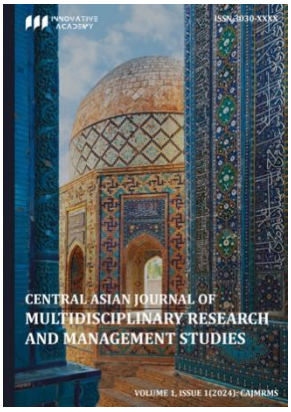


# ONLINE TEACHING OF ENGLISH FOR MEDICAL PURPOSES

**Nasimova Sokhiba Yakhyaevna**

**Assistant teacher Department of Languages, Samarkand state medical university**

https://doi.org/https://doi.org/10.5281/zenodo.11242617

**ARTICLE INFO**

Received: 18th April 2024
Accepted: 20th May 2024
Published: 22nd May 2024

**KEYWORDS**

*multimedia, assessment, technology, tool, skill, audiovisual materials, online platform.*

**ABSTRACT**

*The goal of the multimodal online English for Medical Purposes (EMP) program is to address the specific demands of students and medical professionals who need to speak and understand English well in order to pursue careers in medicine. In an increasingly international healthcare environment, the goal of online English for Medical Purposes instruction is to equip medical professionals with the language and communication skills they need to succeed in their careers, progress healthcare, and ultimately enhance patient outcomes.*

**Introduction.** Technology-enhanced learning (TEL) offers innovative tools and methods to enhance the teaching and learning experience, particularly in the field of English for medical purposes. Here's how technology can be integrated into medical English instruction.

Online Learning Platforms. Utilize learning management systems (LMS) or online platforms specifically designed for language learning, where students can access course materials, interactive exercises, multimedia resources, and communication tools. These platforms offer flexibility for self-paced learning and facilitate communication between students and instructors.

Virtual Reality (VR) and Augmented Reality (AR): Immersive technologies like VR and AR can create realistic simulations of medical environments, procedures, and patient interactions. Students can practice English language skills in virtual medical scenarios, such as patient consultations, surgical simulations, or emergency situations, enhancing their communication and decision-making skills.

Mobile Apps and Learning Games: Develop mobile applications or educational games tailored to medical English learners. These apps can feature vocabulary drills, pronunciation exercises, medical terminology quizzes, role-playing simulations, or interactive case studies, making language learning engaging and accessible anytime, anywhere.

Video conferencing and Telemedicine Platforms: Incorporate videoconferencing tools or telemedicine platforms into language instruction to simulate real-time communication in medical settings. Students can participate in virtual doctor-patient consultations, interdisciplinary meetings, or professional networking events, practicing their language skills in authentic contexts.

**Synchronous and Asynchronous Communication Tools.** Encourage synchronous communication through live chat sessions, video conferencing, or virtual classrooms, where students can engage in real-time discussions, collaborative activities, and group projects. Asynchronous communication tools such as discussion forums, messaging apps, or email facilitate ongoing interaction and peer feedback outside of scheduled class times.

Language Learning Software and Adaptive Systems: Integrate language learning software or adaptive learning systems that personalize instruction based on students' proficiency levels, learning preferences, and performance data. These tools can offer customized language exercises, targeted feedback, and progress tracking to support individualized learning pathways.

Multimedia Resources and Interactive Content: Enhance traditional teaching materials with multimedia resources such as videos, podcasts, infographics, and digital simulations. Interactive content engages students visually and kinesthetically, reinforcing language comprehension, cultural understanding, and medical knowledge.

Digital Assessment Tools: Use online assessment tools, quizzes, and surveys to evaluate students' language proficiency, comprehension of medical concepts, and communication skills. Digital assessments provide immediate feedback, allow for automated grading, and enable instructors to monitor students' progress over time.

By leveraging technology-enhanced learning tools and resources, educators can create dynamic and immersive learning experiences that empower students to develop language proficiency, cultural competence, and professional skills essential for success in the medical field.

Project-Based Learning (PBL) is an innovative instructional approach that engages students in hands-on, real-world projects to deepen their understanding of content and develop essential skills. In the context of teaching English for medical purposes, PBL offers a dynamic method for integrating language learning with medical content and practical applications. Here's how PBL can be implemented:

Project Design: Design projects that require students to research, analyze, and present information on medical topics relevant to their language learning goals. Projects could focus on healthcare issues, medical procedures, patient education, or community health initiatives.

