алиев Закир Гусейн оглы, д.фил.агр.н.

Ашрапов Баходурджон Пулотович, к.фил.н.

Бабаян Анжела Владиславовна, д.пед.н.

Баишева Зия Вагизовна, д.фил.н.

Булатова Айсылу Ильдаровна, к.соц.н.

Бурак Леонид Чеславович, к.т.н., PhD

Ванесян Ашот Саркисович, д.м.н.

Васильев Федор Петрович, д.ю.н., член РАЮН

Вельчинская Елена Васильевна, д.фарм.н.

Виневская Анна Вячеславовна, к.пед.н.

Габрусь Андрей Александрович, к.э.н.

Галимова Гузалия Абкадировна, к.э.н.

Гетманская Елена Валентиновна, д.пед.н.

Гимранова Гузель Хамидулловна, к.э.н.

Григорьев Михаил Федосеевич, к.с.-х.н.

Грузинская Екатерина Игоревна, к.ю.н.

Гулиев Игбал Адилевич, д.м.н.

Датий Алексей Васильевич, д.м.н.

Долгов Дмитрий Иванович, к.э.н.

Дусматов Абдурахим Дусматович, к. т. н.

Ежкова Нина Сергеевна, д.пед.н.

Екшикеев Тагер Кадырович, к.э.н.

Епхиева Марина Константиновна, к.пед.н., проф. РАЕ

Ефременко Евгений Сергеевич, к.м.н.

Закиров Мунавир Закиевич, к.т.н.

Зарипов Хусан Баходирович, PhD.

Иванова Нионила Ивановна, д.с.-х.н.

Калужина Светлана Анатольевна, д.х.н.

Канарейкин Александр Иванович, к.т.н.

Касимова Дилара Фаритовна, к.э.н.

Кирикосян Сусана Арсеновна, к.ю.н.

Киркимбаева Жумагуль Слямбековна, д.вет.н.

Кленина Елена Анатольевна, к.филос.н.

Клещина Марина Геннадьевна, к.э.н.,

Козлов Юрий Павлович, д.б.н., заслуженный эколог РФ

Кондрашихин Андрей Борисович, д.э.н.

Конопацкова Ольга Михайловна, д.м.н.

Куликова Татьяна Ивановна, к.псих.н.

Курбанаева Лилия Хамматовна, к.э.н.

Курманова Лилия Рашидовна, д.э.н.

Ларионов Максим Викторович, д.б.н.

Малышкина Елена Владимировна, к.и. н.

Маркова Надежда Григорьевна, д.пед.н.

Мещерякова Алла Брониславовна, к.э.н.

Мухамадеева Зинфира Фанисовна, к.соц.н.

Мухамедова Гулчехра Рихсибаевна, к.пед.н.

Набиев Тухтамурод Сахобович, д.т.н.

Песков Аркадий Евгеньевич, к.полит.н.

Половения Сергей Иванович, к.т.н.

Пономарева Лариса Николаевна, к.э.н.

Почивалов Александр Владимирович, д.м.н.

Прошин Иван Александрович, д.т.н.

Саттарова Рано Кадыровна, к.биол.н.

Сафина Зия Забировна, к.э.н.

Симонович Николай Евгеньевич, д.псих. н., академик РАЕН

Сирик Марина Сергеевна, к.ю.н.

Смирнов Павел Геннадьевич, к.пед.н.

Старцев Андрей Васильевич, д.т.н.

Танаева Замфира Рафисовна, д.пед.н.

Терзиев Венелин Кръстев, д.э.н., член РАЕ

Умаров Бехзод Тургунпулатович, д.т.н.

Хайров Расим Золимхон углы, к.пед.н.

Хамзаев Иномжон Хамзаевич, к. т. н.

Хасанов Сайдинаби Сайдидалиевич, д.с.-х.н.

Чернышев Андрей Валентинович, д.э.н.

Чиладзе Георгий Бидзиневич, д.э.н., д.ю.н., член РАЕ

Шиликина Елена Леонидовна, д.соц.н.

Шкирмонтов Александр Прокопьевич, д.т.н., член-РАЕ

Шляхов Станислав Михайлович, д.физ.-мат.н.

Шошин Сергей Владимирович, к.ю.н.

Юсупов Рахимьян Галимьянович, д.и. н.

