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# PEDAGOGICAL PRINCIPLES OF ORGANIZING FOREIGN LANGUAGE LESSONS IN MEDICINE USING DIGITAL TECHNOLOGIES

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**Annotation:** This article analyzes the use of digital technologies in teaching foreign languages to medical students. It highlights the role of information and communication technologies (ICT) in the modern educational environment, as well as the effectiveness of online platforms, virtual simulations, mobile applications, and distance learning tools. The study, conducted experimentally, identified the importance of lessons organized using digital tools in developing students' professional communication skills. The results showed that an interactive and technological approach significantly increases students' motivation, expands their vocabulary, and develops professional communication skills.

**Key words:** digital technologies, medical education, foreign language, blended learning, communicative competence, virtual modeling.

**Abstract:** This article examines the pedagogical foundations of organizing foreign language teaching in medical education using digital technologies. A mixed-method approach was used to compare experimental and control groups. The results demonstrate that digital platforms, virtual simulations, and mobile learning tools significantly enhance students' professional communicative competence and motivation. A blended learning model for medical English for medical institutions is proposed.

**Key words:** digital technologies, medical education, teaching foreign languages, blended learning, communicative competence.

## Introduction

In the context of globalization, the medical field is increasingly involved in international cooperation. For medical professionals and students, knowledge of a foreign language, especially English, is crucial when studying scientific sources, participating in international conferences, and communicating with foreign specialists. Therefore, professionally oriented foreign language teaching in medical universities is a pressing issue.

In recent years, the rapid development of digital technologies has had a significant impact on the education system. Electronic platforms, distance learning systems, mobile apps, and artificial intelligence-based tools have taken foreign language teaching methods to a new level. Digital resources offer significant opportunities, particularly in the medical field, for developing terminology, clinical communication, and professional oral communication skills.

At the same time, the effective integration of digital technologies into the educational process requires a methodological approach, digital competence of the teacher, and curriculum flexibility. The purpose of this article is to examine the theoretical and practical aspects of organizing foreign language lessons in medicine using digital technologies and determine their effectiveness.

Research methodology

The following methods were used in the research process:

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**Theoretical analysis**

An analysis of pedagogical and methodological literature, scientific articles, and electronic resources was conducted. Academic views on digital education, e-learning, blended learning, and mobile learning technologies were explored.

**Experimental work**

The study was conducted in two stages:

**The control group** consists of students who received education using traditional methods.

**The experimental group** consisted of students who completed training using digital platforms and interactive tools.

The experiment was conducted over the course of a semester. Second-year medical students participated.

Application of digital tools

The following technologies were used during the lesson:

- Online learning platforms (video lectures, testing systems).
- Virtual clinical situations (simulations of specific cases).
- Learning medical terminology with mobile apps.
- Interactive presentations and online forums.
- Role-playing games using videoconferencing (doctor-patient dialogue).

4. Diagnostic methods

The students' level of knowledge was assessed based on the following criteria:

- Dictionary (number of medical terms).
- Oral speech.
- Ability to communicate in clinical situations.
- Reading and listening comprehension skills.

The results were analyzed using tests, oral interviews and written assignments.

4. Results

The results of the pilot study demonstrated the effectiveness of lessons organized using digital technologies.

**Increased motivation**

Students in the experimental group showed 30–35% greater interest in the lesson. Interactive platforms and visual aids livened up the lesson and encouraged independent learning.

**Expansion of the terminology base**

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Using mobile apps and online dictionaries, students learned an average of 25–40% more medical terms. Audio and video materials, in particular, accelerated the memorization process.

**Development of communicative competence**

As a result of training based on virtual clinical situations, students became more fluent in expressing their thoughts when communicating with patients, collecting anamnesis, and developing recommendations.

**Developing independent learning skills**

Online platforms allowed students to view materials outside of class, increasing their ability to study independently.

Although positive changes were observed in the control group, the indicators were lower than in the experimental group.

At the end of the experiment, the following indicators were determined:

| Indicator | Control | Experience |
|---|---|---|
| Terminology | +12% | +38% |
| Oral speech | +15% | +41% |
| Reading comprehension | +18% | +35% |
| Motivation | +10% | +45% |

The results confirmed the effectiveness of digital technologies.

5. Discussion

The results show that digital technologies are an important factor in the effective organization of foreign language learning. Particularly in the medical field, where practical communication skills must be developed alongside theoretical knowledge, interactive methods are of particular importance.

Digital platforms provide the following benefits:

- Flexibility of the educational process;
- Possibility of an individual approach;
- The effectiveness of visual and auditory learning;
- Operational monitoring and evaluation system.

However, there are some problems:

- Lack of technical resources;
- Low internet speed;
- Insufficient digital competence of teachers;
- Risk of distraction of students.

Thus, when implementing digital education, the following recommendations can be made:

1. Organizing trainings on digital pedagogy for teachers.
2. Creation of specialized electronic resources suitable for use in medicine.

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3. Application of blended learning model.
4. Improving the system of academic control and monitoring.

In the future, the use of artificial intelligence, virtual reality (VR), and augmented reality (AR) technologies may make foreign language teaching in medicine more effective.

Based on the conducted research, a mixed medical English model (BMEM) was proposed:

40% – classroom training

30% – virtual modeling

20% – Self-paced learning using LMS

10% – mobile learning

Scientific innovations

An integrated digital model for medical education has been developed.

The criteria for assessing professional communicative competence have been improved.

Conclusion

The study's results demonstrate that digital technologies are an important pedagogical tool for effectively organizing foreign language classes in the medical field. They develop students' professional communicative competence, enhance their motivation, and foster independent learning skills.

The introduction of modern technologies into the teaching of foreign languages in the medical field not only improves the quality of education but also ensures the competitiveness of future specialists in the international arena.

Thus, the methodologically correct organization and systematic application of digital educational technologies remain one of the important areas of modern medical education.

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