

ETHICAL ASPECTS OF TECHNOLOGICAL MEDIATION IN THE PROFESSIONAL ACTIVITY OF A FOREIGN LANGUAGE TEACHER AT MEDICAL UNIVERSITIES

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This paper explores the ethical dimensions of technological mediation into the workflows of foreign language teachers at medical universities. By combining media education, digital didactics, and foreign language teaching, the author presents a model of technology-mediated competence that incorporates an ethical component. The study elucidates the testing principles, educational stages, and teaching techniques used to incorporate ethical concepts into foreign language reading. The text explores the risks and prospects of forming ethically responsible technological mediation in the context of the digitalization of medical education. It highlights the hurdles of adding artificial intelligence (AI) to classrooms and the need to teach critical thinking to all students and teachers.

Keywords: technological mediation, ethics, digital didactics, academic integrity, artificial intelligence, biomedical ethics, and media literacy

Author contribution: Suryaninova JA, Kuznetsova EB — analysis and synthesis of literature on the topic, development of methods for applying technological mediation in higher education, preparation of the text of the article.

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ЭТИЧЕСКИЕ АСПЕКТЫ ТЕХНОЛОГИЧЕСКОЙ МЕДИАЦИИ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ ПРЕПОДАВАТЕЛЯ ИНОСТРАННОГО ЯЗЫКА В МЕДИЦИНСКОМ ВУЗЕ

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В статье рассматриваются этические аспекты технологической медиации в профессиональной деятельности преподавателя иностранного языка в медицинском вузе. На основе синтеза медиаобразования, цифровой дидактики и методики преподавания иностранных языков предложена авторская модель компетентности технологической медиации, включающая этический компонент. Выделены принципы диагностики, уровни сформированности и методические приемы внедрения этического компонента при работе с иноязычным текстом. Обсуждаются риски и перспективы формирования этически ответственной технологической медиации в условиях цифровизации медицинского образования, включая вызовы, связанные с интеграцией искусственного интеллекта (ИИ) и необходимостью развития критического мышления у всех участников образовательного процесса.

Ключевые слова: технологическая медиация, этика, цифровая дидактика, академическая честность, искусственный интеллект, биомедицинская этика, медиаграмотность

Вклад авторов: Ю. А. Сурьянинова, Е. Б. Кузнецова — анализ и синтез литературы по теме, разработка методики применения технологической медиации в высшей школе, подготовка текста статьи.

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Higher education, especially within the medical field, is undergoing a profound digital evolution. In this new landscape, digital innovations have evolved from basic instructional tools into dynamic, active mediators connecting teachers, learners, and professional knowledge. At a medical university, the language teacher is integral to the curriculum. They equip students both with linguistic and specialized communication skills, enabling them to analyze international educational and scientific literature, contribute to global clinical trials, and engage with diverse patients and peers respectfully. The digital transformation of a higher school teacher is a complex and contradictory process that creates numerous ethical

dilemmas that demand careful consideration and deep insight [1].

Contemporary scientific literature increasingly relies on 'technological mediation' to denote how digital platforms bridge the gap between our learning and professional domains. However, the ethical implications of this form of mediation within the process of teaching foreign languages at medical universities remain insufficiently researched. At the same time, this context gives rise to distinct ethical dilemmas demanding careful scrutiny. Key issues include verifying the accuracy of international health records, managing digital copyright laws, safeguarding patient confidentiality in case

studies, and preventing manipulative digital communication tactics.

The findings [2] demonstrate that implementing new educational technologies into medical curricula frequently disregards moral, social, and philosophical ramifications. Consequently, this creates a fragmented teaching strategy that risks neglecting moral and emotional intelligence. Furthermore, as digital communication expands, it is imperative to establish media ethics for anyone operating prominently in the digital space, including medical teachers and students [3]. The global integration of medical curricula and developing linguistic fluency, as well as the shift toward a digital society dictate strict standards for curriculum design and content delivery, thereby making technological mediation an absolute necessity [4].

The rapid integration of artificial intelligence (AI) into learning environments creates novel ethical challenges, such as the rightful ownership of AI-generated content and the maintenance of academic integrity [5]. The primary threat to modern academic integrity lies not in the utilization of AI, but in the potential loss of the author's original voice when ideas no longer stem from human efforts. This issue is of paramount concern in medical education, a field demanding absolute accuracy and awareness of knowledge.

The primary objective of this paper is to provide a theoretical foundation for the ethical dimension of technological mediation skills of foreign language teachers at medical universities. It introduces the author's conceptual framework and outlines specific teaching techniques for its development, addressing the challenges of the digital era.

MATERIALS AND METHODS

The methodology for this study was based on an instructional design approach. The collected sources featured scientific publications on media education, digital didactics, methods of teaching foreign languages at a medical university sourced from databases like eLibrary, Scopus, and PubMed for 2020–2026, works on the ethical aspects of shifting education to digital platforms and the use of AI, as well as author's developments, including a previously created competence model of technological mediation for a foreign language teacher [6, 7].

