УДК 378.01: 316.444.5

# THE INFLUENCE OF IMMERSIVE LEARNING ON PROFESSIONALLY MOBILE SPECIALISTS

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*Purpose*: this paper objective is purely academic and its scope is limited to enhancement of quality of future research studies in the domains and related fields. *Discussion*: the article presents a number of professional mobility's formation specific features under the influence of immersive learning. *Results*: the key factors and challenges of high school have been highlighted , the main attributes, factors of professional mobility have been analyzed ; a draft of the choice formats' problem has been made , the problem of training modules, ensuring the effectiveness of the process of formation of professional mobility using immersive learning has been investigated.

**Keywords:** professional mobility, immersive learning environments, competence, learning environment.

**DOI:** 10.17308/meps.2015.2/1096

## Introduction

Today education presents a number of contradictory processes in connection with new features, carrying a change in all spheres of society.

Complex and contradictory situation in higher education in Russia is largely due to the preservation of a branch approach to problem solving. This popular model is inextricably linked with the administrative system of university management; rather, it is aimed at addressing the symptoms rather than the strategic perspectives and to create conditions for creativity and professional growth. And, at the same time, unfortunately, this model ignores these symptoms of the problem of management actions which are almost behind it. To overcome the intellectual and technological gap, sometimes even backwardness, Russia really needs to form special conditions, and, above all, to provide modern experts freedom of creative search, research, freedom to creative and critical thinking, to design, to try and, of course, sometimes to be wrong.

Considering the classification criteria, conditions, requirements, factors and constraints of professional mobility it is necessary to bear in

mind that the problem is in contact with the regional and federal levels.

It is known that professional mobility can be regarded not only on the personal level, related to professional self-determination, but also at the level of the sphere, which is the formation of a professional education system , professional selection, identification of standardized and non-standard professional competence, environment provided by the employee for the professional identity when choosing the labour application scope .

In this regard, professional mobility as a three-pronged process is considered to be absolutely legal .The following aspects are to be included :

- The quality of the individual provides an internal mechanism of human development;
- Human activities, determined by events changing environment, the result of personal fulfilment in the profession and life actions ;
- The process of transforming the man himself and his professional environment and the living environment is carried out at the regional and federal levels.

Professional mobility is seen in the professional space and individual manifestations, reflecting the relationship of individual intellectual capabilities, the changing society and state requirements, the individual changes in the professional field, professional growth and mentality usage , the capacity for intelligent thought in industrial production. Hence professional mobility to use intellectual reserves can be classified as follows:

- mobility that is aimed at realizing the individual needs of the specialist;
- mobility that is focused on external requirements;
- mobility that is focused on the achievement of personal importance of purpose;
- mobility that is aimed at self-acceptance of external demands and personal capacities;
- mobility that is carried out without regard to individual specialist professional features;
- mobility where the activity is aimed at professional development without taking into account the realities of the current situation;
- rational mobility due to the peculiarities of the scope of application of labour;
- responsible mobility that determines the level of professional responsibility for the results of the working company team.

It can be assumed that the system characteristics of classification criteria is a set of essential definitions (features) that are in relationships and connections with each other and forming a certain integrity, unity (holistic set of) the content of these concepts (processes and phenomena) to be classified with the intended target.

Such concepts in this case are: the conditions, requirements, and limitations of factors.

Indeed, today there is a great necessity of the indispensable transition to a new quality of the educational environment in which the subjects of the educational process are engaging or ready to be engaged and be involved in the process of communication, close to the real conditions of intercultural communication. The quality of the educational environment is determined by the goals and objectives of the university academic and professional space to improve the quality of all university activities.

Contribution to the development of a new educational environment makes each unit of the Faculty and the tutor in accordance with the development plan and the specific objectives of the training of specialists in certain areas within the activities of the department or other departments in view of the methodological foundations of the learning activities that are dictated by the new quality of the educational environment, new requirements for the development of potential subjects of the educational process, and those guidelines that promote optimal learning organization in terms of the educational environment of a new type.

**Immersive learning environments**

In modern conditions personality developed specialists are not considered to be effective enough, especially those who can provide effective professional communication with colleagues from other countries to solve professional problems associated with innovative designs only by means of traditional classroom forms and methods .