Яковишина Татьяна Федоровна, д.т.н.

Янгиров Азат Вазинович, д.э.н.

Яруллин Рауль Рафаэлович, д.э.н., член РАЕ

СОДЕРЖАНИЕ

МАТЕМАТИКА

- Искандарова Р.Р.** 6
АКТУАЛЬНЫЕ ТРУДНОСТИ В ОБУЧЕНИИ МАТЕМАТИКЕ В СПО

БИОЛОГИЯ

- Ovezgeldiyeva E., Tohtamyradova E.** 10
BIOLOGY AND SANITARY EXPERTISE: A MULTIDISCIPLINARY APPROACH TO PUBLIC HEALTH

ИСТОРИЯ

- Сологуб К.Н.** 13
ОРГАНИЗАЦИЯ КОНСКОГО ЗАПАСА РОССИЙСКОЙ ИМПЕРАТОРСКОЙ АРМИИ И НАРУЖНЫЕ ОТЛИЧИЯ ЕГО НИЖНИХ ЧИНОВ. 1877–1914

ФИЛОЛОГИЯ

- Dương Thuý Hường** 30
ENGLISH FOR SPECIFIC PURPOSES: A STRATEGIC BRIDGE BETWEEN UNIVERSITY EDUCATION AND VIETNAMESE CORPORATE CULTURE

- Oqilova H.A.** 35
MANIFESTATION OF PERSIAN BORROWINGS IN EUROPEAN LANGUAGES UNDER MODERN CONDITIONS

МЕДИЦИНА

- Дангатарова М.К.** 40
ЕСТЕСТВЕННЫЕ ОГРАНИЧИВАЮЩИЕ ФАКТОРЫ И АДАПТАЦИЯ ОРГАНИЗМА

- Мерданов Г., Гулгельдиева Г.Б.** 42
АКТИВИЗИРУЮЩЕЕ СВОЙСТВО ЗВЕРОБОЯ ПРИ ЗАБОЛЕВАНИЯХ ПОЧЕК

- Мерданов Г., Гулгельдиева Г.Б.** 44
ФИТОТЕРАПЕВТИЧЕСКИЙ ПОТЕНЦИАЛ ЗВЕРОБОЯ ПРИ ПАТОЛОГИЯХ ПОЧЕК: АКТИВИЗИРУЮЩЕЕ ДЕЙСТВИЕ И МЕХАНИЗМЫ ВЛИЯНИЯ

ПОЛИТОЛОГИЯ

- Begmyradov D., Amanov M.** 48
TURKMENISTAN'S INDEPENDENCE DAY: A SYMBOL OF NATIONAL SELF-DETERMINATION

- Begmyradov D., Dovletova G.** 49
A CELEBRATION OF SOVEREIGNTY: TURKMENISTAN'S INDEPENDENCE DAY

- Begmyradov D., Atayev S.** 50
34 YEARS OF INDEPENDENCE: A LOOK AT TURKMENISTAN'S PROGRESS TM



ФИЛОЛОГИЯ

ENGLISH FOR SPECIFIC PURPOSES: A STRATEGIC BRIDGE BETWEEN UNIVERSITY EDUCATION AND VIETNAMESE CORPORATE CULTURE

Abstract

This article examines the strategic function of English for Specific Purposes (ESP) as an institutional and pedagogical bridge connecting Vietnamese higher education and domestic corporate culture in an era of accelerated globalization. Through the synthesis of national surveys and institutional evaluations, this paper explores whether and how ESP curricula prepare graduates for the communicative and cultural demands of contemporary Vietnamese workplaces. Evidence from recent studies suggests that while ESP strengthens technical registers and discipline-specific vocabulary, persistent gaps remain in students' pragmatic competence, intercultural communication, and work-readiness. The analysis highlights systemic causes, curricular inertia, insufficient work-integrated learning, limited faculty readiness, misaligned assessment practices, and weak university–industry ecosystems, and advances a set of practice-oriented recommendations derived from those findings. The recommendations prioritize iterative needs analyses, workplace-authentic task design, institutionalised industry engagement, performance-based assessment reform, and structured teacher professional development aimed at enabling ESP to function as an effective bridge between academic preparation and Vietnamese corporate realities.

Keywords:

english for specific purposes, ESP curriculum, university–industry linkage,
Vietnamese corporate culture, professional communication.