To explore the ethical implications of technological mediation in medical curricula, scholars rely on theoretical analysis and synthesis. By utilizing pedagogical modeling alongside with classification and typologization, ethics can be successfully incorporated into the overall competence model. Researchers use content analysis on teaching materials to describe the levels of technological mediation proficiency among higher education teachers and to identify existing methods of working with foreign-language texts that carry ethical weight. The most successful pedagogical approaches are examined and grouped together, helping teachers discover how to seamlessly weave ethics into their teaching.

RESEARCH RESULTS

The ethical foundations governing the use of foreign-language web resources

To select relevant material, a modern foreign language teacher at a medical university daily relies on foreign-language web resources. They also use medical databases, specialized

English portals like Medscape, WebMD, videos of clinical reviews, and online courses from global professional groups. Within this environment, multiple ethical hazards are plausible, driven chiefly by issues of reliability. Foreign publications may present unverified facts, commercially driven content, or completely false information, such as unauthorized medical therapies. Teachers have a moral duty to independently verify information, as well as to nurture capacity of students for analytical evaluation. In this context, technological mediation is manifested through the utilization of digital control tools, like retrieving data from peer-reviewed journals.

As part of their professional practice, a medical university language teacher cultivates students' scientific linguistic cognition by giving conference talks covering both clinical and medical linguistics topics. In this context, there is an ongoing issue regarding intellectual property adherence. The teacher integrates genuine multimedia and textual snippets from overseas sources to craft engaging pedagogical materials, such as digital slides, practice exercises, and web-based tasks. Maintaining ethical mediation practices means acknowledging original authors, securing informed consent for specific materials (e.g., patient photographs), and ensuring all work is completely original.

Another significant hurdle that arises when working with international healthcare documents is the issue of cultural sensitivity. Medical data can comprise religious, ethical or legal principles of various countries, notably in how societies regulate abortion, euthanasia, and transplants. When presenting such foreign-language materials, teachers must refrain from imposing a singular cultural viewpoint, striving instead to foster students' capacity for respectful intercultural exchange. Consequently, the ethical framework for utilizing international medical data is anchored in credibility, legal compliance, and cultural tolerance.

Technology mediated learning in higher education

Technological pedagogical mediation can be defined as the strategic integration of digital resources to facilitate and enhance the educational dynamic between teachers, learners, and subject matter [7]. Within higher education, most notably in medicine, technological mediation adopts a variety of defining traits.

1. A profound obligation to ensure the precision of the communicated data. In the context of medical training, any misinterpretation of foreign medical terminology or clinical guidelines acquired via digital platforms can lead to detrimental outcomes in a graduate's future clinical practice. Consequently, mediation requires an ethical standard; teachers ought to go beyond simply sharing a foreign-language resource by clearly identifying its supporting evidence, potential limitations, and situations where it might apply.
2. The necessity to bridge the gap between availability of data and maintaining academic integrity. Although modern digital originality-verification systems enable greater oversight, they also undermine trust and presume student dishonesty. Ethically responsible technological mediation means using digital tools to cultivate a transparent and balanced classroom, rather than to police student behavior.
3. The necessity of fostering the meta-competence of 'critical media literacy' among students applied to medical discourse. In the modern classroom, the role of

a language teacher goes far beyond translation. They act as mediators who must teach students to deconstruct texts and unmask manipulative language, hidden ads, and fake science. All of this must be accomplished in a foreign language environment, where deep cultural and linguistic differences make assessment incredibly demanding.

The ethical component of technological mediation competence

By adapting the previously developed technological mediation competence framework for foreign language teachers [7], we must add an ethical aspect to its design. This acts as an independent foundational layer that influences every other part of the model (motivation and value-based, cognitive, practical and communication skills). We can examine the ethical dimension by breaking it down into four core parts: regulations and values, cognitive reflection, practical procedures, and communication.

The regulations and values presuppose the teacher's knowledge of professional ethical codes (of teachers, medical professionals), rules of academic citation, copyright laws in the digital environment, as well as internal acceptance of the value of reliability, transparency and respect for intellectual property.

The cognitive reflection entails the capacity to identify ethical risks when using technology such as a student blindly trusting AI to translate a medical document. It also involves the ability to critically evaluate one's own decisions regarding moral accountability.

The practical procedures rely on mastering specific, ethically sound digital skills. These include properly citing external sources, using plagiarism checkers to maintain academic integrity, and limiting access to confidential clinical data for educational purposes.

The communication involves engaging students in thoughtful discussions about digital ethics (debating the appropriate use of ChatGPT for a medical English course) and articulating ethical guidelines and limitations clearly and persuasively.

