

## THE EFFECTIVENESS OF INTERACTIVE TEACHING METHODS IN ENGLISH CLASSES FOR MEDICAL STUDENTS

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**Abstract.** The quality of English language education is becoming increasingly important in medical universities due to the globalization of healthcare, scientific communication, and international professional collaboration. Interactive teaching methods create a student-centered learning environment that promotes active participation, critical thinking, communication, and problem-solving skills. This thesis examines the effectiveness of interactive teaching methods in English classes for medical students and highlights their role in improving language proficiency and professional communication.

**Keywords:** interactive teaching, English for Medical Purposes, medical students, communicative competence, higher education, active learning.

### **Introduction**

English has become the international language of medicine and scientific research. Medical students are expected not only to understand professional terminology but also to communicate effectively with colleagues and patients in international settings. Therefore, traditional teacher-centered instruction should be complemented with innovative interactive approaches that actively involve students in the learning process.

### **Materials and Methods**

This study is based on the analysis of scientific literature related to English language teaching in medical education and modern pedagogical technologies. Comparative and analytical methods were applied to evaluate the effectiveness of interactive teaching strategies, including case-based learning, role-playing,





problem-based learning, group discussions, presentations, brainstorming, and digital learning platforms.

### **Results and Discussion**

Interactive teaching methods significantly increase students' motivation and engagement during English classes. Medical students develop better speaking, listening, reading, and writing skills through collaborative activities that simulate real clinical situations.

Role-playing allows students to practice doctor-patient communication, improving both professional vocabulary and interpersonal skills. Case-based learning encourages learners to analyze medical situations, discuss diagnoses, and propose treatment plans in English. Group discussions and presentations strengthen students' confidence in expressing professional opinions while improving pronunciation and fluency.

Furthermore, digital educational technologies, including online quizzes, virtual simulations, and learning management systems, provide immediate feedback and support independent learning. These approaches contribute to the development of communicative competence, critical thinking, teamwork, and lifelong learning skills required for future healthcare professionals.

Compared with traditional lecture-based instruction, interactive methods create a more dynamic educational environment where students actively construct knowledge rather than passively receive information. As a result, learning outcomes become more sustainable and practically oriented.

### **Conclusion**

Interactive teaching methods are an effective approach to teaching English in medical education. They improve students' language proficiency, professional communication, clinical reasoning, and motivation for learning. The integration of innovative pedagogical technologies into English classes contributes to the preparation of competitive medical specialists capable of participating successfully in international academic and professional environments.

Therefore, higher medical educational institutions should continue expanding the use of interactive teaching strategies within English language curricula.

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