Part of the immersive learning experiences success depends on the practice and the motivation to practice cultural support. Fun is a motivating factor and should not be dismissed from your tool kit. Humans are playful, curious and competitive. Immersive learning taps into these very human characteristics and leverages them for learning. It's not child's play to want and to enjoy improving one's skill; it's human.

It may be possible, but more often than not, the simple act of knowledge acquisition does not change an individual's performance. To gain skills that lead to real behaviour change opportunities for learners to practice those skills must be created.

We consider the following general characteristics of immersive learning are thought to be considered, so these design principles are outlined:

1) realism: the extent to which the environment where a learner is immersed is lifelike;

2) achievement: the mechanism by which success toward performance goals is measured within the immersive learning environment;

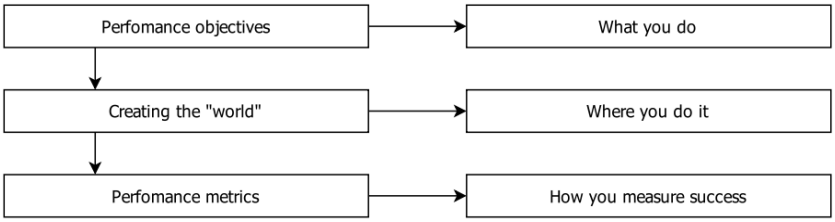
3) presence: the extent to which the learner feels like she is connected or present immediately within the immersive learning environment.

Immersive learning environments encompass any number of mediums (e.g., games, simulations, virtual worlds, mobile learning, augmented reality, etc.). and so the conclusion is that the immersive learning is not about the technology; it is about the design principles that allow learners to practice in

context, apply their knowledge, and improve their skills and competence.

The most powerful tool in the immersive learning designer's tool kit is the ability to ask questions… For immersive learning design one can't forget the analysis, because the analysis becomes one's design. Specifically, designers should focus on identifying meaningful issues that affect performance to create realistic scenarios in environments for learners to practice addressing those issues. A thorough analysis can also help designers uncover other ways undesirable behaviours are inadvertently reinforced in an organization, as well as specific failure points and their causes. As a starting point, a series of questions to help guide some of this critical analysis work and acknowledgments are provided. The thing is that a goal should be to approach immersive design from a questioner position —never assuming an answer, and always seeking new sources of information to make this immersive environment as effective as possible.

Recognizing that analysis will be ongoing throughout the immersive learning-design process three levels of design decisions to guide work are presented.




First, define performance objectives and benchmarks that focus on what learners should be able to do following the realistic practice. Secondly, design the world in which learners will be immersed. And lastly, design the performance evaluation that supports learners in achieving the performance objectives a teacher defined from analysis work.

The design work will encompass a number of considerations, including the immersive environment itself, the story line and the role of the learner and his or her user experience.

**Contemporary changes in the models of learning**

To understand what model of education is needed the changes occurring around should be accepted .

Informational and communicational development of educational space today is regarded not only at the level of individual subjects, courses or educational institution providing a particular, but also in the wider national level. It is due to regulations, decisions and recommendations that are regulated by promising steps of national education development . An innovative model is based on new knowledge and technologies development and implementation , new relationships and networks creation to provide information and communication with the process of consolidation of the schoolbooks. This trend is now becoming the most promising and requires constant increment of new ideas from the

education sector initiators, educational institutions and teaching staff, as well as the development of theoretical models for the future implementation that include new approaches to stimulate and enhance student motivation. An important aspect of development of promising innovative strategies and ways to improve the deployment of open educational process, including more factors to identify the most important and influential on the organizational features of the transfer of educational information, mastery of modern professional skills and abilities of students, it will become the new educational technology. Among them is the immersive professional development direction.

Schools that achieved a competitive level of content in the structure of the educational direction respect the quality of educational products and improve the availability and effectiveness of innovative methods and tools for teaching and research activities. And that's not the whole spectrum of comprehension, where the main link is the teacher, who is responsible for the development and creation, implementation and use of important didactic systems, mechanisms to reduce the backlog of national educational space and enhancing the professional development of the institution teaching staff .

Professional development direction of the immersive educational environment is based on the «entry» into the modern professional activities in the educational stage study of special disciplines, endorses the innovative pedagogical complex, that means a special place , where information and communication technologies work .

