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The Role of CLIL In Enhancing Communicative Skills in Professional Medical Contexts

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Abstract: Modern trends in the educational process do not bypass medical universities, where the study of foreign languages, including English, is becoming an integral part of the curriculum. This is especially true for English, which is the international language of science and medicine. In recent years, more and more importance has been attached to the integration of communication technologies into the learning process, which opens up new opportunities for teaching English in medical universities. English plays a vital role for students of medical universities. It is necessary for reading scientific articles, participating in international conferences, communicating with colleagues abroad, as well as for mastering specialized medical terminology. In addition, modern medical research and innovations are actively published in English, which makes its knowledge mandatory for effective mastering of the profession.

Introduction: Technologies are radically changing the ways of teaching, creating new opportunities to improve the quality of education. The use of information and communication technologies (ICT) in teaching English gives teachers a wide range of tools to improve the effectiveness of learning. Key aspects of ICT implementation in English language teaching in medical schools include the following: Today, many medical schools use online platforms such as Moodle, Blackboard or Canvas to create virtual classrooms where students can access educational materials, take tests and ask questions to the teacher. Virtual classrooms allow training to be organized at a convenient time and place, which is especially important for students who often travel for internships and clinical classes. Webinars and video conferences are becoming an integral part of the educational process. Using platforms such as Zoom, Skype or Microsoft Teams, teachers can organize interactive classes with participants from different parts of the world. This creates unique conditions for communicating with native speakers, discussing current medical topics and exchanging experiences with foreign specialists.

Using multimedia resources such as videos, podcasts, online courses and mobile applications makes the learning process more interactive and engaging. For example, with the help of specialized applications for studying medical terminology in English, students can learn new words and phrases, as well as test their knowledge in a game form. With the development of artificial intelligence in the educational process, adaptive learning systems have begun to appear that can adjust to the individual needs of students. Such systems can analyze the level of students' knowledge and offer them appropriate tasks, which allows for work that is more effective with groups with different levels of training.

1. Accessibility. Students can study at any time and in any place, which is important for people combining study with practice.

2. Motivation. Interactive forms of training, such as games, competitions, quizzes, help increase students' interest in learning a language.

3. Personalization. With the help of technology, it is possible to organize individual work with each student.

4. The need for technical training. Effective use of

technology requires both technical equipment and training of teachers to use new teaching methods.

5. Lack of personal communication. Despite all the advantages of virtual platforms, they cannot always replace live communication between a teacher and students, which is especially important for language learning.

Many medical schools around the world are already successfully implementing communication technologies in teaching English. For example, some universities are creating online courses in medical English, which are available to both students and practicing doctors seeking to improve their level of English. Such courses actively use virtual simulations and interactive tasks that help develop not only language but also professional skills. Another successful example is the use of mobile applications for medical English. Applications such as Medictionary help student's quickly master professional vocabulary and terminology available in various fields of medicine. The use of communication technologies in teaching English at a medical university opens up new horizons for teachers and students. Combining traditional teaching methods with innovative technologies can significantly improve the quality of education and train specialists who will confidently use English in their professional activities. At the same time, it is important to take into account the challenges associated with the introduction of new methods and strive to create a balanced approach that combines the advantages of both technology and personal communication in the educational process.

Teaching English at medical universities using modern communication technologies continues to develop and adapt to new educational realities. In recent years, there has been an active introduction of innovative methods and technologies that make learning more flexible, accessible and effective. Let's look at some of the new methods that are actively used in teaching medical English: Mobile apps such as Me dictionary, Anki (for creating medical vocabulary flashcards) or specialized apps for learning medical English are becoming an important tool in the educational process. These apps allow students to improve their medical terminology skills anytime and anywhere, and adaptive technologies help to customize the learning process depending on the student's level of knowledge. Online courses and virtual simulations are becoming popular in medical education. Virtual simulations allow students to immerse themselves in real medical situations in which they must use English for communication, which helps develop not only linguistic but also professional skills.

Video conferencing technologies such as Zoom, Microsoft Teams, and Google Meet allow for virtual lectures and seminars with international experts. Teachers can organize meetings with native speakers, which helps students not only learn medical English but also practice speaking skills. Using game elements in teaching, such as quizzes, competitions, role-playing games, and simulations, is becoming an important part of the educational process. Kahoot!, Quizlet, and other platforms allow teachers to create quizzes and games that not only test knowledge but also make learning more interactive and fun.

Artificial intelligence (AI) and chatbots help students practice English offline. AI can analyze students' speech, help them with pronunciation, offer customized tasks, and explain mistakes. Chatbots such as Babbel or Duolingo already use adaptive algorithms to make learning as personalized as possible. Multimedia resources such as videos, animations, infographics, and interactive tutorials are used to explain complex medical terms and concepts. Interactive platforms such as Articulate Storyline or Camtasia allow teachers to create their own courses with multimedia elements, which helps students, perceive and remember information more easily. Using social networks and online forums for communication between students, teachers, and experts helps create a learning community. In groups on Telegram, Facebook, WhatsApp, students can discuss current topics in English, share experiences, and ask questions. Forums and discussion platforms such as Reddit also provide an opportunity to communicate with medical professionals in English. Benefits: Creating a community and developing communication skills in an informal setting. Sharing knowledge and experience with colleagues. Developing written communication skills in English. When students do not know English or have poor knowledge, this can significantly hinder the learning process. In such cases, several problems associated with insufficient language proficiency may arise in the classroom. Here are some of the things that may be lacking:

Without knowledge of basic medical and general English terms, students will not be able to understand assignments, lectures, scientific articles, and instructions. In such cases, the teacher needs to actively introduce new terms with explanations in their native language and pay attention to visualization (e.g. through pictures or videos). Students who are not confident in their language skills may avoid communicating in English, which limits their participation in discussions, role-plays, and other forms of active learning. Create a comfortable atmosphere where mistakes are accepted as part of the learning

process and encourage students to speak through simple phrases, confidence-building exercises. In medicine, it is important to know specialized English to communicate with colleagues, patients, and to work with medical documentation. If students do not know the language, they will not be able to fully participate in clinical cases, simulations, and other practical exercises. Use adapted materials based on students' knowledge level, gradually introduce medical vocabulary through context, and engage in collaborative discussions in their native language. Students who do not speak English will not be able to read and analyze educational materials, scientific articles, and research, which will limit their knowledge of medicine. Use translation dictionaries, create parallel texts (e.g. with a translation into their native language), introduce multimedia materials (video, infographics, audio) so that students can understand the content. Without English language proficiency, students find it difficult to use many online educational resources that are predominantly in English (e.g. online courses, research papers, videos). The instructor can offer additional resources with translations and explanations, and encourage students to work with these materials with the instructor's support.

The teacher provides additional materials, explains the meaning of words, uses more visual cues and examples, and provides an opportunity to review vocabulary during individual consultations. Not all students are confident when it comes to speaking. The teacher creates a comfortable atmosphere in which students can make mistakes without fear. Additional lessons can also be organized to practice spoken English. Students were actively engaged in the process, and the successful use of multimedia resources made the lesson more visual and understandable. It is important that students learned to use medical terms in context. It could be useful to conduct more practical exercises and role-plays where students have to communicate with "patients" to improve their English communication skills in medical situations. Regular role-plays with a focus on medical communication will help develop students' confidence.

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