

THROUGH VIRTUAL REALITY TECHNOLOGIES APPLYING OF IMAGINATION SKILLS IN EFL CLASSES

Mamadzhanova Nozima Adkhamovna

Namangan State University

Doctor of Philosophy in Pedagogical Sciences (PhD in English)

Tel:+998913601484

e-mail: mamadjanovanozima@gmail.com

Abstract: This article covers the possibilities of forming imagination skills of elementary school students by using virtual reality technologies in the process of teaching English. In the environment of virtual reality, the mechanisms of development of students' figurative thinking, cognitive activity and creative imagination are analyzed. Also, the pedagogical effectiveness of combining visual, auditory and movement models in learning English through the digital learning environment is justified.

Keywords: virtual realistic technology, English, imagination skills, digital learning environment, creative thinking, visual modeling.

Аннотация: В данной статье рассматриваются возможности формирования воображения у учащихся начальной школы посредством использования технологий виртуальной реальности в процессе обучения английскому языку. В среде виртуальной реальности анализируются механизмы развития образного мышления, познавательной активности и творческого воображения учащихся. Обосновывается педагогическая эффективность сочетания визуальных, слуховых и двигательных моделей при обучении английскому языку в цифровой среде обучения.

Ключевые слова: виртуально-реалистичные технологии, английский язык, навыки воображения, цифровая среда обучения, творческое мышление, визуальное моделирование.

INTRODUCTION

Virtual reality technologies strengthen not only the visual imagination, but also the active participation of the reader. The student acts independently, uses English words practically and is confident in communication. This process is based on Vygotsky's "near development zone" theory, turning the reader from a passive listener into an active participant. The following methodical approaches are recommended for the

development of imagination skills using virtual realistic technologies: virtual reality – interactive lessons, gamification elements, cognitive maps and reflection stages.

Virtual reality technologies — is an artificial environment created by a computer that provides the user with the same emotions as in the real world. In education, these technologies are used especially effectively in practical training. Because with the help of virtual reality, students and pupils will have the opportunity to safely and repeatedly practice complex, expensive or dangerous processes in real life in a virtual environment. For example, in the field of medicine, student virtual reality players can develop the skills of surgery using virtual reality simulators. In the field of engineering, exercises for assembling, testing or detecting technical malfunctions of complex devices can be performed repeatedly in a virtual environment. In chemistry and physics, experiments with the risk of explosion or toxic reaction can be safely observed through a virtual reality environment.

In addition, the integration of virtual reality technologies into the learning process increases motivation among students, as these technologies change education from boring theoretical lectures to interactive, interesting and practical directions. Each user can move according to their learning pace and individual needs. This is the main requirement of the person-oriented educational process.

The use of virtual reality in teaching English as a foreign language has many benefits. First, it provides an experience that allows students to feel like they are in an English-speaking environment, improving their language learning.

Second, virtual reality makes language learning more fun and interactive, as learners can participate in virtual scenarios, requiring them to use English in real-life situations. In addition, virtual reality can be adapted to different learning styles, making it a versatile tool for teachers to use in classes.

In introducing virtual reality in English classes, teachers can use a variety of virtual reality programs and platforms to create engaging and interactive learning experiences for their students. For example, teachers can use virtual reality simulations to help students practice speaking and listening skills in realistic scenarios, such as ordering food at a restaurant or moving around the city using English directions. Teachers can also use virtual reality to take students on virtual tours to English-speaking countries, which can deepen their culture and language.

While virtual reality has many advantages in teaching English as a foreign language, there are also challenges that teachers may face when incorporating virtual reality into their classes. The cost of virtual reality technology is also one of the problems, as it can be expensive for schools to purchase hearing aids and software. For teachers unfamiliar with virtual reality technology, the learning curve is another problem, and they may

need training to effectively integrate it into their lessons. In addition, ensuring that virtual reality content is age-appropriate and consistent with language learning goals can be a challenge for teachers. Despite these challenges, teachers can successfully use virtual reality to improve their English lessons with proper support and teaching.

In the process of modern education, virtual realistic technologies serve to deepen students' knowledge through visual and emotional perception. Especially in the process of teaching English, these technologies activate imagination, memory and analytical thinking skills. Research shows that learning English through virtual scenes close to the real environment is more effective than traditional methods in shaping students' vocabulary, pronunciation and communication skills.

In a virtual environment, the student feels like a participant in a real situation. This expands his imagination and helps him to understand himself within the cultural environment of the English language. For example, when studying the topic of “market” in English, creating a virtual store environment through VR technology increases the reader's interest in the topic and active participation. In this way, the student learns language units directly through active experience.