1. Introduction

Vietnam's deepening integration into global production networks and the simultaneous expansion of multinational and domestic firms have reshaped expectations of graduate competence. Employers increasingly value not only technical mastery but also the ability to communicate discipline-specific ideas, to interpret workplace norms, and to perform in cross-cultural situations. This shifting demand elevates the strategic importance of discipline-targeted language instruction. English for Specific Purposes (ESP), by design, offers an approach tailored to learners' occupational needs; it foregrounds communicative tasks, authentic texts, and targeted outcomes that align with workplace genres and practices. In the Vietnamese context, where corporate interactions often reflect high-context norms and particular cultural scripts, the role of ESP as a mediating mechanism between universities and corporate actors is especially salient.

Empirical work carried out within Vietnamese institutions confirms the significance of this alignment. Institutional evaluations and surveys show that students recognise the instrumental value of ESP for professional trajectories, yet they also identify persistent obstacles to effective skill transfer. For instance, recent student and institutional studies document strengths in terminology acquisition but weaknesses in oral interaction skills, pragmatic routines for hierarchical discourse, and readiness for multinational work settings (Tran et al., 2019; Lưu et al., 2025; Chi & Vu, 2023). These findings suggest that ESP, although conceptually well positioned to facilitate employability, often underperforms in practice because of structural and pedagogical limitations.

This article explores ESP's bridging capacity by synthesising theoretical perspectives on ESP pedagogy and intercultural communication with national-level evidence on curriculum practice and employer expectations. The central argument is that ESP can act as a durable bridge between higher education and

Vietnamese corporate culture only when curricula, pedagogy, assessment, and institutional partnerships are realigned to prioritize workplace authenticity, intercultural pragmatics, and ongoing collaboration with industry stakeholders.

2. Theoretical Foundations

The theoretical grounding for positioning ESP as a bridge rests on three interrelated propositions. First, ESP's learner-centred, goal-oriented pedagogy, emphasising needs analysis and task authenticity, provides a conceptual basis for instruction designed around workplace practices rather than abstract linguistic competence (Hutchinson & Waters, 1987). Second, theories of professional communication and genre analysis underline that workplace fluency requires more than vocabulary: it demands genre awareness, discourse strategies, and pragmatic competence appropriate to specific professional communities. Third, intercultural communication theory indicates that in contexts where corporate culture is deeply shaped by local values and communicative conventions, language instruction must address cultural as well as linguistic competence to be effective.

ESP's textbook paradigm emphasises the importance of rigorous needs analysis to define learning outcomes that are directly relevant to target tasks. Where needs analysis is executed iteratively and includes employer input, ESP courses can foreground the performative competencies that employers value: producing concise technical reports, participating effectively in meetings, conducting client negotiations, and drafting sector-specific documentation. Basturkmen (2006) and other ESP scholars argue that aligning pedagogy, materials, and assessment with actual workplace practices optimises transfer from classroom to job.

Intercultural frameworks further nuance this alignment. Vietnamese corporate communication is frequently described as high-context and high in power distance, with emphasis on respectful interaction, indirectness in disagreement, and the maintenance of social harmony. These cultural features shape workplace expectations and the communicative forms that employees must master. Thus, ESP curricula that incorporate pragmatic training, such as role-play for hierarchical interactions, discourse completion tasks for refusal or negotiation, and analysis of real corporate emails, are better equipped to prepare graduates to function within Vietnamese corporate culture.

Finally, the literatures on employability and work-integrated learning indicate that the most robust improvements in graduate readiness occur when language instruction is embedded within sustained experiential learning opportunities. Through internships, industry projects, and employer-validated assessments, students integrate discipline-specific language with corporate cultural practices, building the performative competence needed for professional success. Taken together, these theoretical perspectives justify a comprehensive approach to ESP design that intentionally links language, culture, and workplace authenticity.

3. The Gap Between ESP Training and Corporate Practice

Despite the theoretical promise, research conducted across Vietnamese institutions reveals a persistent mismatch between ESP provision and the needs of the workplace. Studies synthesizing surveys of alumni, employer interviews, and classroom observations show a recurring pattern: students demonstrate competency in specialized lexis and technical reading but encounter difficulty in spontaneous spoken interaction, cross-cultural negotiation, and the pragmatic nuances of hierarchical communication (Chi & Vu, 2023; Nguyen & Ho, 2024). Evaluations of ESP courses in several universities note that curricular content often remains text-bound, with insufficient emphasis on dynamic, task-based activities that replicate on-the-job communicative demands (Tran et al., 2019).

