G.T. Yussupova[1], T. A. Kulgildinova[2], A.S. Sagimova[3]

[1]*Khoja Akhmet Yassawi International Kazakh-Turkish University Turkestan, Kazakhstan*
[2]*Kazakh Ablai Khan University of International Relations and World Languages,*
Almaty, Kazakhstan
[3]*Almaty Tehknologikal University, Almaty, Kazakhstan*
(E-mail:guzal.yussupova@inbox.ru, tulebike@mail.ru)

Implementation of an immersive approach in solving the problems of foreign language education

Abstract. *The article outlines the possibilities of implementing an immersive approach in foreign language education. The features of the virtual environment and its application in the educational process are described. Prospects are identified that, through the use of immersive technologies, make it possible to build a foreign language lesson in a new way. The concept of immersiveness is defined, which allows a different look at modern immersion technologies and the use of digital technologies in the process of teaching a foreign language. The immersive technology and its effectiveness in the process of formation of communicative reflection in students are considered. The definitions and concepts of the immersive approach in education are presented in the terminological aspect. The connection of the immersive approach with other approaches in education (activity-based, contextual, informational) is indicated, taking into account the principle of visibility, which expands and complements the technical capabilities of a foreign language lesson. The importance of computer technologies is characterized, which contribute to the creation of more natural conditions for communication, increase the motivation of students, and also ensures the involvement of all students in communication and facilitates the teacher's control over the task. The importance and necessity of the introduction of virtual, augmented and mixed reality technologies for the digital transformation of the sphere of foreign language education was also noted. A SWOT analysis of the immersive approach in foreign language education is presented. The purpose of this article is to determine the features of the use of digital technologies in teaching foreign (English) language based on the implementation of immersive technologies in the learning process to improve the quality of education. The relevance of this article is related to the need to apply immersive technologies in teaching a foreign language.*
Keywords: *digital technologies, immersive environment, immersion method, foreign language, education, communicative reflection, virtual reality, immersive approach, motivation, communication skills.*

Introduction

In education, the perspective of the transition to the use of an immersive approach is increasingly expanding. Strategies for its development today require the identification of certain grounds and trends. According to many scientist [1], the current stage can be positioned as a transitional one [2], and the active introduction of e-learning, digitalization of the educational process dictate other requirements for approaches and technologies. The word immersive goes back etymologically to the English word, in dictionaries it is defined as providing, involving or characterized by deep absorption or immersion in something (for example, in an activity, in a real or artificial environment). In pedagogical science, immersiveness is interpreted as a special method of teaching with elements of relaxation, suggestion and play, based on immersion in artificially

250   № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497

simulated reality. According to A.I. Sosnilo and N.N. Rezvanov: immersive learning tools differ from standard ones, first of all, in that in the traditional pedagogical paradigm, the assimilation of new knowledge occurs through information and persuasion, whereas immersiveness involves learning through information and suggestion [3]. And so, immersiveness, understood literally as immersion, the effect of presence, allows you to take a qualitatively different look at the application of modern immersion technologies, in particular virtual reality technologies, expanding and deepening it. In this way, one can observe the development of immersiveness from the effect of telepresence to full immersion with interactivity [4]. The development of an immersive approach in education was examined in the works of S.F. Sergeev, who revealed the concept of an immersive learning environment as a basic concept in pedagogy [5] He defines an immersive learning environment as a systemic self-organizing construct that manifests itself as a dynamic process in the subject of learning, involving in its structure a wide variety of elements of the external or internal environment in order to ensure the autopoiesis of the organism, the stability of the personality, the continuity of its history [6]. The study of virtual environments, as well as the use of immersive technologies in learning can be traced in the works of S.D. Freitas, T. Neumann, K.F. Hew, W.S. Cheung, M. Dunleavy, C Dede, R. Mitchell, J.J. Cummings, V. Potkonjak, M. Gardner, V. Callagham, P. Matilla, V. M. Petrovich. The analysis of studies and publications that consider aspects of an intensive learning environment allows us to identify previously unresolved parts of the general problem. The concept of L. M. Andriukhina is close to us, who considered immersiveness from the standpoint of the effect telepresence, which is not inherent in any of the types of communication, which include videoconferencing, communication, Internet telephony, etc. [7].

