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Abstract: This article examines modern digital technologies used in teaching English to medical students, as well as their effectiveness and implementation considerations. Both general approaches to using digital tools in teaching English and their specific application to medical English (Medical English, English for Medical Purposes) are analyzed. It is demonstrated that the use of multimedia resources, online platforms, mobile applications, and digital reading significantly improves the motivation, engagement, language skills, and readiness of medical students for practical use of English. Recommendations for integrating technology into the educational process are provided.

Keywords: digital technologies, medical students, English teaching, Medical English, e-learning, mobile applications, online platforms, motivation.

Introduction: In today's global medical and scientific community, English is the international medium of communication, scientific information exchange, teaching, publishing, and professional interaction. For medical students, English proficiency is not just an academic discipline but a necessary tool for reading foreign medical literature, participating in international conferences, communicating with colleagues, and potentially undertaking internships abroad. Traditional methods of teaching English (lectures, textbooks, exercises, reading, listening) have their advantages, but are often insufficient for developing specific medical vocabulary, communication skills in clinical situations, and understanding professional texts [5, 12]. At the same time, the growth of digital technologies opens up new opportunities: multimedia, online resources, mobile applications, virtual simulations, digital reading, etc.

Materials and Methods: This article analyzes how digital technologies can and are already being used in teaching English to medical students, their benefits, challenges, and limitations. The overall impact of digital technologies on English language learning has been well studied. The work "The Role of Digital Technologies in Teaching and Learning of English Language" notes that digital tools from online resources to communication platforms—can significantly expand the possibilities of language learning, making it more flexible, multimedia-based, and adaptive [1, 52].

Discussion: The review "Exploring the Use of Digital Technology in English Language Teaching: Strategies and Methods for Effective Implementation" describes various digital teaching methods – including the use of internet resources, digital materials, and online platforms – making it easier for teachers to select strategies and methods to enhance teaching effectiveness. Furthermore, research shows that digital technologies can enhance student motivation and make the learning process more engaging and effective.

Thus, digital foreign language learning is not just a fashionable trend, but a proven methodology capable of improving the quality, flexibility, and adaptability of teaching.

Teaching English to medical students has its own specifics: not only general language proficiency is important, but also mastery of medical vocabulary, the ability to read and understand scientific articles, formulate clinical diagnoses, communicate professionally, translate medical documents, and participate in conferences and internships. Regular English courses often do not provide sufficient specialization. Therefore, the demand for so-called “Medical English” (or “English for Medical Purposes, ESP/EMP”) is growing [6, 43]. Digital technologies can fully address this specificity: through specialized programs, multimedia, simulations, and online resources, students can be immersed in a context similar to a professional one. The aim of this study is to analyze the potential and limitations of using artificial intelligence in teaching English in higher education, as well as to identify its impact on student learning outcomes. The object of the research is the process of teaching English at a university, and the subject is the use of artificial intelligence technologies in this process.

To achieve this goal, we used methods of analyzing scientific literature, comparing traditional and innovative pedagogical approaches, and interpreting empirical data obtained through student surveys. The modern education system is undergoing a major transformation associated with the active implementation of digital technologies. While just ten to fifteen years ago, information resources were used primarily as teaching aids, today they are gradually becoming an integral part of the educational environment. In this context, artificial intelligence (AI) has attracted particular attention from researchers and practitioners, no longer limited to its role as an automation tool but rather as an independent pedagogical resource [3, 25]. In recent decades, the digitalization of education has become a key area of development in higher education. Technological changes inevitably affect the study of foreign languages, primarily English, which is now viewed not only as a means of international communication but also as a tool for professional activity and scientific interaction. In the context of globalization, proficiency in English is no longer a competitive advantage and is gradually becoming a necessary norm for students in various fields of study.

