PSYCHOLOGICAL COMPONENTS IN IMMERSIVE
TEACHING ENVIRONMENTS

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Abstract

The information society is speeding up the processes of information production and consumption, the mastering of which imparts a new character to the processes of teaching, which have become chaotic, uninterrupted, related to society's production of knowledge and work with complex, adaptive information systems.

The chaotic state of teaching manifests itself in the use, for didactic purposes, of poorly structured, incomplete, and sometimes not quite reliable information about the object studied. Often the speed at which this object changes exceeds the abilities of learners to follow the changes occurring in it. It may grow old or acquire new properties faster than they are able to learn it. The fast growth of the volumes of information and man's limited capacity to process it impedes its assimilation. We need more efficient procedures of information use. The traditional method of teaching, based on a systematized learning content, is efficient in studying simple and static objects but it has serious limitations in work with dynamic and social systems.

The imparting of „active" properties to the „teaching environment" or to the „learner" is realized by means of attracting theoretical and experimental material from biology, psychology and the sciences of man's behaviour. Such methods of generating teaching systems being conditional enough, it is necessary to acknowledge that all these approaches in practice are completely efficient inasmuch as they allow the achievement of the teaching goals set.

Eventually, each system designed, irrespective of the methods and reasons, when implemented, inevitably acquires and shows emergent properties, which are inherent to it as a unity of the system, even if those properties have not been considered and taken into account at the earlier stages of design.

Keywords: immersive environment; self-organizing system; complex adaptive information systems