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NEW PEDAGOGICAL METHODS IN TEACHING ENGLISH AT MEDICAL UNIVERSITIES

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Abstract: New pedagogical approaches in teaching English at medical universities are focused on the integration of innovative methods and technologies that contribute to the development of practical communication skills, in-depth mastery of medical terminology and increased motivation of students. The use of project-based learning, flipped classroom, gaming technologies, as well as active and interactive teaching methods helps students not only improve their language skills, but also apply their knowledge more effectively in professional practice.

Keywords: students, medical universities, teaching English, education, method.

Introduction

In recent years, educational practice in medical universities has undergone significant changes, including in the field of teaching foreign languages. Current challenges, such as the globalization of medicine, intercultural communication and the growing need for highly qualified specialists, require the introduction of new pedagogical approaches in the process of teaching English. The main purpose of these approaches is not only to improve students' language competence, but also to prepare them for the real conditions of professional activity. In this article, we will look at the key new methods that are becoming the basis for teaching medical English in universities.

The evolving landscape of medical education has prompted a shift towards the integration of innovative pedagogical methods, particularly in teaching English at medical universities. These methods are designed to enhance students' practical communication skills, improve their understanding of medical terminology, and increase their motivation to engage with the subject. In response to the growing demand for effective English proficiency in the medical field, instructors have embraced approaches that go beyond traditional teaching models, utilizing technology and interactive strategies to foster a more dynamic learning environment. This shift is essential as it prepares students to not only communicate effectively in their professional practices but also to navigate an increasingly globalized healthcare landscape.

Methods

The methods explored in this article include project-based learning, flipped classrooms, and the use of gaming technologies, all of which aim to create a more engaging and student-centered approach to language acquisition. Project-based learning encourages students to apply their English skills in real-world scenarios, promoting both collaborative and problem-solving abilities. The flipped classroom model, on the other hand, allows for more active engagement during in-class time by having students learn foundational content independently before class. Additionally, gaming technologies offer an interactive and motivating platform for students to practice medical language and communication in a fun, immersive way. These pedagogical innovations, along with other active learning strategies, offer promising ways to bridge the gap between theoretical knowledge and practical application in medical settings. Let's consider the most acceptable methods that help medical students learn English effectively. For example, the Project-based learning is a method in which students work on a specific project or research using

English to solve real-world problems. This approach allows students not only to improve their language skills, but also to develop professional competencies such as critical thinking, teamwork, and the ability to find solutions in non-standard situations. For medical students, project-based training may include, for example, creating presentations based on medical research, developing treatment recommendations in English, and participating in virtual clinical simulations. This approach helps students to work effectively with scientific articles, medical documentation and communicate with colleagues in English in a professional environment. The Flipped Classroom method is that the traditional division of homework and academic work is reversed. In this approach, students study theoretical material (lectures, textbooks, videos) at home, and in the classroom they discuss and apply their knowledge through practical tasks, interaction, and collaboration. In the context of teaching English in medical schools, this may mean that students become familiar with terminology and concepts in advance by studying materials in English at home, and then apply the knowledge in the classroom, participate in discussions of medical cases, role-playing games or simulations. This allows not only to deepen the understanding of the materials, but also to improve communication skills in English, as well as to increase the level of student involvement in the learning process. The use of Gaming Technology (Gamification) in teaching is one of the most effective methods aimed at increasing students' motivation. In medical schools, game elements can be used to train communication skills with patients, as well as to solve clinical situations in which students must apply medical vocabulary in English. Games can be either individual (for example, tasks on the correct use of medical terms) or group (for example, simulations of consultations with patients in English, development of medical and economic research). This creates a learning environment where students enjoy the process, which helps them learn the material faster and memorize terminology. Interactive and simulation learning methods allow us to create high-quality simulations that help students not only master theoretical knowledge, but also develop practical skills. Using simulators to teach medical manipulation in English allows students to work with real clinical situations and communicate with "virtual patients" in conditions close to reality. Interactive methods such as the use of medical cases, role-playing games or virtual realities help students practice medical terminology, develop their ability to work in a team and ensure the application of knowledge in real or simulated situations. These methods actively involve students in the process, improving their motivation and competencies. Using technology and online resources, the modern digital technologies play an important role in teaching English in medical schools. Electronic platforms, mobile applications, online courses, and databases allow students to improve their skills at a convenient time, learn interactively, and gain access to world-class materials. Medical students can use the platforms to practice medical English, participate in online simulations, and communicate with teachers and colleagues through forums and chat rooms. This creates a flexible educational environment in which students can study independently, but at the same time receive support and feedback from teachers. The clinical discussion method (Case-based learning) focuses on teaching students through the analysis of real or hypothetical clinical cases. In this approach, students analyze specific situations, discuss possible diagnoses, treat patients, and learn medical vocabulary and phrases used in clinical practice in English. This method allows students to develop not only language, but also professional skills. It stimulates critical thinking, improves decision-making skills, and helps students get used to real medical practice.

Conclusion

Modern pedagogical approaches in teaching English at medical universities are focused on the use of innovative methods and technologies that significantly improve the

quality of education and motivation of students. The implementation of these methods contributes to the creation of a flexible and effective educational environment in which students can successfully combine theoretical knowledge with practical skills, improving their language skills and preparing for a successful career in the international medical environment.

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