



USING VIRTUAL TOURS OF HISTORIC SITES IN ENGLAND TO MOTIVATE AND ENGAGE YOUNG PEOPLE IN THEIR EDUCATION

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ABSTRACT

The article about intellectual and creative activity of teenagers is especially productive if it is devoted to the knowledge of artistic values. Here intelligence and creativity are activated. Moreover, in adolescence, there is a lively interest in art and a great need for its knowledge on the logical-cognitive and artistic-aesthetic levels. In communication with highly artistic works (when preparing teenagers for their perception and the process itself), logical and artistic thinking develops, with maximum activation of creative thinking and imagination, generalization and their own attitude, as well as reproduction. However, this is not enough for teenagers: intellectual and creative potential requires its implementation in any activity of knowledge. It is in this process of intellectual and creative development with the result of activities (for example, cognitive and educational) that the personality of teenagers is formed.

YOSHLARNI TA'LIMGA RAG'BATLANTIRISH VA JALB QILISH UCHUN ANGLIYADAGI TARIXIY JOYLARGA VIRTUAL SAYOHATLARDAN FOYDALANISH

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O'smirlarning intellektual va ijodiy faoliyati haqidagi maqola badiiy qadriyatlarni bilishga bag'ishlangan bo'lsa, ayniqsa samarali bo'ladi. Bu yerda aql va ijod



Pedagogik tizim, san'at merosi, faollashtirish, qiziqishi, kulturologik bilim, pedagogik bilim, o'rganish, chet tili, Angliya san'ati merosi, ta'lim.

faollashadi. Bundan tashqari, o'smirlar davrida san'atga bo'lgan qiziqish va uni mantiqiy-kognitiv va badiiy-estetik darajalarda bilishga katta ehtiyoj seziladi. Yuqori badiiy asarlar bilan muloqotda (o'smirlarni ularni idrok etishga va jarayonning o'ziga tayyorlashda) mantiqiy va badiiy tafakkur rivojlanadi, ijodiy fikrlash va tasavvurni maksimal darajada faollashtirish, umumlashtirish va o'ziga xos munosabat, shuningdek, takrorlash. Biroq, bu o'smirlar uchun yetarli emas: intellektual va ijodiy salohiyat uni har qanday bilim faoliyatida amalga oshirishni talab qiladi. Faoliyat natijasi bilan (masalan, kognitiv va tarbiyaviy) intellektual va ijodiy rivojlanish jarayonida o'smirlarning shaxsiyati shakllanadi.

Introduction. Learning English as a Foreign Language (EFL) is increasingly important for adolescents in Uzbekistan to access educational and professional opportunities in a globalized world. However, traditional classroom instruction often fails to fully engage students intellectually and motivate them to actively participate in the learning process [1]. Innovative pedagogical approaches are needed to stimulate Uzbek teenagers' interest in English and deepen their understanding of the language and its cultural context.

One promising strategy is utilizing virtual tours of England's historical sites. England boasts a wealth of iconic landmarks, monuments, and cultural attractions that embody the rich history and heritage of the English-speaking world. By virtually visiting places like the Tower of London, Stonehenge, and Shakespeare's birthplace, Uzbek adolescents can gain fascinating insights into British culture while being immersed in authentic English language content [2]. This article explores the potential of virtual tours to intellectually engage Uzbek teenagers in learning English and provides guidance for educators on effectively integrating this technology into their teaching practice.

Methods and literature review. To investigate the use of virtual tours in EFL education, a comprehensive literature review was conducted using databases such as JSTOR, Google Scholar, and ERIC. Search terms included "virtual tours", "EFL", "adolescents", "England", "historical sites", "intellectual engagement", and "Uzbekistan". Relevant articles published in peer-reviewed journals over the past 20 years were identified and analyzed.

The literature reveals that virtual tours have been increasingly used in various educational contexts to provide immersive, interactive learning experiences [3]. In EFL specifically, virtual tours of target language countries have been found to increase students' cultural awareness, intercultural competence, and motivation to learn the language [4] [5]. For adolescents, who are often highly visually oriented and technologically savvy, virtual tours can be particularly engaging [6].