Several structural causes underlie these pedagogical shortcomings. First, curricula frequently suffer from inertia: initial designs based on a one-off needs analysis become static, and there is limited institutional capacity or incentive to update syllabi in response to evolving labour market demands. Second, many ESP

instructors lack regular, systematic exposure to industry practices; their disciplinary knowledge remains largely linguistic rather than vocational, constraining their ability to design authentic tasks or to interpret employer feedback into teachable outcomes. Third, the institutional mechanisms for university-industry collaboration, formal advisory boards, co-designed assessments, and credit-bearing workplace experiences are often ad hoc rather than sustained, limiting the feedback loops necessary for curricular relevance.

Assessment practices exacerbate this disconnect. In many university ESP classrooms, evaluation remains centred on discrete-point knowledge, such as vocabulary quizzes and controlled writing tasks, while neglecting integrated, workplace-oriented activities that replicate authentic professional demands. This narrow focus not only skews students' perception of what constitutes achievement in ESP but also weakens the course's function as a bridge to corporate culture, where pragmatic judgement, adaptive communication, and interactional competence are essential for success. Together, these factors explain why graduates often enter workplaces with technical know-how but limited capacity to perform communicatively within the implicit cultural codes of Vietnamese corporate settings, especially in contexts that require negotiation across local and international norms.

4. Analysis and Discussion: How ESP can function effectively as a bridge

To transform ESP from a potential into an operational bridge, three interlocking dimensions must be addressed: curricular authenticity, institutional partnerships, and teacher capacity. First, curricular authenticity requires shifting the central organising principle of ESP courses from decontextualised language skills to workplace tasks. This shift entails identifying high-frequency target genres (technical reports, project briefs, client emails), mapping the rhetorical moves and pragmatic functions within those genres, and designing learning sequences that progress from scaffolded practice to independent performance. Embedding authentic materials and employer-validated tasks helps students develop genre-specific fluency and reduces the cognitive distance between classroom activities and workplace expectations.

Second, institutional partnerships are critical for sustaining curricular relevance. Structured collaboration with industry partners can provide ongoing intelligence about changing job tasks, supply authentic texts and case materials, and open pathways for student internships or job-shadowing. When universities create formalised advisory mechanisms and joint projects, the result is a continuous exchange that informs curriculum updates, enriches assessment design, and facilitates mutual trust. Employers, for their part, benefit by gaining access to a pipeline of better-prepared graduates and by being able to signal emergent skill needs back to educational providers.

Third, teacher capacity plays a decisive mediating role. ESP instructors who possess domain literacy, familiarity with workplace genres, processes, and communicative norms are better positioned to convert employer input into teachable tasks and to scaffold students' acquisition of pragmatic routines. Developing such capacity requires targeted professional development, opportunities for teachers to observe workplace discourse, and institutional recognition for employer-engaged teaching innovation. Where teachers collaborate with subject-matter colleagues and industry practitioners, classroom practice becomes more integrated and authentic.

Importantly, assessment reform must accompany these changes. Performance-based assessment that captures task completion, pragmatic appropriateness, and intercultural adaptation sends clear signals about valued outcomes and aligns classroom incentives with workplace performance. Assessments co-designed with employers and using rubrics reflecting real job criteria enhance both validity and stakeholder credibility.

Finally, embedding work-integrated learning elements, whether through credit-bearing internships, industry-led projects, or micro-placements, provides the situated experience in which linguistic, cognitive, and cultural competencies converge. Such experiences afford students opportunities to negotiate corporate routines, receive formative feedback from practitioners, and reflect critically on the relation between classroom learning and workplace practice.

5. Recommendations

To strengthen ESP's role as a strategic bridge, higher education institutions should adopt an approach that consistently prioritises workplace authenticity and cultural attunement. Curricula should be redesigned around demonstrable workplace tasks and genres, using materials drawn from real corporate practice and co-created with employer partners when possible. Course objectives must explicitly include pragmatic outcomes, such as appropriate turn-taking strategies in hierarchical meetings, conventions for professional email communication, and rhetorical structures of technical reporting, so that assessment and instruction coherently target the competencies employers value. Assessment practices should move away from discrete-point testing and toward holistic, performance-based evaluations that measure ability to complete workplace tasks under realistic constraints and that include employer-validated criteria.

