

SSAI

SOCIAL SCIENCE AND INNOVATION



JOURNAL

Vol.3 Issue 1

ISSN
2992-9180

IF (IMPACT FACTOR)
11.5 / 2025



額の見方

800円
500円
200円



5 March 2026

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INGLIZ TILI TA'LIMIDA VIRTUAL REALLIK: TILNI O'RGANISH MUHITINI YAXSHILASH

ANNOTATSIYA: Ta'lim tizimiga yangi raqamli texnologiyalarning integratsiyasi til o'qitish metodologiyalarini sezilarli darajada o'zgartirdi. Ushbu texnologiyalar orasida Virtual Reality (VR) texnologiyasi immersiv va interaktiv o'quv muhitlarini yaratish imkoniyati tufayli tobora katta e'tibor qozonmoqda. Mazkur tadqiqot Virtual Reality texnologiyasining ingliz tilini o'rganish jarayonini takomillashtirishdagi rolini, ayniqsa, o'quvchilarning kommunikativ kompetensiyasi, o'quv jarayonidagi faolligi hamda kontekstual til o'zlashtirishini rivojlantirishdagi ta'sirini tahlil qiladi. Tadqiqot aralash metodologiya (mixed-method) asosida olib borilib, tajriba sinf mashg'ulotlari hamda o'quvchilar fikrini o'rganish tahlilini o'z ichiga oladi. Ma'lumotlar universitet darajasidagi ingliz tilini chet tili sifatida o'rganayotgan (EFL) talabalar orasida o'tkazilgan boshlang'ich va yakuniy testlar, sinf kuzatuvlari hamda so'rovnomalar orqali to'plandi. Natijalar VR asosidagi o'quv muhitlari og'zaki nutq ravonligini, tinglab tushunish ko'nikmalarini hamda o'quvchilar motivatsiyasini sezilarli darajada oshirishini ko'rsatdi. Tadqiqot natijalari shuni ko'rsatadiki, immersiv VR muhitlari o'quvchilarga simulyatsiya qilingan real hayotiy vaziyatlarda haqiqiy kommunikatsiya qilish imkonini beradi, bu esa til qo'rquvini kamaytirib, tajribaga asoslangan o'rganishni rag'batlantiradi. Mazkur tadqiqot ingliz tilini o'qitish metodologiyasi sohasiga hissa qo'shib, oliy ta'lim muassasalarida ingliz tilini o'qitish jarayoniga VR texnologiyasini integratsiya qilish uchun pedagogik modelni taklif etadi.

KALIT SO‘ZLAR: Virtual Reality, immersiv ta’lim, ingliz tili ta’limi, EFL, raqamli pedagogika, til o’zlashtirish, ta’lim texnologiyalari.

ВИРТУАЛЬНАЯ РЕАЛЬНОСТЬ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ: СОЗДАНИЕ ИММЕРСИВНОЙ СРЕДЫ ДЛЯ ИЗУЧЕНИЯ ЯЗЫКА

АННОТАЦИЯ: Интеграция новых цифровых технологий в систему образования значительно трансформировала методики изучения языков. Среди этих технологий особое внимание привлекает технология виртуальной реальности (Virtual Reality – VR), благодаря ее способности создавать иммерсивные и интерактивные образовательные среды. Данное исследование рассматривает роль виртуальной реальности в совершенствовании процесса изучения английского языка, особенно в развитии коммуникативной компетенции обучающихся, их вовлеченности в учебный процесс и контекстного усвоения языка. Исследование основано на смешанном методологическом подходе, включающем экспериментальное внедрение VR в учебный процесс и анализ восприятия обучающихся. Данные были собраны среди студентов университетского уровня, изучающих английский язык как иностранный (EFL), с использованием входных и итоговых тестов, наблюдений за учебным процессом и анкетирования. Результаты показали, что образовательные среды на основе VR значительно улучшают беглость устной речи, навыки аудирования и мотивацию обучающихся. Полученные данные свидетельствуют о том, что иммерсивные VR-сценарии позволяют студентам практиковать подлинную коммуникацию в смоделированных реальных ситуациях, тем самым снижая языковую тревожность и способствуя обучению через опыт. Исследование вносит вклад в современную методику преподавания английского языка, предлагая педагогическую модель интеграции технологии виртуальной реальности в процесс обучения английскому языку.

КЛЮЧЕВЫЕ СЛОВА: виртуальная реальность, иммерсивное обучение, обучение английскому языку, EFL, цифровая педагогика, усвоение языка, образовательные технологии.

VIRTUAL REALITY IN ENGLISH LANGUAGE EDUCATION: ENHANCING IMMERSIVE LANGUAGE LEARNING ENVIRONMENTS

ABSTRACT: The integration of emerging digital technologies in education has significantly transformed language learning methodologies. Among these technologies, Virtual Reality (VR) has gained increasing attention due to its ability to create immersive and interactive learning environments. This study examines the role of Virtual Reality in enhancing English language learning, particularly in improving learners' communicative competence, engagement, and contextual language acquisition. The research employs a mixed-method approach involving experimental classroom implementation and learner perception analysis. Data were collected from university-level English as a Foreign Language (EFL) students through pre- and post-tests, classroom observations, and questionnaires. The results indicate that VR-based learning environments significantly improve speaking fluency, listening comprehension, and learner motivation. The findings suggest that immersive VR scenarios allow learners to practice authentic communication in simulated real-life contexts, thereby reducing language anxiety and promoting experiential learning. The study contributes to contemporary language education research by proposing a pedagogical framework for integrating VR technology into English language teaching.