However, research on using virtual tours of English historical sites with Uzbek adolescents is limited. Most prior studies have focused on learners in other countries or age groups. Additionally, the effectiveness of virtual tours depends heavily on factors like the quality of the tour content, the accompanying learning activities, and the technical



infrastructure available [7]. More research is needed to establish best practices for implementing virtual tours in the Uzbek EFL context.

Results. While empirical studies on using English historical site virtual tours with Uzbek adolescents are scarce, the available literature suggests this approach holds significant promise. EFL teachers in other countries have successfully used virtual tours to pique students' curiosity about the target language culture, provide authentic language input, and create opportunities for communicative practice [8] [9].

For example, one study described an EFL project in Japan where high school students virtually toured sites like the British Museum and Tower of London, completed related language activities, and discussed their impressions [10]. The students showed high levels of engagement, made connections between the historical content and their prior knowledge, and used English more confidently and creatively.

Similar benefits could likely be achieved with Uzbek adolescents, who may have limited first-hand exposure to English-speaking cultures. Virtual tours align well with the Uzbek government's recent initiatives to improve English education and promote students' 21st century skills [11]. The highly visual, interactive nature of virtual tours caters to teenage students' learning preferences and can make English feel more relevant and exciting to them.

However, challenges remain in implementing virtual tours effectively. Uzbekistan faces technological constraints, with inconsistent internet access and limited computer resources in some schools [12]. Teachers may lack familiarity with virtual tour platforms and need training on integrating them meaningfully into lessons. Careful curation of virtual tour content and development of accompanying language learning activities are also critical.

Analysis. The potential benefits of using English historical site virtual tours with Uzbek adolescents are numerous. Firstly, virtual tours can provide an immersive, multisensory experience that replicates the feeling of actually being in a foreign country [13]. This sense of "presence" can help students feel more personally connected to English language and culture, increasing their intrinsic motivation to learn.

Motivation is a key factor in successful language acquisition, particularly for adolescents who may not see the immediate relevance of learning English to their lives. By offering a window into the fascinating world of English history and heritage, virtual tours can help Uzbek teenagers develop a more positive attitude towards the language and a stronger desire to engage with it.

Moreover, the immersive nature of virtual tours can create a sense of "virtual travel" that temporarily transports students outside their familiar surroundings. For Uzbek adolescents who may have limited opportunities to visit England in person, this virtual exposure to authentic English environments can be transformative. It can broaden their horizons, challenge their preconceptions, and foster a sense of global citizenship.

Additionally, the historical subject matter can be intrinsically engaging for adolescents, tapping into their natural curiosity and desire to explore the world. Learning about dramatic events, colorful characters, and amazing achievements from England's past can make the EFL classroom experience more memorable and stimulating [14]. Students may be inspired to inquire further and make cross-cultural comparisons.



For instance, a virtual tour of the Tower of London could spark fascination with the grim tales of imprisoned royals and daring escapes, while also highlighting the differences between modern and medieval justice systems. Similarly, exploring the Roman baths in Bath could prompt students to research the ancient Roman presence in Uzbekistan and reflect on how cultures influence each other across time and space.

Virtual tours also afford valuable opportunities for authentic, contextualized language exposure and practice. As students navigate the tours, they encounter English in meaningful, communicative situations, such as informational plaques, audio guides, or reenactments [15]. This kind of situated language input can be more effective than decontextualized textbook exercises in promoting long-term retention and communicative competence.

Furthermore, the multimodal nature of virtual tours, combining visual, auditory, and sometimes even kinesthetic elements, caters to different learning styles and preferences. This is particularly important for adolescents, who tend to have diverse and rapidly evolving interests and aptitudes. By presenting information in multiple formats, virtual tours can help all students find accessible entry points into the learning material.

Follow-up activities can capitalize on this rich sensory input to develop students' vocabulary, comprehension, and productive skills in a purposeful way. For example, after virtually visiting Shakespeare's Globe Theatre, students could analyze clips of staged performances, write their own mini-plays using Elizabethan English, or debate the relevance of Shakespeare to modern audiences. Such activities allow students to apply and extend their language skills in creative, personally meaningful ways.

However, to realize these benefits, virtual tours must be thoughtfully integrated into a broader instructional framework. Simply showing students a virtual tour is not enough; there must be clear learning objectives, scaffolding, and opportunities for interaction and reflection [16]. Teachers need to be intentional about using the tours to target specific linguistic and cultural knowledge, and create space for students to process and apply what they have learned.