Authentic Tasks: Assign tasks that simulate real-world challenges faced by healthcare professionals, such as creating patient education materials, designing health promotion campaigns, or developing medical case studies. These authentic tasks motivate students by demonstrating the practical relevance of their language skills.

Interdisciplinary Collaboration: Encourage interdisciplinary collaboration by forming teams of students from diverse backgrounds, such as medicine, nursing, public health, and linguistics. Collaborative projects promote peer learning, foster creativity, and offer opportunities for students to leverage their collective expertise.

Language Development: Integrate language learning objectives into project activities, such as researching medical literature, writing reports or proposals, preparing oral presentations, and engaging in discussions with peers and instructors. Students practice English language skills while exploring medical content in depth.

Critical Thinking and Problem-Solving: Challenge students to think critically and solve complex problems encountered in medical contexts. PBL projects encourage inquiry-based learning, where students analyze information, evaluate evidence, and propose solutions to authentic healthcare challenges.

Reflection and Feedback: Incorporate opportunities for reflection and feedback throughout the project cycle. Students reflect on their learning experiences, assess their progress, and identify areas for improvement. Teachers provide formative feedback to guide students' language development and project implementation.

Community Engagement: Foster community engagement by connecting PBL projects to real-world stakeholders, such as healthcare organizations, clinics, or community groups. Students may collaborate with healthcare professionals, conduct interviews, or gather feedback from target audiences to inform their project work.

Presentation and Dissemination: Culminate PBL projects with presentations or exhibitions where students showcase their work to peers, instructors, and external audiences. Presentation skills are integral to professional communication in the medical field, and this opportunity allows students to practice articulating their ideas effectively.

Assessment and Evaluation: Assess student learning based on project outcomes, including language proficiency, content knowledge, teamwork, and problem-solving abilities. Rubrics can be used to evaluate both individual contributions and group collaboration in PBL projects.

By engaging in project-based learning experiences, students develop not only language proficiency but also critical thinking, collaboration, and communication skills essential for success in healthcare professions. PBL offers a student-centered approach that empowers learners to take ownership of their learning and apply their skills in real-world contexts.

A multimodal approach to teaching English for medical purposes involves integrating various modes of communication and learning modalities to cater to different learning styles and preferences. In the context of medical English instruction, a multimodal approach aims to enhance language learning by incorporating visual, auditory, kinesthetic, and interactive elements. Here's how it can be implemented:

Visual Resources: Incorporate visual aids such as charts, diagrams, infographics, and medical illustrations to help students visualize medical concepts, anatomical structures, and procedural steps. Visual resources support comprehension and retention of complex information.

Audiovisual Materials: Utilize audio and video recordings, medical podcasts, documentaries, and multimedia presentations to expose students to authentic medical language, communication patterns, and professional contexts. Listening to medical conversations and lectures enhances listening comprehension and pronunciation skills.

Interactive Technology: Integrate interactive technology tools such as online simulations, virtual labs, and educational apps to create engaging learning experiences. Interactive activities allow students to practice language skills in simulated medical environments, such as diagnosing virtual patients or conducting virtual surgeries.

**Conclusion.** Organizing role-playing activities and simulated medical encounters where students take on different roles and engage in authentic medical interactions. Role-playing scenarios help students develop communication skills, cultural competence, and confidence in using English in professional contexts. Besides them you can provide.

Hands-on learning opportunities such as anatomy labs, medical simulations, and practical skills workshops. Kinesthetic activities engage students physically and experientially, reinforcing language learning through tactile experiences and muscle memory.

**Bibliography:**

1.Dilbar, I., & Kamola, S. (2022). TEACHING ENGLISH METHODS. *Thematics Journal of Education*, *7*(5).

2.Ilhomjonovna, S. K., & Parvina, O. (2020). Structural-Morphological Characteristics of Binary Tautologisms. *International Journal on Orange Technologies*, *2*(12), 23-28.