Universities should institutionalise sustained mechanisms for industry engagement. This entails establishing formal advisory groups, embedding employer representatives in curriculum review processes, and designing collaborative projects that allow employers to contribute real cases and authentic texts. Such institutional arrangements make the curriculum responsive to emergent skill demands and provide a pipeline for student placements and mentoring. Embedding industry participation in quality assurance processes also develops mutual accountability and ensures that ESP learning remains aligned with labour market realities.

Work-integrated learning must be made a substantive and credit-bearing element of ESP provision. Internships, short industry placements for classroom simulations, and co-supervised projects give students essential opportunities to apply language and cultural skills in situ. These experiences should be structured to include reflective components and formative feedback, enabling students to integrate practical insights with classroom theories. Where full-time internships are infeasible, micro-placements and intensive workplace intensives can be employed as viable alternatives to provide meaningful exposure to corporate practices.

Teacher professional development should be reconceived as an institutional priority with dedicated resources, time, and incentives. Professional learning for ESP teachers must focus on developing domain literacy and practical familiarity with workplace genres, on building skills in needs analysis and task-based assessment design, and on methods for teaching intercultural pragmatics. Opportunities for teachers to undertake short attachments in industry, to participate in collaborative curriculum design with employers, and to engage in communities of practice with peers and industry experts are central to building this capacity. Institutional policies should recognise and reward employer-engaged teaching contributions and provide workload adjustments to allow sustained collaboration and innovation.

Assessment systems must be restructured to close the validity gap between classroom measures and workplace demands. Performance-based rubrics that foreground task completion, communicative effectiveness, and pragmatic sensitivity should be co-developed with employers and employed as both formative and summative tools. Transparent feedback mechanisms that incorporate employer perspectives on student performance will help institutions iteratively refine both instruction and assessment in light of real-world expectations.

At the policy level, coordinating agencies and institutional leadership should support mechanisms that incentivise university–industry linkages. Funding models that reward collaborative projects, accreditation standards that evaluate the degree of employer engagement in curriculum design, and recognition of co-developed materials or employer-validated assessments can create systemic incentives that sustain the bridging function of ESP over time. Such policy levers need to be carefully calibrated to encourage deep, sustained partnerships rather than short-term, transactional interactions.

Collectively, these measures establish a coherent ecosystem in which ESP functions as a practical and sustainable bridge linking pedagogy to the communicative and cultural demands of Vietnamese corporate

life. They prioritise iterative feedback loops among curriculum designers, instructors, learners, and employers, and they embed experiential learning and practitioner judgment into the core of ESP provision so that graduates enter the workforce with both the language and the cultural navigation skills required for professional success.

6. Conclusion

ESP has significant potential to act as a strategic bridge between higher education and corporate culture in Vietnam, but realising this potential requires systemic reform across curriculum, pedagogy, assessment, teacher development, and institutional partnerships. The analysis presented here shows that ESP is already contributing to graduates' technical language repertoires and employer awareness of candidates' communicative capacities; nonetheless, it falls short where pragmatic competence and authentic workplace experience are required. The recommendations offered are directly derived from the evidence and analysis: reorient curricula toward workplace tasks, institutionalise employer engagement, embed work-integrated learning, invest in teacher professional development that builds domain literacy, and reform assessment to measure performance in realistic contexts. Together, these measures can transform ESP from an aspirational component of graduate education into a measurable, durable bridge that aligns university outputs with the cultural and communicative demands of Vietnamese corporate environments.

