

**THE USE OF BLENDED LEARNING STRATEGIES IN MEDICAL
ENGLISH LESSONS**

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Abstract: the rapid development of digital technologies and the growing demand for professional English proficiency in healthcare have intensified interest in blended learning approaches in medical education. This article explores the effectiveness of multi-component blended learning strategies in teaching Medical English to undergraduate medical students. The study integrates face-to-face instruction, online learning platforms, interactive multimedia resources, collaborative tasks, and self-directed learning components. Using a mixed-methods approach, data were collected through pre- and post-tests, learner questionnaires, and classroom observations. The results indicate that multi-component blended learning significantly improves students' medical vocabulary acquisition, communicative competence, and learner autonomy. The findings suggest that a well-structured blended learning model enhances both linguistic outcomes and learner engagement, making it a viable pedagogical strategy for Medical English instruction.

Keywords: blended learning, Medical English, multi-component learning, ESP, medical education, digital pedagogy

**TIBBIY INGLIZ TILI DARSLARIDA BLENDED LEARNING
STRATEGİYALARINING QO‘LLANISHI**

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Annotatsiya: raqamli texnologiyalarning jadal rivojlanishi va sog'liqni saqlash sohasida ingliz tilini professional darajada bilishga bo'lgan talab ortib borayotgani tibbiy ta'limda aralash ta'lim yondashuvlariga qiziqishni kuchaytirdi. Ushbu maqola bakalavriat tibbiyot talabalariga tibbiy ingliz tilini o'rgatishda ko'p komponentli aralash ta'lim strategiyalarining samaradorligini o'rganadi. Tadqiqot yuzma-yuz ta'lim, onlayn ta'lim platformalari, interfaol multimedia resurslari, hamkorlikdagi vazifalar va o'z-o'zini boshqarish komponentlarini birlashtiradi. Aralash

usullardan foydalangan holda, ma'lumotlar oldingi va keyingi testlar, o'quvchilar so'rovlari va sinfdagi kuzatuvlar orqali to'plangan. Natijalar shuni ko'rsatadiki, ko'p komponentli aralash ta'lim talabalarning tibbiy so'z boyligini, kommunikativ kompetentsiyasini va o'quvchilarning mustaqilligini sezilarli darajada yaxshilaydi. Natijalar shuni ko'rsatadiki, yaxshi tuzilgan aralash ta'lim modeli ham lingvistik natijalarni, ham o'quvchilarning faolligini oshiradi, bu esa uni tibbiy ingliz tilini o'qitish uchun hayotiy pedagogik strategiyaga aylantiradi.

Kalit so'zlar: aralash ta'lim, tibbiy ingliz tili, ko'p komponentli o'rganish, ESP, tibbiy ta'lim, raqamli pedagogika

ПРИМЕНЕНИЕ СТРАТЕГИЙ СМЕШАННОГО ОБУЧЕНИЯ НА УРОКАХ МЕДИЦИНСКОГО АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: Быстрое развитие цифровых технологий и растущий спрос на профессиональное владение английским языком в здравоохранении усилили интерес к подходам смешанного обучения в медицинском образовании. В данной статье исследуется эффективность многокомпонентных стратегий смешанного обучения при преподавании медицинского английского языка студентам-медикам. Исследование интегрирует очное обучение, онлайн-платформы обучения, интерактивные мультимедийные ресурсы, совместные задания и компоненты самостоятельного обучения. Используя смешанный метод, данные были собраны с помощью предварительного и итогового тестирования, анкет учащихся и наблюдений за занятиями. Результаты показывают, что многокомпонентное смешанное обучение значительно улучшает усвоение студентами медицинской лексики, коммуникативную компетентность и самостоятельность обучения. Полученные данные свидетельствуют о том, что хорошо структурированная модель смешанного обучения улучшает как языковые результаты, так и вовлеченность учащихся, что делает ее жизнеспособной педагогической стратегией для преподавания медицинского английского языка.

Ключевые слова: смешанное обучение, медицинский английский, многокомпонентное обучение, ESP, медицинское образование, цифровая педагогика

Introduction

English has become the dominant language of medical science, research, and international healthcare communication. Medical professionals are required not only to understand medical terminology but also to communicate effectively in clinical, academic, and professional contexts. Consequently, Medical English, as a branch of English for Specific Purposes (ESP), plays a crucial role in medical education.