3.Saidova, K. (2024). USING GAMES ON ENGLISH LESSONS IN HIGHER EDUCATION INSTITUTES. *Conference Proceedings: Fostering Your Research Spirit*, 142-144.
4.Парвина, О. (2023). ОСНОВНАЯ РОЛЬ ДОПОЛНИТЕЛЬНЫХ ЗАНЯТИЙ В ОБУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫК. *Research Focus*, *2*(10), 69-74.
5. Olimzoda, P. (2022). Usage of video as audiovisual materials in foreign language classes. *Science and Education*, *3*(11), 800-803.
6. Shamsiyev, K., Olimzoda, P., Saidova, K., & Ibragimova, D. (2023, February). Approaches to Teaching Academic Writing. In *Международная конференция академических наук* (Vol. 2, No. 2, pp. 31-34).
7. Ibragimova, D., & Mukhammadieva, M. (2024). MOTIVATING TECHNIQUES FOR LEARNING FOREIGN LANGUAGES. *Conference Proceedings: Fostering Your Research Spirit*, 54-56.
8.Ибрагимова , Д. . (2024). Зеленые богатства Узбекистана и их полезные лечебные свойства. *Общество и инновации*, *5*(3/S), 121–124.
9.Мавлонова, Н. (2019). Независимое возникновение межъязыковых фразеологических соответствий. *Иностранная филология: язык, литература, образование*, (4 (73)), 59-63.
10.Алишеровнамавлонова, Н. (2021). О сопоставительном изучении фразеологии на современном этапе. *Scientific progress*, *2*(4), 849-856.
11. Yorova, S. A. Y. O. R. A., & Nasimova, S. O. H. I. B. A. (2019). The ways of teaching languages at medical institutions.
12.Yakhyaevna, N. S., & Sabu, S. (2024). THE MOST IMPORTANT PRESCRIPTION ABBREVIATION. *Journal of Universal Science Research*, *2*(1), 444-451.
13.Yaxyayevna, N. S., & Alam, M. A. (2023). INTRODUCTION INTO ANATOMICAL HISTOLOGICAL TERMINOLOGY. NOUN, GRAMMAR CATEGORIES OF NOUNS. DETERMINATIONS OF GENDER, STEM, VOCABULARY FORMS. *Yangi O'zbekistonda Tabiiy va Ijtimoiy-gumanitar fanlar respublika ilmiy amaliy konferensiyasi*, *1*(7), 107-111.
14.Parvina, O., & Bilal, A. (2024). LATIN AND INTRODUCTION TO DECLENSIONS. *Journal of Universal Science Research*, *2*(1), 452-459.
15.Esanova Maftuna Bakhodirovna, & Tayyab Saqib. (2023). PHARMACEUTICAL TERMINOLOGY. *Yangi O'zbekistonda Tabiiy Va Ijtimoiy-Gumanitar Fanlar Respublika Ilmiy Amaliy Konferensiyasi*, *1*(7), 76–80.
16.Zikiryaevna, S. A. (2023). THE ENCOUNTER OF MODERNISM IN ENGLISH LITERATURE. *Ethiopian International Journal of Multidisciplinary Research*, *10*(12), 6-8.
17.Saydullaevna, I. D., & Abbas, H. (2023, November). PRESCRIPTION, STRUCTURE OF PRESCRIPTION, USE OF GENDER SINGULAR AND PLURAL IN PRESCRIPTION. In *International conference on multidisciplinary science* (Vol. 1, No. 5, pp. 222-225).
18.Yakhyaevna, N. S. (2023). HISTORY OF ENGLISH WRITING DOCUMENTS IN THE MIDDLE AGES. *Research Focus*, *2*(10), 41-45.
19. Genjebaevna, A. P., & Bakhadirovna, E. M. (2022). THE IMPORTANCE OF TEACHING LATIN IN MEDICAL SCHOOLS. *Thematics Journal of Education*, *7*(5).
20. Ibragimova, D., & Mukhammadieva, M. (2024). MOTIVATING TECHNIQUES FOR LEARNING FOREIGN LANGUAGES. *Conference Proceedings: Fostering Your Research Spirit*, 54-56.
21. Ibragimova Dilbar Sadullaevna, & Mukhamadieva Malika Tokhirovna. (2024). COMMUNICATIVE ASPECTS OF MEDICAL COMMUNICATION BETWEEN A DOCTOR AND A PATIENT. *Multidisciplinary Journal of Science and Technology*, *4*(1), 264–269.
22. Sadullaevna, I. D., & Teja, A. S. C. (2024). GRAMMAR CATEGORIES AND VOCABULARY FORM OF ADJECTIVES IN LATIN LANGUAGE. *Journal of Universal Science Research*, *2*(1), 419-424.
23. Saydullaevna, I. D., & Abbas, H. (2023, November). PRESCRIPTION, STRUCTURE OF PRESCRIPTION, USE OF GENDER SINGULAR AND PLURAL IN PRESCRIPTION. In *International conference on multidisciplinary science* (Vol. 1, No. 5, pp. 222-225).