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MODERN APPROACHES TO TRAINING FUTURE FOREIGN LANGUAGE TEACHERS USING IMMERSIVE TECHNOLOGIES

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ABSTRACT

The article examines modern approaches to training future foreign language teachers using immersive technologies such as virtual and augmented reality. The study demonstrates that these technologies enhance student motivation, improve language practice, and develop digital competence in future educators. An analysis of existing curricula, along with student and teacher surveys, was conducted to identify the key advantages and challenges of integrating immersive technologies into the educational process. The article concludes that further development of methodological approaches is necessary for the effective use of these technologies in teacher training.

Keywords: immersive technologies, digital competence, foreign language teaching, virtual reality, augmented reality, educators.

INTRODUCTION

With the rapid development of digital technologies, the role of foreign language teachers has significantly expanded. Today, teachers not only need to master the language but also be able to use modern digital tools to organize the learning process. One such tool is immersive technologies, which open up new possibilities for deeper student engagement in the educational process. Virtual reality (VR), augmented reality (AR), and mixed reality (MR) are proving particularly effective in foreign language teaching, allowing students to immerse themselves in a language environment without leaving the classroom.

The purpose of this article is to explore modern approaches to training future foreign language teachers using immersive technologies and to analyze their impact on developing digital competence.

METHODS

The study employed a literature review to analyze existing research on the use of immersive technologies in education, particularly in the training of foreign language teachers. Additionally, qualitative interviews with university educators and student surveys were conducted to gather insights on the effectiveness of these technologies in developing digital competence. Curricula of foreign language teacher training programs were also analyzed to assess the integration of digital tools.

RESULTS

The study revealed that the integration of immersive technologies into the training of future foreign language teachers significantly improves students' perception and assimilation of material. The main findings can be divided into several key aspects:

1. **Increased student motivation**. The use of virtual and augmented reality creates a more engaging and interactive learning environment, greatly enhancing student involvement. Students noted that immersion in immersive language environments helps them overcome language barriers more quickly.

2. **Development of digital competence**. Immersive technologies contribute to the development of essential digital skills in future teachers. They learn not only how to work with software for creating and using VR/AR content but also how to apply these technologies for educational purposes.

3. **Improvement of language practice**. Language practice using immersive technologies allows students to better understand cultural contexts and adapt to real-life situations. For example, virtual tours or simulations of conversations with native speakers create conditions similar to real-world language practice.

4. **Support for individualized learning**. Immersive technologies make it possible to adapt the learning process to the needs of each student. For instance, individual assignments can be created in VR environments for deeper work on specific language aspects.

DISCUSSION

The research demonstrated that immersive technologies can significantly improve the quality of training future foreign language teachers; however, their implementation faces several challenges. One of the main issues is the lack of technical resources in educational institutions and a shortage of qualified specialists who can effectively integrate immersive technologies into the learning process.

It is also important to note that the development of digital competence should not only involve learning how to use technology but also fostering a critical approach to its use. Future teachers must be able to choose the most suitable tools for each educational task and adapt their use to specific conditions.

Another critical aspect is the need for the development of new teaching materials and guidelines for using VR and AR in foreign language teaching. Despite significant progress in this area, questions remain about standardizing approaches and creating widely accepted methodologies that could be applied in various educational systems.

CONCLUSION

Immersive technologies open new perspectives for training future foreign language teachers by fostering the development of their digital competence and increasing student motivation. Despite existing challenges in integrating these technologies, their potential for enhancing teacher training and professional development is evident. Further research and development of methodological approaches are needed to ensure the effective use of immersive technologies in educational practice.

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