Results. Electronic communication devices such as computers, laptops, mobile phones, global communications systems, the Internet, and other technologies such as video and audio conferencing, video telephony, webcasts, and chat rooms have become integral parts of language learning, and their widespread use in education and other social spheres is steadily growing. Thus, technology-based learning, a process of learning through electronic technologies, has emerged, significantly expanding the possibilities of language learning, allowing it to no longer be limited solely to the traditional school environment [2, 64]. It has enormous educational potential both inside and outside the classroom, as it allows students to easily access a variety of learning materials using various educational platforms and facilitates familiarity with lessons and teaching aids from native speakers.

Technology-enabled learning experiences involve students using technology and internet tools, as well as audiovisual aids and equipment, to complete homework assignments, practice exercises, and expand their knowledge of the subject matter discussed by teachers in class. If students are carefully guided throughout the process and encouraged to use technology purposefully, they are well on their way to achieving learner autonomy and becoming autonomous and self-regulated learners. Teachers, who influence students' intellectual, emotional, and social development through their teaching practices and role modeling, play a significant role in this process. They should guide students in finding the best approach to learning and, by creating a positive atmosphere among students when using technology, help

them develop the ability to effectively utilize the resources available to them and ultimately lead them to independently use technology for learning.

Digital tools for various types of educational activities in higher education institutions are most often considered to be a variety of standard tools (Microsoft Word, Microsoft Excel, Microsoft Power Point, etc.), as well as specially developed software, such as: “Google Classroom” for converting a computer lab into a multimedia interactive environment with expanded language lab capabilities. These technical means are interactive and multimedia in nature, as well as a digital format of a foreign language, the relationship between teachers and students. Technological and methodological aspects of this procedure are represented by the following information tools: hypertext, mobile media, multimedia, CD-ROM technology, testing programs, computer-based training programs, telecommunication technologies, remote types of interaction, such as network, voice, video chats or lectures, teleconferences, etc.

Furthermore, a certain number of information tools should be available online, specifically English grammar trainers. The most effective electronic communication channels are professional websites, social networks, chat rooms, forums, and email, thereby creating both a collective and individual space for electronic interaction using computers and mobile devices. Social media, such as one of the most popular social networks in Uzbekistan, are of great importance for developing university students' foreign language communicative competence.

Among the most popular translators is “translate.uz” which supports approximately 19 foreign languages. Google Translate can fully translate words, texts, and even web pages into 103 foreign languages.

Yandex Translate has a distinctive feature: it can translate text from any image. Considering the above facts, it can be concluded that the digitalization of education has both a positive and negative impact on the development of the higher education system in terms of teaching foreign languages to future medical students. Focusing solely on digital foreign language instruction for medical students is not capable of effectively improving their foreign language communicative skills, as digital information and communication technologies cannot sufficiently ensure qualitative growth not only in linguistic abilities and professional knowledge, but also in the sociocultural qualities of university students, which are socially important for maintaining moral and ethical standards of behavior in society.

In the modern world, all spheres of society, especially medicine, increasingly use English. Currently, learning a foreign language using the most effective teaching technologies is a pressing issue. The demand for English language learning requires the use of appropriate information technologies and methods for productive language acquisition and the ability to apply it in professional activities. One of the key factors in developing students' readiness to master English is stimulating their motivation through interactive and information technologies, as without a well-established motivational framework, they cannot be prepared for active professional work. Stimulation in learning is defined as encouraging students to engage in active learning using mobile applications and platforms, and is based primarily on developing the right motivations for learning. Given the current changes in English language learning, it is difficult to imagine practical classes without the latest information technologies and educational communication systems in the educational process. Today's students, and future medical professionals, must be fluent in the information resource landscape.

Using an information technology environment in teaching English is a new and promising approach to educational development, especially for students in higher medical institutions. Practical classes cannot be limited to a textbook, a blackboard, and chalk. Medical

English is not a dry, memorized approach to teaching – it involves engaging, hands-on learning using smart boards, smartphones and educational platforms. A teacher in a modern English practical class at a medical university is a tutor with the latest knowledge in pedagogy, psychology and information technology, fluent in the use of technology. Information technology is the driving force behind the educational process. The use of information technology enhances students' cognitive activity and motivates them to improve their performance, understand the importance of mastering English, improves the effectiveness of practical classes, and modernizes the higher education system. The development of new teaching methods using computer and information technology organizes educational activities through interactive learning, where the interactive transfer of knowledge is a process of continuous, active interaction among all participants.