Based on the problems of implementing an impressive approach in foreign language education, in this study we identify key positions that allow us to identify approaches for further implementation of the immersive approach in education. Immersiveness refers to a complex of active-method mechanisms in the practice of learning, therefore it is explained as a virtual environment that transforms, reflects reality. This gives the effect of immersion in the information space, which helps to extract the necessary knowledge from it. The immersive learning environment is dynamic, psychologically prepares the learner for immersion in the situation, and the effect of presence, interactivity, redundancy, accessibility to cognitive experience saturation and motivation, manifest themselves in the form of active learning.

Conducting research from the standpoint of pedagogical understanding of the use of an immersive approach for the effectiveness of foreign language acquisition.

The purpose of the study

In a rapidly changing immersive learning environment, society's attitude to the concept of an immersive approach is changing, so an important goal of the study is to identify the role of an immersive approach for effective foreign language acquisition.

We believe that it is impossible to ignore the student's learning environment, since it is based on technology. If this factor is not taken into account, then it becomes difficult to achieve learning tools. Based on the cognitive-affective model of immersive learning, they obtained as a result: firstly, a statistically significant positive relationship between the use of immersive and interactive technologies and learning through presence and action; secondly, the presence of mediation between declarative knowledge, situational interest and embodied learning; thirdly, a noticeable downward trend students have a sense of presence due to extraneous cognitive load [8]. Researchers from Spain give arguments in favor of using virtual reality technologies at school. They note that the use of immersive virtual reality technologies at the preschool and primary education levels is more effective and has a positive effect. They also investigated that virtual reality as a technology has a positive effect on the academic performance of primary school students, they also suggest the practice of non-prolonged use of virtual reality for efficiency [9]. The formation of educational competencies with the help of virtual reality technologies helps to overcome problems of a communicative nature, for example, anxiety during public speaking.

ВЕСТНИК Евразийского национального университета имени Л.Н. Гумилева.
Серия Педагогика. Психология. Социология
BULLETIN of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series

№ 4(145)/2023   251

So, in the Netherlands, a special application "SpeakApp-Kids!" was developed, with the help of which school children could quickly get rid of the fear of public speaking. The above studies show that virtual reality tools can be used for the education and development of children of different ages.

Research methods

As you know, virtuality in the field of education is recognized as a powerful and effective tool in the implementation of the learning task. We create various scenarios for learning a foreign language with specific learning goals, which allows us to perform specific tasks using the immersiveness method. Immersiveness is understood as a special teaching method based on immersion in an artificially simulated reality, including elements of relaxation, suggestion and play. There are two types of immersive technologies – VR (virtual reality) and AR (augmented reality). The immersive approach in professional education is a set of techniques and methods for organizing the interaction of participants in the educational process in a virtual learning environment. This ensures the interactivity of learning due to the sensory multivector impact on students. The immersive approach is connected with other approaches in education (activity, contextual, informational), contributing to their deeper manifestation. For example, the activity approach, which is aimed at the formation and development of student activity in language learning, combined with an immersive approach promotes productive interaction between teachers and students in the aspect of realizing the prospects of professional activity in the future. The contextual approach, which is implemented through active teaching methods, finds a correlation with the goals of education with an immersive approach, which ensures the actualization of the subject and social content of professional activity, modeling the system of relations characteristic of teaching a foreign language. Virtual reality is based on the concept of using a human-machine interface to create the effect of a three-dimensional environment in which the user interactively interacts with virtual objects, and not with images of these objects [10].