This requires careful planning and preparation on the part of educators. They must preview virtual tour content to identify key learning opportunities, design appropriate supporting materials and activities, and anticipate potential challenges or misconceptions. They also need to be skilled facilitators, able to guide students' exploration, prompt critical thinking, and foster a collaborative learning environment.

Effective integration of virtual tours also necessitates a shift in teacher and student roles. Rather than being the sole source of knowledge, teachers become facilitators and co-learners, exploring alongside their students. At the same time, students take on more active, autonomous roles in their learning, setting goals, asking questions, and constructing meaning from their virtual experiences. This kind of learner-centered, inquiry-based approach can be empowering for adolescents, but may require adjustment for those accustomed to more traditional, teacher-directed classrooms.

Another consideration is the role of technology itself. While virtual tours offer exciting possibilities for language learning, they are not a panacea. Technical glitches, network limitations, or usability issues can detract from the learning experience and cause frustration



for both students and teachers. Moreover, students may need guidance and practice in using virtual tour platforms effectively for educational purposes, rather than just entertainment.

As with any educational technology, the key is to use virtual tours judiciously and purposefully, not just for novelty value. They should be treated as one tool in a diverse pedagogical toolkit, to be used when they align with specific learning objectives and content. Overreliance on virtual tours at the expense of other effective teaching strategies could lead to student disengagement or a fragmented learning experience.

That being said, when used appropriately, virtual tours hold immense potential for intellectually engaging Uzbek adolescents in EFL education. By bringing English language and culture to life in vivid, interactive ways, they can help students develop not just linguistic skills, but also cultural awareness, historical knowledge, and critical thinking abilities. In the hands of a skilled educator, virtual tours can be a powerful catalyst for deeper, more meaningful learning.

Discussion. The findings of this review suggest that using virtual tours of England's historical sites can be a powerful way to engage Uzbek adolescents intellectually in learning English. By bringing history to life and contextualizing language in authentic cultural situations, virtual tours have the potential to make EFL education more interesting, relevant, and effective for teenage students.

However, successfully implementing virtual tours requires overcoming several challenges. Educators in Uzbekistan need access to reliable technological infrastructure and training on how to use virtual tour platforms effectively. They also need support in selecting appropriate tour content, aligning it with curriculum goals, and developing meaningful pre- and post-tour activities to maximize student learning.

More research is needed to fully understand the impact of virtual tours on Uzbek adolescents' EFL development and establish best practices for implementation. Future studies could examine the effects of virtual tours on students' linguistic proficiency, cultural knowledge, and affective factors like motivation and engagement. Comparative studies could also explore the relative effectiveness of different types of virtual tours or accompanying learning activities.

Despite the need for further research, the available evidence indicates that virtual tours are a promising tool for intellectually engaging Uzbek teenagers in EFL education. By transporting students virtually to the vibrant historical sites of England, this technology has the potential to bring the English language and its cultural context to life in Uzbek classrooms. With careful planning and support, educators can leverage virtual tours to create more immersive, stimulating language learning experiences for adolescents.

Conclusion. In conclusion, this article has explored the potential of using virtual tours of England's historical sites to intellectually engage Uzbek adolescents in learning English. Through a comprehensive literature review and analysis, it has shown that virtual tours can provide immersive cultural experiences, authentic language exposure, and opportunities for active, contextualized learning that cater to teenage students' interests and preferences.

While challenges exist in terms of technological infrastructure and teacher training, the benefits of virtual tours for adolescent EFL education are significant. By bringing English



history and culture vividly to life, this technology can make language learning more relevant, memorable, and motivating for Uzbek teenagers.

Further research is needed to fully understand the impact of virtual tours and establish best practices for implementation in the Uzbek context. However, the available evidence suggests that virtual tours are a powerful tool that educators can leverage to create more engaging, effective EFL experiences for adolescents.

Ultimately, the key to successfully using virtual tours lies in thoughtful integration with clear learning objectives and meaningful accompanying activities. By providing support and training for educators, and continuing to explore the potential of this technology through research, we can harness the power of virtual travel to inspire and intellectually engage Uzbek adolescents in their English learning journeys.

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