

INNOVATIVE METHODS TO INCREASE INTEREST IN ENGLISH AMONG FUTURE DOCTORS

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Abstract. This article examines modern methods for increasing interest and motivation among medical students in learning English for Medical Purposes (EMP). It analyzes ways to engage students as active participants without increasing their academic workload, stimulate intrinsic motivation, and develop real clinical skills. The article provides practical recommendations for medical higher education institutions.

Keywords: future doctors, English for Medical Purposes (EMP), gamification (use of game elements), virtual reality (VR), peer-assisted learning (PAL), project-based learning, motivation, medical English, immersive learning, digital technologies.

Introduction. English is the primary source of scientific information in medicine, as well as a key tool for international collaboration and effective communication with patients. However, due to the heavy academic workload, medical students often perceive learning a foreign language as an additional burden. Modern pedagogy offers solutions to this problem through game elements, virtual environments, and student-centered approaches. Unlike traditional methods, innovations based on technology and interactivity not only make lessons more engaging but also demonstrate the real-life importance of language skills.

In today's era of globalization and information, knowledge of foreign languages has become essential in every field. Conducting lessons using new and modern technologies ensures successful outcomes for both students and teachers. Below there are given several examples of such technologies:

1. **Gamification: enhancing motivation through play.** Gamification engages students by incorporating points, rankings, game elements, and competitions into the learning process. In medical English, games like "Medical Quest" can be used to practice describing symptoms and making diagnoses. This approach is based on Self-Determination Theory (autonomy, competence, and relatedness), significantly increasing participation, often without students even realizing how immersed they have become.

2. **Virtual Reality (VR) and immersive simulations.** Using VR headsets, students can interact with virtual patients in English, communicate in emergency situations, and learn non-verbal communication. This provides a safe environment for real clinical experience, helps retain new vocabulary more effectively, and improves adaptability. However, the financial cost of such technologies may limit their accessibility.

3. **Mobile applications and digital platforms.** Simple exercises like English Enhancing Exercises (EEE) via WhatsApp (5–10 minutes weekly) help students save time. Platforms such as Quizlet, Memrise, and specialized medical English apps teach terminology in a game-like format. Immediate feedback encourages autonomous learning. However, excessive use of such tools may lead to overdependence on gadgets.

4. **Project-Based Learning (PBL).** Students read authentic English-language articles, prepare presentations on diseases, or participate in virtual international conferences. This combines instrumental and integrative motivation while connecting learning to the real world. Such methods not only increase motivation but also serve as an introductory experience for students interested in future scientific research.

5. **In-depth analysis of student needs.** Through Needs Analysis, lessons can be tailored to each group (oral or written focus). This creates a sense of relevance—“this is for me”—among students.

Any new game or method can be effective if it is based on students’ needs. However, these technologies and activities must be used appropriately and in moderation; otherwise, they may produce the opposite effect. In addition, differences in students’ language proficiency levels may negatively impact the quality and outcomes of such activities. Taking all factors into account, it is advisable to adopt an individualized approach for each group, with necessary adjustments and enhancements.

Conclusion. To increase medical students’ interest in English, it is essential to integrate innovative methods such as gamification, VR, mobile technologies, and PAL into the curriculum. These approaches encourage students not only to learn the language but also to enjoy the process. As a result, they become competitive in global medicine and provide high-quality patient care. Higher education institutions are recommended to ensure that teachers participate in specialized language training and continuously improve educational programs. It is important to clearly convey to students that English can become a powerful tool in a doctor’s future career.

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