The word virtual goes back to the Latin virtualis – possible, one that can appear under certain conditions [11]. Lensu defines virtual reality as an environment in which one or several users can or interact with the help of certain equipment, plunging into an imaginary world generated by a computer. So, let's name the main properties of an immersive learning environment: redundancy, observability, accessibility to cognitive experience (constructability), saturation, plasticity, extra-subject spatial localization, autonomy of existence, synchronizability, vectorality, integrity, motivogenicity, interactivity [12]. Following S.F.Sergeev, considering immersiveness as a complex of sensations of a person in an artificially created three – dimensional world, we change the viewpoint in English lessons, zoom in and remove objects by participating in a virtual dialogue. That is, our student is not passively watching the conference, but can act as a speaker, so interaction is carried out in an immersive environment. This is said by A.I. Sosnilo, N.N. Rezvanov, proving that the use of immersive virtual reality (IVR) technologies in the teaching of schoolchildren in grades 6-10 positively affects the assimilation of information in the classroom [13]. Having identified the advantages of using VR in teaching, such as visibility, the ability to visualize complex and inaccessible to daily perception of knowledge, abstract concepts, engagement and interactivity, multimodality of perception, compatibility with distance learning and the possibility of gamification of the educational process, we believe that virtual reality tools provide opportunities for the development of educational and cognitive competence at all levels education. Therefore, we offer a special course on the use of VR in education in teacher training. An important component of successful teacher training in VR should be recognized as the presence of positive attitudes and ideas among students about the possibilities of these tools. Virtuality as a technology in the educational sphere is an integral part of the learning process, since virtual worlds include clear tasks in certain situations, delimited by specific learning goals that need to be performed. For example, in order to avoid noise, it is possible to conduct joint lessons remotely, classes can use a virtual environment to create an exhibition space on a

252 № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497

specific subject or restore paintings of a historical model, participate in dialogue and polylogue. Immersive learning, in which a foreign language simultaneously becomes not only a subject, but also a medium for interaction and solving professional problems with its use, today is one of the promising directions. A professionally oriented lesson in a foreign language using digital and cloud technologies serves as a kind of bridge linking language learning and deepening knowledge in the specialty [14].

The basic concepts of the immersion go back to the techniques developed and implemented by the American French teacher M. Berlitz, in the last quarter of the XIX century. The key provisions of this approach to teaching foreign languages are as follows:

- speaking and listening prevail over other types of educational activities (writing and reading);

- vocabulary and grammar are not studied in isolation, but in context;

- the student is given an active role in the learning process, the teacher plays the role of an organizer;

- the use of the native language in teaching is excluded.

It was only in the 21st century that attempts began to be made to formalize the immersion method into an independent methodological system. The experience of developing the author's model of immersion method of teaching foreign languages in language courses is already known[15].

Immersive learning of foreign languages involves a number of features that distinguish this type of learning from others. Firstly, while learning a foreign language, technologies such as virtual reality, augmented reality, mobile devices, educational platforms and many others are critically used. In foreign language lessons, using an immersive approach, there are opportunities to implement scenes of real situations, for example, an interview during employment, a situation in a store, in a restaurant, etc. This requires students to have a deep thinking ability in the process of learning a foreign language and contributes to its development. It should be noted that the immersive approach is always based on the gamification of learning, since most of the educational material is given in the form of a game. Conducting practical classes on this immersive approach technology has a number of advantages:

• Speaking skills are improving, which is the most important goal in learning a foreign language, since the vocabulary of students will increase.

• The language barrier will disappear for students, since students are completely immersed in the language environment in which they need to speak.

• They will gain the skill to listen and understand their interlocutor, since immersion in the language environment requires comprehension of what they heard from a native speaker, and then its reproduction in a foreign language.

• Memory will be improved, as comprehension and perception of the material will contribute to the creation of new neural connections that help in mastering a foreign language.

• Lets highlight the main techniques of the immersive approach in teaching a foreign language:

• reaction to the set by the teacher with the help of the studied language units;

• transformation of the original phrases and sentences according to a given pattern;

• description of the objects or action that are depicted in the figure;

• correction of speaker's mistakes.

Learning a foreign language using an immersive approach allows you to increase the level of involvement in the learning process of students, in addition, it increases their motivation, as they become responsible for the virtual educational environment in which they are. Thanks to this approach to learning a foreign language, students can virtually create a diverse environment that cannot be accessed within the walls of the classroom. The content of the virtual platform is so diverse that it will allow you to creatively treat each topic. For example, on the topic Animal World, you can take part in a conference, watch a cartoon and participate in debates about animal protection. The teacher should gradually lead to the perception of this material.

