



ISSN: 3060-4613



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VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



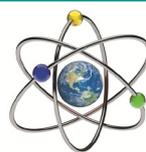
№3(1)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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Elektron nashr. 1042 sahifa,
2-mart, 2026-yil.

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Pedagogika fanlari bo‘yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo‘yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta’limi”
jurnali

26.09.2023-yildan

O‘zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo‘yicha
ro‘yxatdan o‘tkazilgan.

Litsenziya raqami: **№136361**

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THE CONCEPTUAL FRAMEWORK AND PEDAGOGICAL AFFORDANCES OF VTTSS: A NEW PARADIGM FOR SPECIALISED INSTRUCTION

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Abstract: The rapid development of digital technologies has significantly transformed educational methodologies world-wide. Virtual technologies for teaching specific subjects (VTTSS) have emerged as an innovative pedagogical approach that enhances the effectiveness of specialised instruction. This study aims to explore the conceptual framework and pedagogical affordances of VTTSS and to evaluate its impact on subject-specific learning outcomes. The research employed a mixed-method approach involving experimental teaching, surveys, and statistical analysis. The findings demonstrate that the integration of virtual technologies into specialised subjects improves conceptual understanding, learner engagement, and skill acquisition. The results suggest that VTTSS can serve as a transformative paradigm for modern education systems.

Key words: virtual learning, specialised instruction, digital pedagogy, VTTSS, educational technology.

Annotatsiya: Raqamli texnologiyalarning jadal rivojlanishi butun dunyoda ta'lim metodologiyalarining sezilarli darajada o'zgarishiga olib keldi. Maxsus fanlarni o'qitishda virtual texnologiyalar (VTTSS) ixtisoslashgan ta'lim samaradorligini oshiruvchi innovatsion pedagogik yondashuv sifatida shakllanmoqda. Mazkur tadqiqotning maqsadi VTTSSning konseptual asoslari va pedagogik imkoniyatlarini o'rganish hamda uning fanlar bo'yicha o'quv natijalariga ta'sirini baholashdan iborat. Tadqiqotda eksperimental o'qitish, so'rovnomalalar va statistik tahlilni o'z ichiga olgan aralash metodologik yondashuv qo'llanildi. Olingan natijalar shuni ko'rsatadiki, maxsus fanlarni o'qitish jarayoniga virtual texnologiyalarni integratsiya qilish talabalarning konseptual tushunchalarini chuqurlashtiradi, o'quv jarayonidagi faolligini oshiradi hamda amaliy ko'nikmalarini rivojlantiradi. Tadqiqot natijalari VTTSS zamonaviy ta'lim tizimlari uchun transformatsion paradigma bo'lib xizmat qilishi mumkinligini ko'rsatadi.

Kalit so'zlar: virtual ta'lim, ixtisoslashgan ta'lim, raqamli pedagogika, VTTSS, ta'lim texnologiyalari.

Аннотация: Стремительное развитие цифровых технологий значительно трансформировало образовательные методологии во всём мире. Виртуальные технологии обучения специализированным дисциплинам (VTTSS) сформировались как инновационный педагогический подход, повышающий эффективность преподавания профильных предметов. Цель данного исследования заключается в изучении концептуальных основ и педагогических возможностей VTTSS, а также в оценке их влияния на результаты обучения по специализированным дисциплинам. В исследовании применён смешанный методологический подход, включающий экспериментальное обучение, анкетирование и статистический анализ. Полученные результаты показывают, что интеграция виртуальных технологий в преподавание специализированных дисциплин способствует улучшению концептуального понимания, повышению вовлечённости обучающихся и развитию практических навыков. Результаты исследования свидетельствуют о том, что VTTSS может выступать в качестве трансформирующей парадигмы для современных образовательных систем.

Ключевые слова: виртуальное обучение, специализированное обучение, цифровая педагогика, VTTSS, образовательные технологии.

INTRODUCTION

In the twenty-first century, the rapid advancement of information and communication technologies has significantly influenced educational systems. Digital tools, virtual environments, and interactive platforms are increasingly integrated into teaching and learning processes. Traditional pedagogical approaches often face challenges in delivering complex and specialised subject content effectively. Therefore, innovative instructional models are required to support deeper learning and practical skill development. Virtual Technologies



for Teaching Specific Subjects (VTTSS) represent a modern educational paradigm that leverages immersive and interactive technologies to facilitate specialised instruction. These technologies include virtual laboratories, augmented reality environments, simulation platforms, and subject-oriented digital learning systems. Recent studies have shown that virtual learning environments can enhance student engagement and cognitive development. According to international educational reports, the use of virtual learning technologies increases students' conceptual understanding by up to 30 % compared with traditional lecture-based instruction. Moreover, specialised subjects such as biology, engineering, physics, and medical sciences particularly benefit from virtual simulations and interactive visualisation tools.

