notions should be clear and have corresponding connections with their language representation.

Apart from the main material, language teachers can enhance the knowledge of historical and scientific facts that are crucial for the development of science, and thus, practice language more (the discovery of new elements – to practice tenses and their sequencing; comparing elements of one group in their physical and chemical properties – to train degrees of comparison of adjectives and adverbs, etc.).

Clear introduction of material. Unless new concepts and notions are introduced ostensibly (in a slow pace of voice, in a loud voice, using comprehensible constructions, using visuals), the acquisition of any new material will fail. To avoid such situations, it is recommended that the teacher use so-called "Language accommodation techniques", which includes paraphrasing, repetitions, simplifications, providing visual and audio assistance, prior and coherent introduction of information with a subsequent revision, as well as non-verbal means such as mimic and pantomimic.

REFERENCES

 Short J. D. (1999) The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development / J. D. Short, J. Echevarria. – UC Berkeley: Center for Research on Education, Diversity and Excellence. – [Access mode] – https://escholarship.org/uc/ item/8s59w1jc

Yuliia KLYMOVYCH

Zhytomyr Ivan Franko State University

IMMERSIVE 360-DEGREE VIDEOS IN TEACHING ENGLISH: A PRACTICAL OVERVIEW

In the realm of education, the integration of advanced technology has become increasingly pivotal in enhancing learning experiences. One such technological advancement is the use of **virtual (VR)** and **augmented reality (AR)**, which holds particular promise for teaching English. Undoubtedly, most of what we learn we get through a visual medium, so that is why the use of visual aids is very important as they commit information to long-term memory [2]. Visuality is crucial for effective language acquisition as it facilitates comprehension and engagement, supports cognitive processes, contextualizes vocabulary, and reinforces grammatical structures.

Incorporating **immersive 360-degree videos** in teaching English offers a multi-sensory approach that enriches the learning experience. These videos can transport learners to various English-speaking settings, providing contextual and cultural insights that are crucial for language acquisition. By leveraging the power of visuality through immersive technologies, educators

can create engaging and effective learning environments that cater to diverse learning styles and needs.

Scientists prove that information delivered through 360-degree content allows students to be focused, immersed, and interested. It can encourage more active participation than traditional lectures and can improve learners' ability to analyze and organize their own studying process [1].

There are several different names for 360-degree videos. Some people call them surround videos, spherical videos, immersive videos, or virtual reality (VR) videos. However, VR is different from 360-degree video. Virtual reality allows you to interact with the landscape and items within the video; 360-degree video just lets you look at it [3]. It's worth mentioning that educational 360-degree videos are not popular on YouTube, but some channels suggest content that can be used in teaching English, swuch as *National Geographic* (nature videos with audio description; can be used for listening comprehension), *VR Gorilla – Virtual Reality & 360 Videos* (guided virtual tours to various cities), *Math & Learning Videos 4 Kids* (provide animated learning 360-degree videos that teach numbers, letters, and other concepts from Kindergarten to 6th Grade).

We suggest several ways of how to incorporate 360-degree in the English lesson:

- Virtual Field Trips. A virtual trip to an English-speaking country or famous landmark.
 It can include a tour of the British Museum in London, a walk through Central Park in New York, or a visit to the Sydney Opera House.
- Role-Playing Scenarios. Immersive dramatization where students practice speaking and listening skills in real-life contexts, such as ordering food in a restaurant, asking for directions, or booking a hotel room.
- Vocabulary Scavenger Hunt. Scavenger hunt where students find and identify specific objects, people, or actions in a 360-degree video. This activity enhances vocabulary acquisition and retention.
- Interactive Storytelling. Inspiring students to create their own stories. The activity focuses on creative writing and speaking skills.

In conclusion, integrating immersive 360-degree videos into English teaching enriches the educational experience by making learning more natural, engaging, and effective. As technology continues to evolve, the potential for these tools to transform language education and improve student outcomes becomes increasingly evident. Educators are encouraged to explore and incorporate these innovative approaches to create a more interactive and immersive learning environment for their students.

REFERENCES

- Kim J., Kim K., Kim W. (2022) Impact of immersive virtual reality content using 360-degree videos in undergraduate education. *IEEE Transactions on Learning Technologies*. № 15. P. 137-149. DOI: 10.1109/ TLT.2022.3157250
- 2. Konomi D. K. (2014) Using visual materials in teaching vocabulary in English as a Foreign. *International Conference: New Perspective in Science and Education*. P. 254-259. URL: https://conference.pixel-online.net/files/npse/ed0003/FP/0311-SERA209-FP-NPSE3.pdf
- 3. What is 360 video, and is it worth using in your content? URL: https://www.epidemicsound.com/blog/what-is-360-video/