ВЕСТНИК Евразийского национального университета имени Л.Н. Гумилева.
Серия Педагогика. Психология. Социология
BULLETIN of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series

№ 4(145)/2023   253

However, despite the numerous advantages of the immersive approach in education, the process of its implementation is characterized by certain problems. According to the research of M.V.Bakin and D.S.Tchaikovsky [16], the main ones include: large material investments to equip an educational institution with appropriate equipment for working with augmented (AR) and virtual reality (VR); development of high-quality content that meets the needs of educational programs; the unavailability of the teaching staff of an educational institution to work with immersive technologies, the need to teach them not only competent handling of complex equipment, but also the methodology of conducting training sessions using virtual reality, etc. A.I. Sosnilo emphasize that the use of technology has a wide range of advantages, but also has a number of disadvantages that limit the widespread and rapid scaling of the use of technology. Among the advantages are: full immersion in the learning process, the effect of presence; visibility and brightness of sensations; interactivity; easier understanding and simplification of perception; the use of visual and auditory channels of perception; the use of vestibular apparatus; increasing focus on the problem, reducing distractions, engaging in side activities and unnecessary communication; simplified perception of complex objects; the ability to assemble and disassemble complex objects into component elements; group work and interaction; the possibility of gamification of education; the possibility multiple repetition of information and training skills for full assimilation; the ability to scale content (for all schools and universities of the region, country, divisions of the company, etc.). According to the cone of training E. Deila performing an action increases the level of memorization up to 90% which is what reality technologies allow [17].

Figure 1
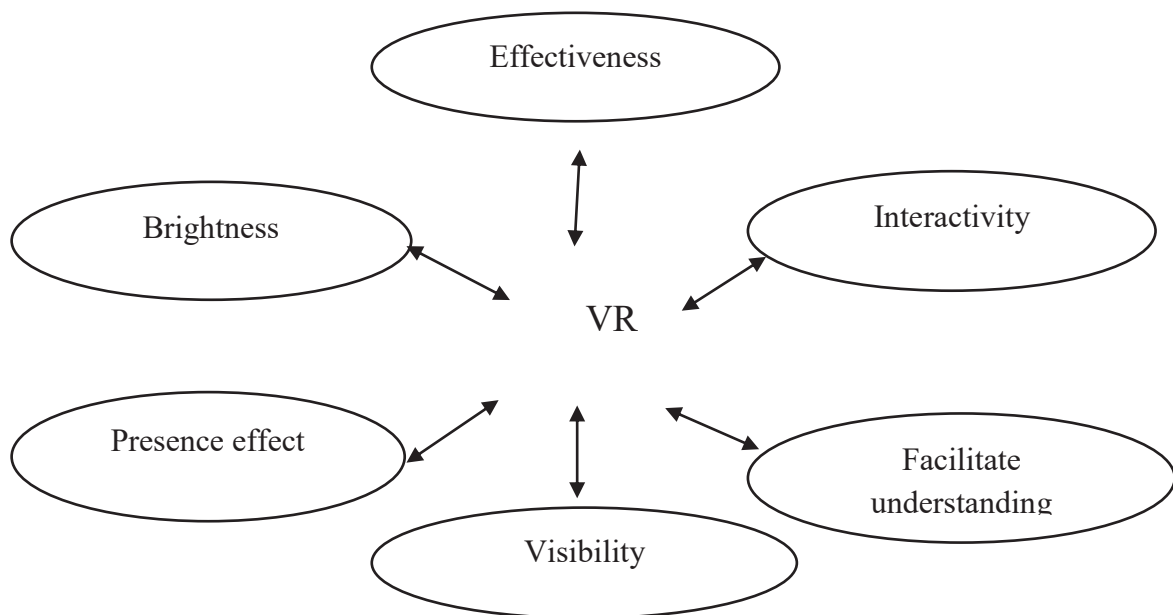
Discussion

Podkosova Ya.G., Varlamova O.O. define reality as a new concept of using computers and a human-machine interface to create the effect of a three- dimensional environment in which the user interactively interacts with virtual objects, and at the same time creates a strong sense of three-dimensional presence [17]. The information approach is most deeply integrated with the immersive one, since when studying any object, process or phenomenon in nature and society,

254   № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497

first of all, the most characteristic information aspects that determine their functioning and development are identified and analyzed. Thus, the information approach according to D. Marry reveals the study of the representation and processing of visual sensory information, which is based on the use of artificial intelligence, computer technology in general. The immersive approach implies a number of key points on which the principle of visibility in education is implemented. So the principle of immersiveness does not deny, but rather expands and complements it taking into account modern trends and technical capabilities.