Despite the growing popularity of digital education, there remains a need for a structured conceptual framework that explains how virtual technologies support specialised subject teaching. The pedagogical affordances of VTTSS, including interactive learning, experiential simulation, and personalised instruction, require systematic investigation. Therefore, this research aims to analyse the conceptual framework of VTTSS and evaluate its pedagogical potential in specialised instruction. The study focuses on identifying the key components, instructional mechanisms, and learning outcomes associated with virtual subject-specific teaching technologies.

LITERATURE REVIEW

Educational technology research highlights the transformative role of digital learning environments in modern education. Scholars emphasise that technology integration enhances the quality of instruction by providing interactive and student-centred learning opportunities. Researchers have identified several advantages of virtual learning systems. First, virtual simulations allow students to observe complex processes that cannot be easily demonstrated in traditional classrooms. Second, digital platforms enable personalised learning experiences tailored to individual student needs. Third, virtual environments promote collaborative learning through online interaction and shared digital resources. Studies on virtual laboratories indicate that students using simulation-based learning demonstrate higher problem-solving abilities and improved conceptual understanding. Similarly, research in STEM education shows that augmented reality and virtual reality technologies significantly improve visualisation skills and cognitive engagement.

However, some scholars argue that technology integration alone does not guarantee improved learning outcomes. Effective pedagogical frameworks and instructional strategies are necessary to maximise the benefits of digital technologies. The concept of pedagogical affordances provides a theoretical foundation for understanding how technological tools support teaching and learning processes. Pedagogical affordances refer to the educational possibilities that technology offers for facilitating knowledge construction, interaction, and skill development. In this context, VTTSS can be viewed as an integrated pedagogical model combining virtual technologies with subject-specific instructional strategies.

RESEARCH METHODOLOGY

This study employed a mixed-method research design combining quantitative and qualitative approaches. The research involved experimental teaching sessions, surveys, and statistical data analysis. The study included 120 undergraduate students from a higher education institution. Participants were divided into two groups:

1. Experimental group (60 students) – taught using VTTSS technologies;
2. Control group (60 students) – taught using traditional teaching methods.

Several data collection methods were used:

- Pre-test and post-test assessments to measure learning outcomes;
- student perception surveys evaluating engagement and satisfaction;
- classroom observations documenting instructional processes;
- interviews with instructors regarding the implementation of virtual technologies.

Quantitative data were analyzed using descriptive statistics and comparative analysis. Qualitative data from observations and interviews were analyzed through thematic analysis to identify patterns in instructional practices and student experiences.

ANALYSIS AND RESULTS

The results of the study revealed significant differences between the experimental and control groups. Learning performance: students in the experimental group demonstrated higher post-test scores compared to those in the control group. The average level of learning achievement increased by approximately 27% when VTTSS technologies were used. Student engagement: survey results indicated that 82% of students reported increased engagement when virtual learning tools were integrated into subject instruction. Students particularly appreciated interactive simulations and visual explanations. Conceptual understanding: observational data showed that students in the experimental group were better able to explain complex concepts and apply theoretical knowledge to practical problems. Instructor feedback: instructors noted that virtual technologies facilitated clearer explanations of abstract concepts and improved classroom interaction. These results confirm that VTTSS significantly enhances the effectiveness of specialised subject teaching.