References:

1. Agustina, T. (2014). English for specific purposes (ESP): An approach of English teaching for non-English department students. *Beta: Jurnal Tadris Matematika*, 7(1), 37–63.
2. Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates.
3. Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Palgrave Macmillan.
4. Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
5. Chi, D. N., & Vu, N. T. (2023). English for specific purposes courses and Vietnamese graduates' employability. In *English language education for graduate employability in Vietnam* (pp. 259–281). Springer Nature Singapore.
6. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
7. Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student learning outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241–266.
8. Hall, E. T. (1976). *Beyond culture*. Anchor Books.
9. Hoang, T. N., Tran, D. T., Hoang, G. T. H., & Tran, T. T. T. (2024). English communication needs of professional engineers and the relevance of English language training in higher education. *Taiwan Journal of TESOL*, 21(2), 33–64.
10. Hoàng, T. N., Ngọc Tứ, H., & Duyên, T. T. (2020). Teachers and employers' views on ESP needs in vocational and technical contexts in Vietnam. *English Needs of Professional Engineers*, 35.
11. Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Sage Publications.
12. Houst. (2022). *Internal report on ESP implementation at Hanoi University of Science and Technology*. Hanoi University of Science and Technology.
13. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press.
14. Kinh tế & Dự báo. (2023, tháng 6). Phát triển văn hóa doanh nghiệp tại các doanh nghiệp Việt Nam trong bối cảnh chuyển đổi số. *Tạp chí Kinh tế & Dự báo*. <https://kinhtevadubao.vn/phat-trien-van-hoa-doanh-nghiep-tai-cac-doanh-nghiep-viet-nam-trong-boi-can-choy-oi-so-31747.html>
15. Lưu, T. N. N., Triệu, N. K. N., Hồ, N. T. N., Trịnh, X. T., Nguyễn, V. T., & Nguyễn, V. P. (2025). Nhu cầu học

và sử dụng tiếng Anh chuyên ngành của sinh viên điều dưỡng Trường Đại học Y Dược Cần Thơ. Tạp chí Khoa học Điều dưỡng, 8(02), 171–181. <https://doi.org/10.54436/jns.2025.02.974>

16. Nguyen, H., & Nguyen, T. (2017). English for specific purposes (ESP): Perceptions of students and teachers of learning needs at a Vietnamese school. *International Journal of Advanced Research*, 5(4), 793–803.

17. Nguyen, T. P., & Ho, V. H. (2024). Needs analysis for university EFL learners majoring in business English: A scoping review of research and practice. *World Journal of English Language*, 14(6), 207–223. <https://doi.org/10.5430/wjel.v14n6p207>

18. Tran, T. D., Hoang, N. T., Le Thi, H. G., Vu, T. N., & Cao, T. H. H. (2019). An evaluation of English for specific purposes courses at a Vietnamese university. *VNU Journal of Foreign Studies*, 35(5), 41–53. <https://doi.org/10.25073/2525-2445/vnufs.4419>

19. Trần, T., Admiraal, W., & Saab, N. (2020). Work-related values in international workplaces in Vietnam: Cross-cultural differences between employers and employees. *Open Journal of Business and Management*, 8(4), 1567–1586. <https://doi.org/10.4236/ojbm.2020.84100>

20. World Bank. (2020). Improving the performance of higher education in Vietnam: Strategic priorities and policy options (Higher Education Sector Report). World Bank. <http://documents.worldbank.org/curated/en/347431588175259657/Improving-the-Performance-of-Higher-Education-in-Vietnam-Strategic-Priorities-and-Policy-Options>

©Dương Thuý Hường, 2025

Oqilova Hilola Afkhozovna,

Candidate of Philological Sciences, Associate Professor of the Department of Persian and Chinese Languages, SEI “Khujand State University named after acad. B. Gafurov”
Tajikistan Republic, Khujand

MANIFESTATION OF PERSIAN BORROWINGS IN EUROPEAN LANGUAGES UNDER MODERN CONDITIONS

The given article dwells on issues concerned with manifestation of Persian borrowings in European languages under modern conditions. The analysis reveals that while traditional domains like arts, culture, and cuisine continue to contribute borrowings, the impact of globalization, digital media, and diaspora communities has introduced new pathways and accelerated the pace of lexical transfer.

Keywords:

contact linguistics, sociolinguistics, cognitive linguistics, phonological and morphological adaptation.

Окилова Хилола Афхозовна,

к.филол.н., доцент кафедры персидского и китайского языков ГОУ “Худжандский государственный университет им. акад. Б. Гафурова”
Республика Таджикистан, г. Худжанд

ПРОЯВЛЕНИЕ ПЕРСИДСКИХ ЗАИМСТВОВАНИЙ В ЕВРОПЕЙСКИХ ЯЗЫКАХ В СОВРЕМЕННЫХ УСЛОВИЯХ

В данной статье рассматриваются вопросы, связанные с проявлением персидских