Immersive technologies in education reinforce reinforce the importance of visual aids in the process of acquiring knowledge through deep immersion in a virtual environment. Their role in enriching students with a complex sensory cognitive experience necessary for a comprehensive mastery of abstract concepts is very important. To increase the effectiveness of learning, the principle of immersiveness requires, first of all, the use of immersion tools, relying on visual modality. The principle of complexity in the immersive approach involves the impact on all human senses to the perception of educational material. Among the advantages of using immersive technologies in professional education are D.V. Vorobyov and A.A. Sirotkin is called the fact that training in virtual world allows you to act within the framework of a typical scenario that arises in the professional activity of a specialist, which allows you to prepare him for the direct performance of official duties [17]. The key function of immersive technologies in vocational education, therefore, becomes the modeling of routes and scenarios for the student and together with the student [1]. This leads to the conclusion about the transformation of the role of the teacher in the new educational environment. The teacher loses the function of a lecturer, and acquires the function of a guide, moderator, mediator between students and virtual environments. The student in this context is both an observer and an active participant in communication, using his experience and authority to orient the student in the area of educational meanings, changes in the observed parameters of the learning environment [12]. G.K. Lozanov believes that it is not easy to achieve the effect of full immersion, for this it is necessary to use psychological, didactic, artistic means [6], in this regard, he used the technique of suggestive influence for intensive foreign language teaching.

According to these scientist, immersive learning is a self-organizing psychological construct that is dynamically systematized and the essence of which is deep immersion in the learning environment. This environment includes such components as interactivity, extra-subject spatial localization, integrity or redundancy, accessibility of cognitive experience, saturation, observability and motivogenicity. The presence in an immersive learning environment makes it possible to immerse the psychological and psychophysiological systems of a person in the environment of human experience, in the process of their construction and development, accompanied by the effect of presence [12]. This approach allows you to spread the most interesting educational practices, because other teachers can use the materials during their classes, which improves the overall quality of the educational process, both at school and at university.

Results

We conducted a survey among third-year students of the Faculty of Philology, with a specialty of foreign language; two foreign languages, the International Kazakh-Turkish University named after H.A. Yassavi, the experiment was conducted in two stages in control and experimental groups, in which respondents of different ages, gender, nationality and social affiliation participated. Respondents who took part in the survey were persons aged 17 to 25 years (35 people).

To obtain data on the use of the virtual educational environment during the study of a foreign language by students, we conducted a questionnaire, the purpose of which was to find out whether the virtual learning format is effective. As an empirical research method, we selected a questionnaire of students with the following goals:

1) find out the attitude of students to learning a foreign language using a virtual educational platform;

ВЕСТНИК Евразийского национального университета имени Л.Н. Гумилева.
Серия Педагогика. Психология. Социология
BULLETIN of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series

№ 4(145)/2023   255

2) determine the benefits of educational portals based on the experience of students. The questionnaire contained 10 questions of two types:

1) open, requiring a full answer; 2) questions with a choice of answer.

Figure 2

Have you ever studied a foreign language in a virtual educational environment?		
Yes		No
100%		0%
Is Learning and using a virtual educational system platform as productive as face-to-face training?		
Yes	No	Difficult to answer
65,5%	0%	34,5%
Were you satisfied with the choice of a virtual educational environment when learning a foreign language?		
Yes	No	Difficult to answer
100%	0%	0%

The results of the online survey revealed the following: 100% of respondents used the opportunity to learn a foreign language in a virtual environment. In this regard, 65.5% of respondents consider this training as productive as full-time, and 34.5% could not give an accurate answer. Upon completion of training in a virtual educational environment, 100% were satisfied with the results obtained. Based on all of the above, it can be concluded that all students somehow have significant experience in learning a foreign language in a virtual educational environment. Most of the respondents equally appreciated not only the choice of a virtual platform, but also online learning in general.

