

TIBBIYOT TALABALARIGA INGLIZ TILINI O'QITISHDA AUTENTIK PODCASTLAR ASOSIDA CLIL ELEMENTLARINI QO'LLASH METODIKASI

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Annotatsiya. Mazkur maqolada tibbiyot talabalari uchun ingliz tilini o'qitishda autentik podcastlar asosida CLIL (Content and Language Integrated Learning) elementlarini qo'llashning metodik imkoniyatlari tahlil qilinadi. Tadqiqot ilmiy-pedagogik adabiyotlarni o'rganish, qiyosiy tahlil va kontent-tahlil metodlariga asoslangan. Natijalar autentik podcastlar tibbiy terminologiyani o'zlashtirish, tinglab tushunish va kommunikativ kompetensiyani rivojlantirishda samarali vosita ekanligini ko'rsatadi. Muallif tomonidan Medical English darslarida podcastlardan foydalanish bo'yicha metodik model taklif etiladi.

Kalit so'zlar: CLIL, autentik podcastlar, Medical English, ESP, kommunikativ kompetensiya, tinglab tushunish, tibbiy terminologiya, integratsiyalashgan ta'lim.

Аннотация. В статье рассматриваются методические возможности использования аутентичных подкастов на основе технологии CLIL (Content and Language Integrated Learning) в обучении английскому языку студентов медицинских вузов. Исследование основано на анализе научно-педагогической литературы, сравнительном анализе и контент-анализе. Результаты показывают, что аутентичные подкасты являются эффективным средством развития медицинской терминологии, навыков аудирования и коммуникативной компетенции. Автор предлагает методическую модель использования подкастов на занятиях по Medical English.

Ключевые слова: CLIL, аутентичные подкасты, медицинский английский язык, коммуникативная компетенция, ESP, аудирование, медицинская терминология.

Abstract. This article examines the methodological potential of using authentic podcasts within the CLIL (Content and Language Integrated Learning) approach in teaching English to medical students. The study is based on the analysis of pedagogical literature, comparative analysis, and content analysis. The findings indicate that authentic podcasts are effective tools for developing medical terminology, listening comprehension, and communicative competence. A methodological model for integrating podcasts into Medical English classes is proposed.

Keywords: CLIL, authentic podcasts, Medical English, ESP, communicative competence, listening comprehension, medical terminology, integrated learning.

Introduction. The growing internationalization of medical education has increased the importance of English language proficiency among medical students. Access to scientific publications, participation in international conferences, and communication with healthcare professionals worldwide require a high level of professional English competence.

Traditional language teaching approaches often focus on isolated grammar and vocabulary instruction, which may not adequately prepare students for authentic professional communication. Therefore, modern educational approaches emphasize the integration of language learning with subject-specific content.

One such approach is Content and Language Integrated Learning (CLIL), which combines language acquisition with disciplinary knowledge. In medical education, CLIL allows students to develop professional knowledge and language skills simultaneously.

Authentic podcasts represent an effective educational resource within the CLIL framework. They provide exposure to real medical discourse, authentic pronunciation, professional terminology, and current healthcare issues.

The purpose of this study is to analyze the methodological potential of authentic podcasts in implementing CLIL elements in Medical English instruction for medical students.

Methods. The study employed qualitative research methods commonly used in pedagogical and methodological investigations.

The following methods were applied: analysis of scientific and pedagogical literature; comparative analysis of CLIL and ESP approaches; content analysis of studies devoted to podcast-based learning; synthesis and generalization of methodological findings.

The theoretical framework of the study was based on works devoted to CLIL methodology, English for Specific Purposes (ESP), listening comprehension development, and technology-enhanced language learning.

Scientific publications by Marsh, Coyle, Hutchinson, Waters, Richards, Rost, Abdous, Hasan, and other scholars were analyzed.

Results. The analysis of scientific literature revealed several methodological advantages of authentic podcasts in Medical English instruction. First, podcasts provide authentic professional input. Unlike traditional textbook recordings, podcast materials contain naturally occurring speech produced by healthcare professionals and researchers.

Second, podcasts contribute to the contextual acquisition of medical terminology. Students encounter specialized vocabulary in realistic professional situations, which improves retention and comprehension. Third, podcasts support the implementation of CLIL principles by integrating language learning with medical content. Through podcast-based activities, students simultaneously develop subject knowledge and language competence.

Fourth, podcasts promote learner autonomy. Students can access materials repeatedly outside the classroom and regulate their own learning pace.

Based on the literature review, the following methodological model was developed:

Proposed Podcast-Based CLIL Model

Stage	Activity	CLIL Component
Pre-listening	Terminology preparation	Communication
Prediction	Topic forecasting	Cognition
While-listening	Note-taking and information extraction	Content
Discussion	Clinical case analysis	Communication
Reflection	Reflective writing	Culture

The model integrates all four components of Coyle's 4C framework and can be adapted for Medical English courses.

Discussion. The findings demonstrate that authentic podcasts can serve as an effective instructional tool within CLIL-based Medical English courses. The integration of content and language learning enables students to develop both professional and linguistic competencies simultaneously. This corresponds to current educational trends emphasizing interdisciplinary learning and competency-based education. The analysis also indicates that podcast-based learning increases student engagement and supports independent learning. These factors are particularly important in medical education, where continuous professional development is essential.

Furthermore, podcast activities such as case discussions, reflective writing, and role-playing contribute to higher-order thinking skills, including analysis, evaluation, and critical reflection.

Despite their advantages, podcasts should be carefully selected according to students' language proficiency levels and educational objectives. Excessively complex materials may reduce learning effectiveness. Therefore, educators should apply structured pre-listening, while-listening, and post-listening activities to maximize educational outcomes.

Conclusion. The study confirms the significant methodological potential of authentic podcasts in teaching English to medical students within the CLIL framework. Authentic podcasts facilitate the development of listening comprehension, medical terminology, communicative competence, and learner autonomy. They also support the integration of subject content and language instruction, which is one of the core principles of CLIL.

The proposed methodological model may be used by Medical English instructors to enhance the effectiveness of language teaching in medical universities.

Future studies may focus on empirical investigations of podcast-based CLIL instruction and its impact on students' academic achievement and professional communication skills.

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