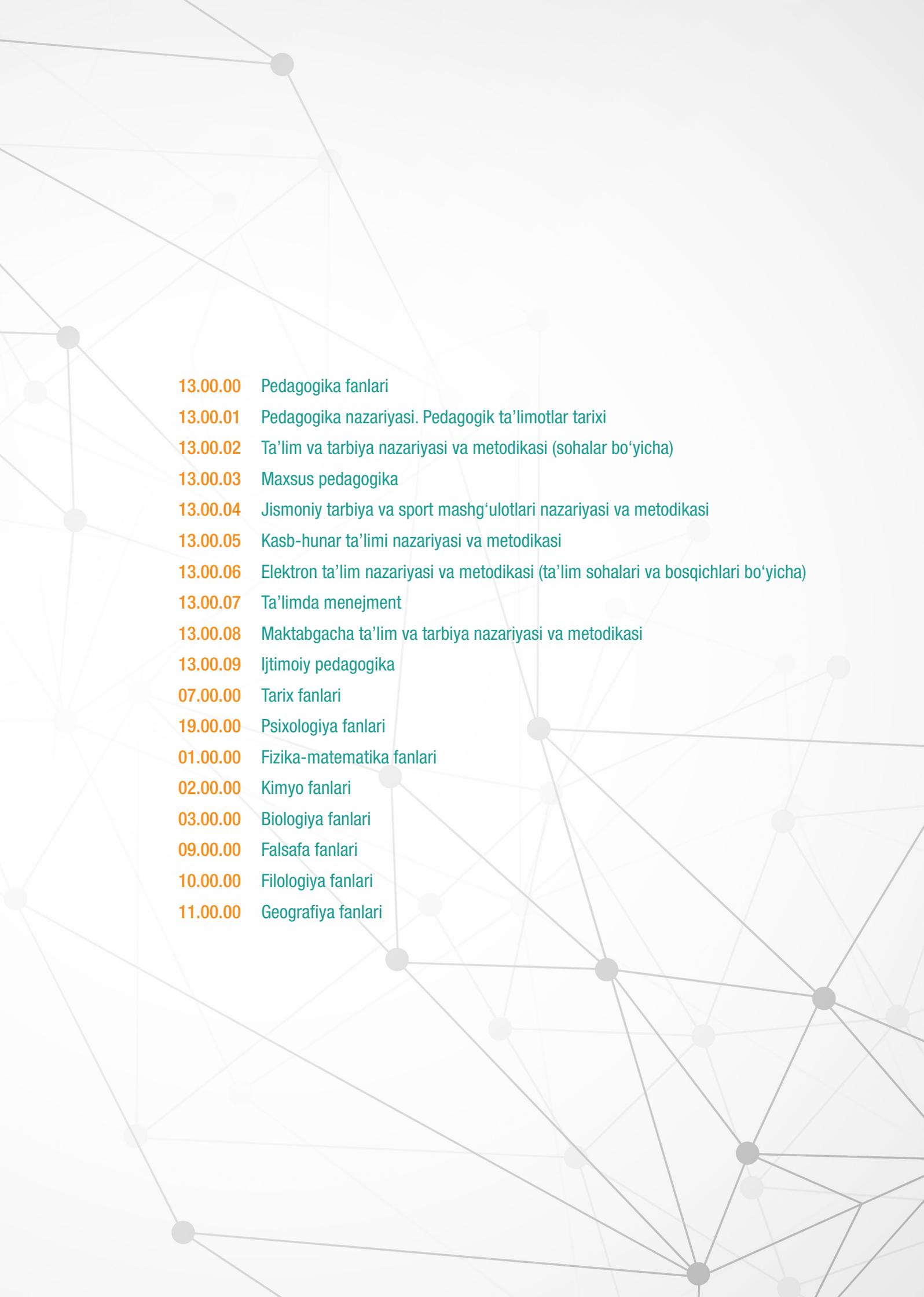
The findings of this study support the hypothesis that virtual technologies can transform specialised instruction. VTTSS provides several pedagogical affordances that improve learning outcomes. First, virtual simulations allow students to explore complex systems and processes that are difficult to demonstrate in traditional classrooms. This is particularly important in science and engineering education. Second, interactive digital environments promote active learning and student participation. Instead of passively receiving information, learners engage in exploration and experimentation. Third, VTTSS supports personalised learning pathways. Digital platforms can adapt instructional content based on students' learning progress and individual needs. However, the successful implementation of VTTSS requires several conditions: adequate technological infrastructure, teacher training in digital pedagogy, and curriculum adaptation for virtual learning environments. Without these supporting factors, the educational benefits of virtual technologies may remain limited.

CONCLUSION

This study examined the conceptual framework and pedagogical affordances of Virtual Technologies for Teaching Specific Subjects (VTTSS). The findings demonstrate that VTTSS can significantly enhance specialised instruction by improving student engagement, conceptual understanding, and learning outcomes. The research highlights that virtual technologies should not merely be used as supplementary tools but should be systematically integrated into pedagogical strategies and curriculum design. Future research should explore the long-term impacts of virtual learning technologies and investigate their application across different academic disciplines. In conclusion, VTTSS represents a promising paradigm for the modernisation of education and for the effective teaching of specialised subjects in the digital era.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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2026. №3(1)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.