Rather than treating ethics as a separate entity, it should be woven into every facet of the model's four foundational pillars. For instance, without ethical grounding, mere motivation and value devolve into a mechanistic approach to technology; similarly, cognitive ability without morality reduces to hollow technical expertise, devoid of any ethical reflection.

The stages of developed technological mediation among higher school teachers

Early models of technological motivation outlined three educational stages: reproductive, productive, and creative ones [6]. As applied to a foreign language teacher at a medical university with an emphasis on ethical aspects, these levels can be defined as follows:

At the *reproductive stage*, a teacher relies on digital tools strictly by following set rules. They do not think about the ethics of using them. They follow the rules for citing outside sources, but they ignore the risk of copyright infringement. When ethical problems arise, they stick to a basic script instead of debating the fair use of digital tools.

The *productive stage* involves utilizing technologies mindfully, with a focus on their ethical implications. This means establishing personal guidelines for interacting with

foreign-language digital resources ethically, and integrating ethical perspectives into current lessons while clearly defending one's views on mediation-related ethical issues.

At the highest *creative stage*, the teacher designs scenarios of technological mediation to teach medical ethics tailored to different health specialties. They also direct student projects and research that connect ethics, technology, and medical English. Finally, they invent unique teaching strategies that prove they hold the reflective position of a 'moral mentor'.

Methodological techniques and introduction of an ethical component when working with a foreign language text

Effectively applying the ethical dimension of technological mediation requires teachers at medical universities to design targeted pedagogical tools. When assigning foreign-language medical literature, teachers can ask students to identify ethical issues in the text. Key examples include undisclosed conflicts of interest, irregular methodology, corporate sponsorship, and treatments administered without patient consent.

It is essential that medical students learn to critically analyze linguistic content from an ethical perspective. To achieve this, the teacher pre-selects multiple texts in a foreign language containing deliberate ethical breaches, such as omitting author attributions, misusing clinical visuals, and citing promotional websites as legitimate evidence. Students detect inaccuracies and propose the appropriate alternative.

Students may also be extended the opportunity to serve as peer reviewers for a medical journal. They obtain a concise academic paper written in English, along with a set of moral guidelines to evaluate. By utilizing digital evaluation tools, students decide on whether the information should be published. This process builds their ability to critically assess sources and fosters a strong sense of accountability in sharing scientific data.

Students need to learn how to critically evaluate the tools they use. As a pedagogical strategy, students can be encouraged to maintain a reflective journal documenting their ethical dilemmas when engaging with foreign language materials, which fosters deeper ethical awareness.

DISCUSSION OF RESULTS

The research demonstrates that ethical considerations in technological mediation are not merely optional, but a mandatory professional requirement for foreign language teachers at medical universities. These findings align with contemporary developments in pedagogical ethics and media education. They highlight that digital tools are never truly objective; instead, they inherently amplify or undermine specific moral principles [2].

However, the use of technological mediation presents several debatable issues and downsides. First, it raises the question of how far a teacher's accountability extends regarding the ethical outcomes of mediation, given that students possess unrestricted access to identical technologies beyond the classroom. In our view, while teachers cannot and must not control every aspect of their students' morality, they are tasked with cultivating a reflective environment. In this space, ethical principles are embraced as active choices rather than imposed rules. The second issue is whether obsession with ethics can cause 'mediation paralysis'. The optimal resolution is to foster the teacher's ability to develop the skill of ethical balancing. Third, we must consider how

to effectively leverage generative neural networks, including platforms like ChatGPT and DeepSeek, within the framework of technological mediation [8, 9]. This challenge has to be studied separately. Initially, we suggest that professional ethics require teachers to effectively dictate how neural networks are utilized in academic settings. Teachers must draft ethical guidelines for AI usage in medical communication training. This step is widely viewed as a pressing demand for anyone who organizes novel forms of modern medical education [10, 11]. When compared to the initial framework, the moral obligations at a medical university intensify manifold. The curriculum must incorporate vital features, such as the values of preserving human life, data privacy, and evidence-based practices [12, 13].

CONCLUSIONS

Technological mediation of a modern medical English teacher includes external digital resources, online testing platforms, distance learning software, and generative AI. This operation

is guided by a commitment to integrity, lawful conduct, cultural acceptance, and proprietary rights.

It is highly recommended to integrate an ethical dimension into the framework of technological mediation. This framework consists of regulations and values, cognitive reflection, practical procedures, and communication that span every other aspect of the model.

Considering ethical practices, a university teacher's technological mediation embraces three levels: reproductive (strictly following rules), productive (applying ethical principles), and creative (designing ethical learning and mentoring).

When translating or analyzing foreign texts, integrating ethical principles via versatile pedagogical strategies is essential. These methods can be easily tailored to diverse educational settings and varying student proficiency levels.

Subsequent investigations should focus on empirical verification of the suggested model, designing valid diagnostic tools to evaluate moral development, and analyzing how generative AI impacts the ethical aspects of mediation.

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