So, based on the results of the survey, we made a SWOT analysis regarding the learning experience and the choice of a virtual platform. According to students, the advantages and disadvantages of learning in a virtual format are as follows:

Figure 3

SWOT analysis of the Immersive approach in Foreign language education

Strengths	Weaknesse
1.Availability 2. The opportunity to gain knowledge at any time 3. Strengthening the sensory capabilities of the student 4. Increase motivation to study.	1. Lack of live contact with people 2. Difficulties with choosing a suitable platform 3. Problems with the Internet connection.
Opportunities	**Threats**
1. Strengthening the sensory capabilities of the student; 2. Complex effects on the senses; 3. A new level of quality of assimilation and fixation of new information in the student's mind. 4. Impact on all reception channels in the perception of educational material	1. Students may form a false idea of their own professionalism based on the success of their activities in a virtual environment 2. The level of objective competence of the teacher and his assessment of his own capabilities.

As can be seen from the SWOT analysis, there are more advantages of using an immersive approach in foreign language education than there are disadvantages. When used correctly in combination with an effective teaching methodology, the immersive approach brings a lot of

256   № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497

benefits. Respondents note the advantages: increased motivation and independence of students, strengthening the sensory capabilities of the student.

There are a number of limitations and barriers that make it difficult for the mass implementation of immersive tools in current educational practices. Firstly, the transition of part of the professional education process to the virtual world leads to the need for special training of teaching staff. However, some threats may prevent the correct implementation of these strengths. Nevertheless, these and other disadvantages of using immersive learning tools cannot be considered a sufficient reason for refusing to implement them. That is why we undertook this research in order to provide teachers with such training at a special course on immersion approach in foreign language classes so that they would be ready for such innovative work.

Conclusion

The article considered in detail the possibilities of implementing an immersive approach in the learning process.

Having studied various interpretations of the concept of immersive technologies and their relationship with the virtual educational environment, we came to the conclusion that the immersive approach is learning in an information space where participants in the educational process interact with each other through information technologies and communications. And also, the formulated key definitions in the field of intensive technologies allow us to concretize the understanding of the basic terminological apparatus. We presented an overview of the classifications of immersion technologies, revealed the role and place of immersion technologies in education, their capabilities and pedagogical potential. We have described the results of a survey of respondents, according to which it can be stated that the full primacy of the immersive approach in education should not be expected in the near future, but it is necessary to train teachers on their use in foreign language lessons. Now there is a list of topics on a foreign language, which is well represented in flexible information immersive environments. The main advantage of using digital technologies in the educational process is that students become learners, as they develop their independent activities. In this article, we have identified the positive and negative consequences of the immersive approach of teaching based on the use of digital technologies, among which priority is given to the cultural and linguistic environment with complete isolation from the native language. In favor of this approach is the possibility of independent acquisition of experience in the formation and improvement of competencies, skills and abilities in the field of professionally-oriented foreign language communication; maximum proximity to the natural conditions of mastering a foreign language in various communication situations; communicative orientation of the method, because the ultimate goal of learning is the ability to listen, speak, read and write in a foreign language; reflexivity of the method, because it provides productive forms of group work, develops the ability to work in a team while jointly solving creative tasks and problematic situations. The conducted research allows us to conclude about the possibility of successful implementation in the educational process of all levels and directions of educational and cognitive competence due to the transfer of a system of corresponding increasingly complex tasks into virtual reality and their solutions by students, both with the support of a teacher and in independent activity. In conclusion, in our opinion, the use of an immersive approach is the dictate of time, therefore, it requires the training of a foreign language teacher who is able to correctly combine modern and traditional teaching methods and achieve results in foreign language education.

ВЕСТНИК Евразийского национального университета имени Л.Н. Гумилева.
Серия Педагогика. Психология. Социология
BULLETIN of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series

№ 4(145)/2023   257

References

1. Andriukhina L.M. Telepresence technologies – a new creative platform for the development of education//Fundamental research. – 2013. – № 10 (12). – P. 2754-2759.

2. Bakin M.V. Immersive technologies in the development of social empathy and education// International Scientific Research Journal. – 2020. – №10 (2). – P. 16-19.

3. Kornilov Yu.V., And Popov.A. VR technologies in education: experience, overview of tools and prospects of application // Innovations in education. – 2018. – No. 8. – P. 117-129.

4. Kornilov Yu. V. On the terminology and classification of immersive technologies in education. – 2020. – № 68 (2). – P. 171-17.

5. Lensu Ya.Yu. On the way to virtual reality (from the history of the conception of virtual reality)// Innovative educational technologies. – 2014. – No. 1 (37). – P. 71-76.