KEY WORDS: Virtual Reality, immersive learning, English language education, EFL, digital pedagogy, language acquisition, educational technology.

INTRODUCTION

The rapid development of digital technologies has transformed educational practices across the world. In language education, technological innovations have introduced new possibilities for interactive and learner-centered instruction. Virtual Reality (VR), in particular, has emerged as a promising tool for language learning due to its ability to simulate authentic environments where learners can interact with virtual objects and characters in real time.

Traditional language teaching methods often rely on textbooks and classroom-based activities that may not provide sufficient opportunities for authentic communication. As a result, learners may struggle to transfer theoretical knowledge into practical communication skills. VR technology offers a solution by creating immersive

environments where learners can practice language in realistic contexts such as airports, restaurants, or business meetings.

The concept of immersive learning is grounded in constructivist learning theory, which emphasizes experiential learning and active participation. Through VR environments, learners are not merely passive recipients of information but active participants in simulated social interactions. This approach can significantly enhance communicative competence, which is a key objective in modern language education.

In the context of English as a Foreign Language (EFL) education, VR has the potential to bridge the gap between classroom instruction and real-world communication. By engaging learners in virtual scenarios, VR-based instruction promotes

contextual learning and improves learners' confidence in using the language.

The purpose of this study is to explore how Virtual Reality technology influences English language learning outcomes and to analyze its effectiveness in improving speaking fluency, listening comprehension, and learner motivation.

LITERATURE REVIEW

Recent research in educational technology highlights the growing importance of immersive learning environments in language education. According to Makransky and Petersen (2019), VR environments enhance cognitive engagement by enabling learners to interact with complex learning scenarios in a realistic setting. These immersive experiences allow learners to practice communication skills in ways that traditional classrooms cannot easily replicate.

Radianti et al. (2020) argue that VR can improve experiential learning by providing contextualized learning opportunities. For language learners, this means practicing vocabulary and grammar in realistic situations rather than isolated exercises.

Similarly, Parmaxi (2023) notes that VR-based language learning environments promote collaborative learning and social interaction. In such environments, learners can engage in role-playing activities, which facilitate language acquisition through meaningful communication.

Studies also indicate that VR can reduce language anxiety. According to Chen (2016), students often feel more comfortable practicing speaking in virtual environments because they

perceive them as less intimidating than real-life situations.

Despite its potential benefits, some researchers point out challenges associated with VR implementation, including technological costs, technical limitations, and the need for teacher training (Radianti et al., 2020). However, ongoing technological advancements are gradually reducing these barriers.

Overall, existing literature suggests that VR has the potential to significantly enhance language learning outcomes, particularly in areas such as speaking fluency, cultural awareness, and learner engagement.

METHODOLOGY

This study employs a mixed-method research design combining quantitative and qualitative approaches to evaluate the impact of VR on English language learning.

Participants

The study involved 60 university students enrolled in an English as a Foreign Language (EFL) program. Participants were divided into two groups:

- Experimental group (30 students): VR-assisted language learning
- Control group (30 students): Traditional classroom instruction

Instruments

Several instruments were used to collect research data:

1. Pre-test and post-test measuring speaking and listening proficiency
2. Student perception questionnaire evaluating engagement and motivation

3. Classroom observation checklist documenting interaction patterns

4. Speech fluency metrics, including speech rate and pause frequency

Procedure

The experimental group participated in VR-based lessons using simulated environments such as virtual cafés, airports, and job interviews. Students interacted with virtual characters and completed communicative tasks in English.

The control group followed a traditional language learning curriculum using textbooks and classroom discussions.

The intervention lasted eight weeks.

Data Analysis

Quantitative data were analyzed using statistical methods, including paired t-tests and regression analysis. Qualitative data from questionnaires and observations were analyzed using thematic analysis.

RESULTS AND DISCUSSION

The results demonstrate a statistically significant improvement in speaking fluency among students who participated in VR-based instruction. The experimental group showed higher speech rates and reduced pause frequency compared to the control group.

Listening comprehension scores also improved significantly in the VR group. This improvement can be attributed to exposure to contextualized language input in immersive environments.

Student perception surveys revealed high levels of motivation and

engagement in VR-based learning activities. Many students reported feeling more confident in speaking English in virtual environments.

These findings support previous research suggesting that immersive learning environments facilitate language acquisition by providing authentic communication contexts.

VR also promotes experiential learning, allowing students to practice language skills in simulated real-world situations. This approach aligns with communicative language teaching principles, which emphasize meaningful interaction as the foundation of language learning.

However, the study also identified several challenges, including technical difficulties and the need for teacher training in VR-based instruction.

CONCLUSION

This study demonstrates that Virtual Reality technology can significantly enhance English language learning by creating immersive and interactive environments. VR-based instruction improves speaking fluency, listening comprehension, and learner motivation.

The findings highlight the potential of VR as an innovative pedagogical tool in language education. By integrating VR technology into language classrooms, educators can create authentic communication experiences that support experiential learning.

Future research should explore long-term effects of VR-based language learning and investigate its impact on other language skills such as writing and reading comprehension.

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