Using Teams can help teachers intensify their interactions with their students. Teachers can create a Teams group and work with the entire group of students or with individual students. They can prepare necessary information, develop a series of quizzes, prepare video content, and upload it as an assignment for students to complete. The assignment can be completed anywhere, but the teacher retains the right to set deadlines. Student results are automatically displayed on the review page, and group members can independently monitor their results and progress on specific topics and uploaded materials. Teachers can view group grades, comment on completed assignments, and provide explanations. Working with a shared document, which can be edited by the entire group, is very convenient.

However, despite all the advantages, the use of artificial intelligence is not without its challenges. One of the most widely discussed drawbacks is the limited cultural and emotional component. Algorithms can effectively check grammar or suggest new words, but they are unable to fully capture the cultural nuances of language, the natural intonations, and the nuances of interpersonal communication. This is especially important for university practice, where developing intercultural competence is a key task. Other limitations include the risks of technological dependence and the diminished role of the teacher. Overreliance on intelligent systems can lead to superficial knowledge and weakened critical thinking skills.

Furthermore, issues related to the reliability of information, the protection of students' personal data, and the quality of the algorithms used remain unresolved. Technical failures and differences in the digital proficiency of students and teachers can also reduce the effectiveness of innovation implementation.

Therefore, the advantages and disadvantages of using artificial intelligence in English language teaching at universities should be considered holistically. Artificial intelligence can significantly improve the effectiveness of the educational process, but its use must be integrated into the pedagogical system and supported by the professional work of the teacher. Only then will the technology serve a supporting, rather than a replacing, function, maintaining a balance between innovative and traditional teaching methods. The study attempted to compare the effectiveness of traditional English language teaching methods with the practical use of artificial intelligence technologies in the university environment. To this end, data from student and teacher surveys, as well as the results of assessments completed during the academic semester, were analyzed. Approximately 80 students from various fields of study and seven English teachers participated in the survey, which provided a fairly comprehensive understanding of the perception of artificial intelligence in the educational process.

Survey results showed that over 70% of students positively assessed the use of artificial intelligence, citing ease of access to materials, personalized assignments, and prompt feedback.

However, 18% of respondents expressed concerns related to excessive mechanization of learning and a lack of “live communication” with the teacher. Among teachers, attitudes were more cautious: about half of respondents acknowledged the potential of artificial intelligence but emphasized its auxiliary role and the need to maintain the teacher’s primary role.

A comparison of assessment results also revealed certain patterns. Students who actively used adaptive platforms and chatbots to practice English demonstrated, on average, 15-20% higher scores in grammar and vocabulary compared to groups who studied exclusively with traditional methods. However, when assessing oral communication and dialogue skills, the differences were less pronounced, confirming the limitations of algorithms in conveying cultural and communicative context.

Thus, a comparative analysis demonstrates that the use of artificial intelligence enhances learning productivity and accelerates learning, particularly in grammar and vocabulary. At the same time, traditional methods remain a priority for developing communicative competence, critical thinking, and mastering the cultural characteristics of language. A combined approach, in which innovative technologies are used to complement pedagogical interaction, proves most effective. The findings suggest the need to integrate artificial intelligence into the educational process not as a substitute for teaching, but as a tool that enhances its methodological potential. This model ensures a balance between technological capabilities and the humanities component of education, which is especially important in university settings.

Conclusion: The integration of digital technologies into English language teaching for medical students is a promising and well-founded approach that allows for tailoring education to the needs of future medical professionals, increasing motivation, diversifying methods, and aligning the learning process with the professional environment. Empirical studies show that the use of e-learning, mobile applications, online resources, and virtual simulations provides real benefits in English reading, comprehension, and communication skills in medical contexts. However, the integration of technologies requires a thoughtful approach: teacher training, resource assessment, and balancing traditional methods. When properly implemented, digital technologies can significantly improve the quality of medical student training and their readiness for international professional and scientific work.

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