Traditional classroom-based instruction, while effective in certain respects, often fails to address the diverse learning needs of modern medical students who are accustomed to digital technologies and flexible learning environments. In response to these challenges, blended learning has emerged as a promising instructional approach that combines face-to-face teaching with online and technology-enhanced learning activities [2;3].

Multi-component blended learning extends this concept by integrating several pedagogical components, such as synchronous and asynchronous learning, multimedia content, collaborative tasks, simulations, and self-assessment tools. In Medical English lessons, such an approach can provide authentic language exposure, contextualized practice, and increased learner engagement.

The purpose of this study is to examine the impact of multi-component blended learning strategies on the effectiveness of Medical English instruction. Specifically, it investigates how this approach influences students' language proficiency, motivation, and learning autonomy.

METHODS

This study employed a mixed-methods research design combining quantitative and qualitative data to obtain a comprehensive understanding of the effectiveness of multi-component blended learning strategies. The participants were 60 fresh medical students enrolled in a Medical English course at a higher medical education institution. The students were divided into an experimental group (30 students) and a control group (30 students). Both groups had a similar level of English proficiency at the beginning of the study [10;11;12].

The experimental group was taught using a multi-component blended learning model consisting of:

- Face-to-face instruction: classroom lectures, discussions, and role-plays focusing on clinical communication.
- Online learning platform: learning management system (LMS) hosting medical texts, videos, quizzes, and assignments.
- Multimedia resources: medical videos, podcasts, virtual patient simulations, and interactive glossaries.
- Collaborative learning: group projects, online forums, and case-based discussions.
- Self-directed learning: independent vocabulary practice, reflective journals, and self-assessment quizzes.

The control group received traditional face-to-face instruction using textbooks and teacher-led activities without systematic digital integration.

Data were collected using the following tools:

- Pre-test and post-test measuring medical vocabulary and communicative competence.
- Student questionnaires assessing motivation, engagement, and attitudes toward learning.
- Classroom observations focusing on participation and interaction.

- Semi-structured interviews with selected students from the experimental group.

Data Analysis: Quantitative data were analyzed using descriptive statistics and comparative analysis of test scores. Qualitative data from questionnaires and interviews were analyzed thematically to identify recurring patterns and perceptions.

RESULTS

The post-test results showed that students in the experimental group achieved significantly higher scores in medical vocabulary acquisition and communicative tasks compared to the control group. Improvements were particularly notable in:

- Use of medical terminology in context
- Doctor–patient communication scenarios
- Reading comprehension of medical texts

Questionnaire data indicated higher levels of motivation and engagement among students exposed to the blended learning model. Students reported that multimedia resources and online activities made learning more interactive and relevant to their future professional needs.

Qualitative data revealed that the multi-component approach encouraged students to take greater responsibility for their learning. Many participants highlighted the benefits of self-paced learning and access to online materials outside classroom hours [1;5]

Observations showed increased student participation, peer collaboration, and use of English during class activities in the experimental group. Online discussion forums further extended language practice beyond the classroom.

DISCUSSION

The findings of this study support the effectiveness of multi-component blended learning strategies in Medical English instruction. By combining traditional teaching with digital and interactive components, the blended model addresses both linguistic and professional communication needs of medical students [15]. One of the key advantages of this approach is its flexibility. Students can engage with learning materials at their own pace, revisit complex medical concepts, and practice language skills in authentic contexts. The integration of multimedia and simulations enhances comprehension and bridges the gap between theory and practice [6;10;13].

Furthermore, collaborative and self-directed components foster critical thinking, teamwork, and lifelong learning skills—competencies essential for medical professionals. The results align with previous research indicating that blended learning improves learner motivation and academic performance in ESP contexts [8;14].

However, successful implementation requires careful instructional design, teacher training, and adequate technological infrastructure. Future research could explore long-term learning outcomes and the application of blended learning in clinical training environments.

CONCLUSION

Multi-component blended learning strategies represent an effective and innovative approach to teaching Medical English. The integration of face-to-face instruction with digital tools, collaborative tasks, and self-directed learning enhances language proficiency, learner engagement, and autonomy. As medical education continues to evolve, blended learning models can play a vital role in preparing students for the linguistic demands of global healthcare practice.

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