

THE DIDACTIC POTENTIAL OF VIRTUAL REALITY TECHNOLOGIES

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ABSTRACT

The importance for education in our society is growing day by day. The education and production system is becoming a part of society. The problem of providing educational institutions with methodological tools is of great relevance and importance in the learning process. This article emphasizes the importance of higher education in the education system, that at the present stage, virtual reality technologies used increasingly in education, and about ways to manage students' learning activities: open or closed control. There are a number of prerequisites for the active use of virtual reality technologies in education. Depending on the specifics of a specific problem, various types of interactivity and immersion levels used in virtual reality systems. Volumetric visual information in virtual reality systems implemented with various means of three-dimensional computer graphics. The modern progress of computer technology allows you to create very realistic virtual environments that make it possible effectively immerse yourself in volumetric virtual reality. The degree of immersion of a person in virtual space substantially depends on the level of organization of the interface in the virtual reality system. The modern progress of computer technology allows you to create very realistic virtual environments that make it possible effectively immerse yourself in volumetric virtual reality. The didactic potential of virtual reality technologies can be described both through the didactic properties and through the didactic functions of these technologies. From the point of view of pedagogy, such influences form the ability to analyze, synthesize, abstract and generalize, "spatial vision" (vision of the image depth), contribute to the development of a tendency to holistic perception. Virtual reality technologies have the same didactic functions as computer technologies, because they have a common didactic property - interactivity. Today, modern educational institutions should prepare personnel for life in the information society, in which the main products of production are professionalism, knowledge and information.

Keywords: pedagogical technology, professional activity, scientific and practical problems, new technologies, educational technologies, interuniversity cooperation, virtual reality technologies, types of interactivity, virtual reality systems, virtual discourse, three-dimensional virtual environment, didactic potential of virtual reality technologies, spatial vision, reactive virtual reality.