Also, VR technologies implement a multi-channel learning mechanism in education, that is, the auditory, visual and motor channels are active at the same time. Psychologically, it forms students' creative imagination, environment analysis, thinking and problem solving skills. From this point of view, it is important for English language teachers to methodically correctly integrate virtual realistic technologies. Another important aspect in the process of discussion is that the development of imagination skills is closely related to the emotional intelligence of students. Through VRT tools, the student tests himself in various sociolinguistic situations, which allows him to express his personal opinion, learn a culture of communication and strengthen his self-confidence.

Therefore, the use of VR technologies in English language education not only strengthens linguistic knowledge, but also serves to develop students' creative thinking and imagination competence. In the future, the deeper integration of such technologies into educational programs will significantly increase the effectiveness of education.

RECOMMENDATION

1. It is necessary to systematically introduce virtual realistic technologies into English language education. In this case, it is appropriate for educational institutions to adapt educational programs to VR technologies, to involve teachers in training courses on the effective use of these tools.
2. It is necessary to develop lesson models aimed at forming imagination skills. In English language classes, it is necessary to develop methodical approaches that ensure

that students feel themselves in the real environment in the process of figurative thinking, virtual perception of situational thinking and communication.

3. In order to develop emotional and creative competencies in students, it is recommended to use more interactive games, role-playing activities and simulation tasks through VR technologies. It enhances students' processes of imagination, memory and social perception.

4. Integration of virtual learning environment and traditional education should be carried out. That is, if VR technologies are used not as the main tool of the lesson, but as an auxiliary mechanism that enriches traditional methods, students' independent learning activities will be significantly activated.

5. It is necessary to combine pedagogical and technical resources. In addition to incorporating VR programs and platforms (such as Google Expeditions, Mondly VR, ImmerseMe) into the teaching process, English language teachers are encouraged to create scientific and methodical developments to adapt them to didactic purposes.

6. The evaluation system should be updated. The development of new evaluation criteria that reflect the level of imagination, speech activity and creative approach of students in the lessons taught with the help of virtual realistic technologies increases the quality of education.

7. It is desirable to establish research and experience sharing platforms. Creating a database of lesson scripts, interactive assignments and visual materials based on VR technologies for English language teachers strengthens their professional innovation potential.

CONCLUSION

In today's globalization process, the use of innovative technologies in teaching foreign languages, especially English, is becoming an important factor in increasing the effectiveness of education. In this regard, virtual realistic technologies (VR) have a special place as an advanced tool that revives students' learning activities and brings them to a communicative environment close to real life. The virtual environment forms the student not only as a learner, but also as an active participant, observer and subject of communication. The results of the study show that English language classes organized with the help of VR technologies significantly develop students' imagination, creative thinking, communication skills and independent learning skills. Because the student feels himself as a real script participant in the virtual environment, which activates their emotional perception, attention and memory processes. Also, words, phrases and grammatical structures in English are mastered in direct connection with practical situations.

Virtual realistic technologies make it possible to learn through multiple sensory channels in the educational process. The joint participation of hearing, vision, movement and speech activities allows to perceive the educational material as a whole. Therefore, VR-based lessons are seen as a powerful pedagogical mechanism that complements traditional methods and expands students' imagination. In addition, the use of VR technologies in English language education also serves to develop students' intercultural communication competence. Virtual tours, cultural events, “viewing of the life of different countries with their own eyes, the opportunity to create global thinking, respect and tolerance in students.

In short, the integration of virtual realistic technologies into the English language teaching process is important in forming students' imagination skills, encouraging them to actively study and directing them to self-development. This will form a new methodical stage in the educational system and serve to establish an innovative, interactive and person-oriented educational process.

REFERENCES

1. Vygotsky L. S. Psychology razvitiya rebenka. – Moscow: Pedagogy, 1984.
2. Lozanov G. Suggestology and Suggestopedagogy. – Sofia, 1971.
3. Bandura A. Social Learning Theory. – Englewood Cliffs: Prentice-Hall, 1977.
4. Karimova V. M. Pedagogical psychology. – Tashkent: National University of Uzbekistan, 2019.
5. Jalolova G. “Innovations in teaching foreign languages based on virtual educational technologies.” //Journal of Education and Innovation, 2023, №4.
6. Tursunova N. “Problems of integration of digital technologies in primary education.” – Tashkent: TDPU, 2022.
7. Brown H. D. Principles of Language Learning and Teaching. – Pearson Education, 2015.
8. Rogers C. Freedom to Learn. – Columbus: Merrill Publishing, 1969.