CONFERENCE ARTICLE

DEVELOPING THE CONTENT OF TEACHING ENGLISH THROUGH VIRTUAL REALITY AND THE PEDAGOGICAL ASPECTS OF ITS ORGANIZATION

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ABSTRACT

This article examines the issues of developing the content of teaching English based on virtual reality (VR) technologies and organizing this process effectively from a pedagogical perspective. The didactic potential of virtual reality environments in foreign language learning, key principles of instructional design, and mechanisms for shaping educational content based on a competency-oriented approach are analyzed. The study provides a theoretical justification of the role of VR technologies in developing learners' communicative competence, enhancing intrinsic motivation for learning, and ensuring the pedagogical effectiveness of the educational process.

Keywords: Virtual reality technologies, English language teaching, digital learning environment, competency-based approach, immersive learning process, modern pedagogical technologies.

INTRODUCTION

In the context of globalization and digital transformation, developing the education system on the basis of modern information and communication technologies is recognized as one of the key strategic priorities. In particular, the effective use of digital and innovative approaches in foreign language teaching has become increasingly relevant. Since English serves as the language of international communication, science, and technology, there is a growing need to introduce pedagogical technologies aimed at ensuring communicative effectiveness in the process of teaching this language.

Contemporary pedagogical research emphasizes that traditional teaching methods often fail to create a sufficiently authentic communicative environment for learners. From this perspective, the integration of virtual reality (VR) technologies into the educational process offers new didactic opportunities for teaching English. Through VR technologies, learners are placed in artificially created yet realistic communicative environments, which transform language learning into a natural and meaningful activity.

Modern educational studies extensively explore the impact of virtual reality technologies on the learning process. In particular, research conducted by M.Maxwell, J.Dalgarno, K.Radianti, and other scholars demonstrates that VR-based learning environments significantly enhance learners' cognitive engagement and accelerate the processes of active perception and information processing. According to these researchers, language units learned through VR are acquired not within the framework of artificial exercises, but through meaningful and real-life-like contexts. This, in turn, contributes positively to the development of key components of communicative competence, including speech flexibility, context-appropriate language use, and the application of effective communication strategies. From this standpoint, scientifically and methodologically substantiating the content of teaching English through virtual reality, designing it in harmony with pedagogical principles, and systematically integrating it into the educational process emerges as a pressing scientific and pedagogical issue.

Unsystematic or methodologically ungrounded use of VR technologies may fail to produce the expected learning outcomes.

Virtual reality technologies are recognized as effective pedagogical tools that create immersive learning environments by deeply engaging learners in the instructional context. Within immersive environments, learners are no longer passive recipients of ready-made knowledge, but become active participants who make decisions, interact, and engage in communication. Empirical studies conducted by J. Dalgarno and M. Lee indicate that students learning in VR-based environments demonstrate higher levels of knowledge retention, long-term memory consolidation, and practical application of learned material compared to those taught through traditional instructional formats.

These findings confirm that the didactically grounded use of virtual reality technologies in English language teaching plays a crucial role in enhancing learners' cognitive activity, developing their speech skills, and preparing them for real communicative situations.

The use of VR technologies in teaching English provides the following didactic opportunities:

learning language through real-life and communicative situations;

integration of listening, speaking, visual perception, and physical interaction;

development of learners' independent, creative, and reflective activities;

strengthening intrinsic motivation for language learning.

In VR-based instruction, language elements are acquired not through artificial drills, but through socio-cultural contexts such as everyday communication, service encounters, travel, education, and professional situations. This approach fully aligns with the principles of communicative language teaching. As

emphasized by L.Vygotsky, language develops through social interaction, and VR environments effectively model such activity-based learning contexts.

Designing the content of English language teaching based on virtual reality technologies requires reliance on modern pedagogical approaches and didactic principles. Since VR-based instruction differs from traditional teaching in terms of content, methods, and outcomes, it necessitates a scientifically grounded instructional design. The effective implementation of the following pedagogical principles plays a decisive role in ensuring learning effectiveness.

The principle of communicativeness involves directing the language learning process toward real communication rather than artificial exercises. Virtual reality environments enable learners to participate in communicative situations closely related to everyday life, social interaction, and professional contexts. As a result, learners' oral speech becomes more active, and they develop skills for context-appropriate and purposeful language use.

The principle of integrativity focuses on the interconnected development of listening, speaking, reading, and writing skills within a unified pedagogical system. VR technologies facilitate the integration of these skills, as learners simultaneously listen, observe, interact, and communicate in immersive environments. This contributes to the comprehensive and sustainable development of language competence.

The principle of activity and interactivity positions learners as central subjects of the educational process. In VR-based lessons, learners are not passive recipients of information but active thinkers, problem-solvers, and decision-makers. Interactive tasks, role-playing scenarios, and virtual simulations enhance cognitive engagement and promote language acquisition through practical activity.

The principle of individualization requires consideration of learners' language proficiency levels, personal interests, and learning needs. Virtual reality technologies allow for the adaptation of instructional content, regulation of task complexity, and support for self-paced learning. This facilitates the effective implementation of learner-centered education.

Instructional content developed on the basis of these principles ensures a competency-based approach to English language teaching and supports the formation of stable communicative skills and readiness for real-life interaction. According to D. Richards, the alignment of content and learning activities is a key condition for instructional effectiveness, and VR technologies provide favorable conditions for achieving this alignment.

The effective organization of English language teaching through virtual reality requires consideration of several pedagogical aspects, including:

selecting VR technologies in accordance with lesson objectives and learning outcomes;

strengthening the teacher's role as a facilitator and pedagogical partner rather than a sole knowledge provider;

systematically organizing learners' reflective activities;

employing formative assessment methods in the evaluation process.

In virtual learning environments, the teacher guides learners, provides feedback, and manages communicative interactions. This approach aligns with A. Bandura's social learning theory and contributes to the development of learners' self-assessment, independent thinking, and collaborative skills.

CONCLUSION

In conclusion, teaching English through virtual reality represents one of the most effective innovative pedagogical solutions in modern education. Instructional content based on

VR technologies enables the integrated implementation of communicative, competency-based, and learner-centered approaches. As a result, learners' motivation for language learning increases, and their ability to communicate confidently in real-life situations is enhanced. Therefore, scientifically and methodologically substantiating the content of VR-based English language teaching and systematically integrating it into the educational process is regarded as one of the key priorities of contemporary pedagogy.

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