6. Lozanov G. K. Suggestology. Sofia: Science and Art. – 1971. – P. 518.

7. Polyakova L.F. Formation of a creative personality in the process of teaching a foreign language// The Tauride scientific observer. – 2015. – No.4. – P.56-59.

8. Petersen G. B., Petkakis G., Makransky G. A study of how immersion and interactivity stimulate learning in virtual reality // Computers and Education. – 2022. – P. 179

9. Podkosova Ya. G. Analysis of the prospects for the use of virtual reality technologies in distance learning / Ya. G. Podkosova et al. // Questions of modern science and practice. – 2011. – No. 2 (33). – P. 104-111.

10. Sosnilo A. I. Application of virtual reality (VR) technologies in management and education // Managerial consulting. – 2021. – No. 6. – P. 158-163.

11. Sosnilo, A.I. Application of immersive technologies in the educational process / A.I. Sosnilo, N.N. Rezvanov // Economics and environmental management. – 2021. – No. 4. – P. 83-90

12. Sergeev S.F. Educational and professional immersive environments. – M.: Public education, 2008. – P.434

13. Sergeev S. F. Problems and prospects of using e-learning // School technologies. – 2015. – No. 3. – P. 28-38.

14. Timofeev V. A. Distinctive features of immersion method of teaching foreign languages to adult learners of language courses// Young scientist. – 2018. – No. 1. – P. 387-390.

15. Veshneva I.V., Singatulin R.A. Transformation of education: trends, prospects // Higher education in Russia. – 2016. – № 2(198). – P. 142-147.

16. Villena-Taranilla R., Tirado-Olivares S., Kozar-Gutierrez R., Gonzalez-Calero J. A. The influence of virtual reality on learning outcomes in K-6 schools: Meta-analysis // Review of educational research. – 2022. – P. 35.

17. Vorobyev D.V. Virtual reality as a category of social philosophy, or what is virtual reality? // Bulletin of the Nizhny Novgorod University named after N.I. Lobachevsky. Series: Social Sciences. – 2008. – № 4 (12). – P. 89-94.

Г.Т. Юсупова[1], Т.А. Кульгильдинова[2], А.С. Сагимова[3]
[1]*Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Түркістан, Қазақстан*
[2]*Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан*
[3] *Алматы технологиялық университеті, Алматы, Қазақстан*

Шет тіліндегі білім беру мәселелерін шешуде иммерсивті тәсілді жүзеге асыру

Аңдатпа. Мақалада шет тіліндегі білім беруде иммерсивті тәсілді жүзеге асыру мүмкіндіктері көрсетілген. Виртуалды ортаның ерекшеліктері және оны білім беру процесінде қолдану сипатталған. Иммерсиялық технологияны қолдану арқылы шет тілі сабағын жаңа тәсілдермен құруға мүмкіндік беретін перспективалар анықталды. Иммерсивтілік ұғымы шет тілін оқыту процесінде цифрлық технологияларды батырудың және қолданудың заманауи технологияларына басқаша қарауға мүмкіндік береді. Студенттерде коммуникативті рефлексияны қалыптастыру процесінде иммерсивті технология және оның тиімділігі қарастырылады. Білім берудегі императивті

258   № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497

тәсілдің анықтамасы мен тұжырымдамасының терминологиялық аспектісінде ұсынылған. Шет тілі сабағының техникалық мүмкіндіктерін кеңейтетін және толықтыратын көрнекілік принципін ескере отырып, иммерсивті тәсілдің білім берудегі басқа тәсілдермен (белсенділік, контексттік, ақпараттық) байланысы көрсетілген. Компьютерлік технологиялардың маңыздылығы сипатталады, олар қарым-қатынас үшін табиғи жағдай жасауға, оқушылардың мотивациясын арттыруға ықпал етеді, сонымен қатар барлық оқушылардың коммуникацияға қатысуын қамтамасыз етеді және мұғалімге тапсырманың орындалуын бақылау процесін жеңілдетеді. Сондай-ақ, шет тілді білім беру саласын цифрлық трансформациялау үшін виртуалды, толықтырылған және аралас шындық технологияларын енгізудің маңыздылығы мен қажеттілігі атап өтілді. Шет тіліндегі білім берудегі иммерсивті тәсілдің SWOT талдауы ұсынылған. Осы мақаланың мақсаты білім беру сапасын жақсарту үшін оқыту процесінде иммерсивті технологияларды іске асыру негізінде шет (ағылшын) тілін оқытуда цифрлық технологияларды қолдану ерекшеліктерін айқындау болып табылады. Бұл мақаланың өзектілігі шет тілін оқытуда иммерсивті технологияларды қолдану қажеттілігімен байланысты.

