



**TEACHING RUSSIAN AT A MEDICAL UNIVERSITY USING INTELLIGENT  
DIGITAL TECHNOLOGIES**

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**Annotation:** The article examines the possibilities of teaching the Russian language in a medical university using intelligent digital technologies. Special attention is paid to the use of artificial intelligence elements for the formation of professional medical vocabulary and communicative skills of future doctors. Examples of using AI chatbots, interactive platforms, and digital simulators in the educational process are analyzed. The pedagogical effectiveness of intelligent digital technologies as a means of increasing motivation and improving the quality of language training of medical students is substantiated.

**Keywords:** medical terminology, professional vocabulary, intelligent digital technologies, artificial intelligence, professionally oriented learning, communicative competence, digitalization of education, language training.

**Аннотация.** В статье рассматриваются возможности обучения русскому языку в медицинском вузе с использованием интеллектуальных цифровых технологий. Особое внимание уделяется применению элементов искусственного интеллекта для формирования профессиональной медицинской лексики и коммуникативных навыков будущих врачей. Анализируются примеры использования ИИ-чат-ботов, интерактивных платформ и цифровых тренажёров в образовательном процессе. Обосновывается педагогическая эффективность интеллектуальных цифровых технологий как средства повышения мотивации и качества языковой подготовки студентов-медиков.

**Ключевые слова:** медицинская терминология, профессиональная лексика, интеллектуальные цифровые технологии, искусственный интеллект, ориентированное обучение, коммуникативная компетенция, цифровизация образования, языковая подготовка.

**Annotatsiya.** Maqolada tibbiyot oliy ta'lim muassasasida rus tilini intellektual raqamli texnologiyalar yordamida o'qitish imkoniyatlari ko'rib chiqiladi. Bo'lajak shifokorlarning kasbiy tibbiy leksikasi va kommunikativ ko'nikmalarini shakllantirishda sun'iy intellekt elementlaridan foydalanishga alohida e'tibor qaratiladi. Ta'lim jarayonida SI-chatbotlar, interaktiv platformalar va raqamli trenajyorlardan foydalanish misollari tahlil qilinadi. Intellektual raqamli texnologiyalarning talabalar motivatsiyasini oshirish va tibbiyot talabalari til tayyorgarligi sifatini yaxshilashdagi pedagogik samaradorligi asoslab beriladi.

**Kalit so'zlar:** tibbiy terminologiya, kasbiy leksika, intellektual raqamli texnologiyalar, sun'iy intellekt, kasbiy yo'naltirilgan ta'lim, kommunikativ kompetensiya, ta'limni raqamlashtirish, til tayyorgarligi.

Amid the rapid development of digital technologies and the global informatization of education, the integration of intelligent digital tools into the higher education process is becoming particularly relevant. Modern medical education places high demands not only on the



professional training of future specialists but also on their level of communicative competence, including proficiency in Russian as a means of professional communication.

The Russian language in a medical university serves the important function of developing the professional speech of a future doctor, which is essential for working with medical documentation and scientific sources, as well as for communicating effectively with patients and colleagues. Teaching Russian becomes especially significant for non-native speaking students, as medical terminology is characterized by its complexity, precision, and high degree of abstraction.

In recent years, intelligent digital technologies - including artificial intelligence systems, electronic educational platforms, interactive simulators, and chatbots - have opened up new opportunities for enhancing the effectiveness of Russian language instruction in medical universities. The use of these technologies facilitates individualized learning, promotes students' independent work, and helps form lasting skills in professional vocabulary and communication.

Intelligent digital technologies are becoming a vital component of the modern educational process in medical universities. Their application in teaching Russian makes it possible to account for the professional focus of the instruction and the specifics of medical communication. In contrast to traditional methods, digital technologies provide interactivity, adaptability, and personalization in learning, which is especially important for developing the professional speech competence of medical students.

As E. I. Passov notes, language teaching should be communicative and professionally oriented, which involves modeling real-life communication situations (Passov E. I., 2010). Intelligent digital technologies enable the creation of such situations through virtual dialogues, doctor-patient simulations, and electronic case studies.

One of the key objectives of teaching Russian at a medical university is the development and active use of professional medical vocabulary. Artificial intelligence (AI) facilitates more effective assimilation of terminology through automated exercises, contextual analysis, and instant feedback.

For example, using AI chatbots in Russian language classes allows students to practice dialogues on topics such as "Taking a Medical History," "Patient Complaints," and "Prescribing Treatment." The chatbot analyzes the student's responses, points out lexical and grammatical errors, and suggests correct professional phrasing.

For instance, when studying the "Respiratory System" topic, the student is presented with a dialogue:

The patient complains of shortness of breath and chest pain.

AI helps the student correctly use the terms "shortness of breath" (одышка), "auscultation," "respiratory rales," and "respiratory rate."

According to N. D. Galskova and N. I. Gez, the use of digital technologies contributes to the development of lexical competence in an environment that closely approximates professional activity (Galskova N. D., Gez N. I., 2006).



Electronic educational platforms and intelligent simulators allow for the organization of students' independent work and ensure systematic review of language material. Such platforms include self-grading tests, interactive assignments, virtual dictionaries, and medical glossaries.

**Examples of tasks include:**

**filling out a patient's electronic medical record using the provided terms;**

**matching symptoms to diagnoses;**

**selecting the correct wording for a medical report.**

Such assignments develop not only language skills but also the professional mindset of future doctors. As I. A. Zimnyaya emphasizes, integrating professional content into language instruction enhances its practical significance and student motivation (Zimnyaya I. A., 2004).

Using intelligent digital technologies in teaching the Russian language at a medical university has several advantages:

**individualized learning;**

**increased student motivation;**

**development of autonomy;**

**formation of strong professional communication skills.**

Furthermore, digital technologies allow the instructor to act not only as a source of information but also as an organizer and coordinator of the learning process. This aligns with the modern requirements for higher medical education and the training of competitive specialists.

The use of intelligent digital technologies in teaching the Russian language at a medical university holds significant pedagogical potential. Modern digital tools, including elements of artificial intelligence, interactive educational platforms, and electronic simulators, help to more effectively build the professional communicative competence of future doctors.

The use of intelligent technologies enables the implementation of professionally oriented and communicative approaches to teaching Russian by creating conditions for simulating real-life medical communication scenarios. This is especially important for teaching medical terminology, working with clinical texts, and developing dialogic skills in "doctor-patient" interactions.

Analysis of practical examples has shown that using AI chatbots, electronic medical cases, and automated assignments fosters individualized learning, develops students' independent work skills, and increases their motivation. Intelligent digital technologies provide prompt feedback, which allows for the timely correction of errors and the reinforcement of professionally relevant linguistic material.



Thus, integrating intelligent digital technologies into the process of teaching Russian at a medical university is a promising direction for modernizing the language training of future medical specialists and meets the current demands for the digitalization of higher medical education.

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