Түйін сөздер: Сандық технологиялар, иммерсивті орта, иммерсия әдісі, шет тілі, білім, коммуникативті рефлексия, виртуалды шындық, иммерсивті тәсіл, мотивация, коммуникативті дағдылар.

Г.Т. Юсупова¹, Т. А. Кульгильдинова², А.С. Сагимова³

¹ Международный казахско-турецкий университет имени Ходжа Ахмета Яссави,

Туркестан, Казахстан

²Казахский университет международных отношений и мировых языков имени Абылай хана,

Алматы, Казахстан

³Алматинский технологический университет, Алматы Казахстан

Реализация иммерсивного подхода в решении задач иноязычного образования

Аннотация. В статье обозначены возможности реализации иммерсивного подхода в иноязычном образовании. Описаны особенности виртуальной среды и ее применения в образовательном процессе. Определены перспективы, которые с помощью использования иммерсивных технологий дают возможность по-новому построить урок иностранного языка. Дефинируется понятие иммерсивности, позволяющее иначе взглянуть на современные технологии погружения и использования цифровых технологий в процессе обучения иностранному языку. Рассмотрена иммерсивная технология и ее эффективность в процессе формирования коммуникативной рефлексии у студентов. Представлены в терминологическом аспекте определения и понятия иммерсивного подхода в образовании. Обозначена связь иммерсивного подхода с другими подходами в образовании (деятельностный, контекстный, информационный) с учетом принципа наглядности, который расширяет и дополняет технические возможности урока иностранного языка. Охарактеризована значимость компьютерных технологий, которые способствуют созданию более естественных условий для общения, повышению мотивации обучающихся, а также обеспечивает вовлеченность всех учеников в коммуникацию и облегчает учителю процесс контроля над выполнением задания. Также отмечена важность и необходимость внедрения технологий виртуальной, дополненной и смешанной реальности для цифровой трансформации сферы иноязычного образования. Представлен SWOT-анализ иммерсивного подхода в иноязычном образовании. Целью данной статьи является определение особенностей применения цифровых технологий в обучении иностранному (английскому) языку на основе реализации иммерсивных технологий в процессе обучения для улучшения качества образования. Актуальность данной статьи связана с необходимостью применить иммерсивные технологии в обучении иностранному языку.

Ключевые слова: цифровые технологии, иммерсивная среда, иммерсивный метод, иностранный язык, образование, коммуникативная рефлексия, виртуальная реальность, иммерсивный подход, мотивация, коммуникативные навыки.

ВЕСТНИК Евразийского национального университета имени Л.Н. Гумилева.
Серия Педагогика. Психология. Социология
BULLETIN of L.N. Gumilyov Eurasian National University. Pedagogy. Psychology. Sociology Series

№ 4(145)/2023   259

Information about authors:

Юсупова Г.Т. – докторант, Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университеті, Туркестан, Қазақстан.

Кульгильдинова Т.А. – педагогика ғылымдарының докторы, профессор, Абылай Хан атындағы қазақ халықаралық қатынастар және әлем тілдері университеті, Алмата, Қазақстан.

Сагимова А.С. – «Мемлекеттік және шетел тілдері» кафедрасының лекторы, Алматы технологиялық университеті. Алмата, Қазақстан.

Yussupova G.T. – doctoral student, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkistan, Kazakhstan.

Kulgildinova T.A. – Doctor of Pedagogical Sciences, professor, Kazakh Ablai Khan university of international relations and world languages, Almaty, Kazakhstan.

Sagimova A.S. – Lecturer of the State and foreign languages Department, Almaty Tehknological University, Almaty, Kazakhstan.

260   № 4(145)/2023

Л.Н. Гумилев атындағы Еуразия ұлттық университетінің ХАБАРШЫСЫ
Педагогика. Психология. Әлеуметтану сериясы
ISSN: 2616-6895, eISSN: 2663-2497