Information and communicative sphere has become an important factor in the motivation of higher education institutions to revise educational services. And also to identify «gaps» in the development and implementation of innovative learning tools and technologies for the efficient use of dedicated study time to master the learning material students. A particular aspect of modern innovative development is the creation of a common open educational sphere in which everyone can get the necessary information. In this area it is obvious to highlight a special role of developing immersive orientation, which may take a predominant importance because of the peculiarities of professional innovative didactic approach to the educational process. But today it is said about active implementation of educational process innovative electronic variations, virtual lectures and other innovative strategies to become the prototype of the traditional system of branched new training facilities, and the first steps in the development of immersive educational complex.

The educational process of training specialists at the stage of education innovation development must remain in the dynamic development, subject to the application of new teaching ideas and techniques to ensure a high level of professional development and the modern instruments. In the study of special subjects a teacher must form along with the existing professional competences a range of innovative new approach to building information and communication training facilities, information and communication competencies immersive

future specialist that will be the main components of immersive professional development directions of pedagogical technologies.

Compliance level of the training students educational process of in the creation of a competitive system should keep at a high rate of development and updating of pedagogical educational-methodological complex, as well as to implement inclusion immersive information and communication training base. It is important to include the option of educational information provided by the teacher to the students. Of course, the information itself is not yet training. And this is true, as submitted by the teacher training information flow, which is organized by the teacher in the vector direction of the student group, each student's personalized educational systems can not achieve the required learning outcomes without internal motivational component, which will be an immersive complex. To transfer information from point «a simple character set or graphic material» to the «educational information» preceded by a long phase of selection, analysis, continuous monitoring of compliance with current standards of science-scope and requirements for specialists. Despite the existing views on the quality of innovative educational technologies, especially their introduction and implementation, educational development of educational and methodical system is moving at a steady pace in the direction of increasing mastery of information technologies, web technologies and remote complexes, is the main institution immersive educational vector.

Thus, the new education should operate with the possibilities of high-speed access to information online hypermedia environment. There could be a reasonable question : Where is so much time to be found to release the Learners' brains? In the context of the exponential growth of information there should be the accent of training toward the acceleration of processing information, and here new methodological skills are required. Learning also suggests a set of facts and techniques to learn cognitive techniques: search, classification, analysis, comparison, compilation and synthesis of new knowledge. That is, for the transition to a knowledge society a system of education where en masse will be taught those cognitive skills that were previously owned only by professional researchers must be created. The mass must be meta education : every educated person owns methods, techniques and skills – research, analysis, synthesis. This is a qualitative change. For example, if the current industrial model of education «assemblage point» of a discipline taught axiomatic, a priori (and then – not always and in all institutions of higher education), the new education, secondary specialist should be able to find himself to create this «assemblage point «in the area in which it currently operates.

**Conclusion**

The emergence of interactive training tools simplifies the adaptation model of development of the majority of information and communication development in the field of education, creates additional development complex assistant, technical support, provide additional information assistance in both on-line, and

off-line. There are more new uses of graphics, dynamic educational complexes (animation, video and audio support), as well as the introduction of hyperlinks available multimedia learning system that are revealed. Going faculty on the use of the «e-learning» and implementation of existing open educational systems for active copyright instructional design extends internet space adaptation to educational software products, application usage, and other representatives of the innovative «toolkit» of the teacher. And this, in turn, gives the potential place for the immersive training complex development . Over the past decade not only educational technology but the unfolding processes of reorientation and coordination at the pan-European programs in the educational space that exhibit the most advanced form of adaptive educational reconstruction of the necessary conditions of professional work have been developed and worked . Modernization strategy leaves no choice to wait and stimulate the activity of higher education institutions, upgrade educational and methodical base , rais the level of requirements for applicants and students. The result is to produce competent professionals.

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# ВЛИЯНИЕ ИММЕРСИВНОГО ОБУЧЕНИЯ НА ПРОФЕССИОНАЛЬНО МОБИЛЬНЫХ СПЕЦИАЛИСТОВ

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*Цель*: цель данной работы является академической и сфера её применения ограничивается повышением качества будущих исследований в данной и в смежных областях. *Обсуждение*: в статье проведено исследование особенностей формирования профессиональной мобильности под влиянием иммерсивного обучения. *Результаты*: проанализированы основные признаки, факторы профессиональной мобильности; сформулированы проблемы выбора форматов, модулей обучения, обеспечивающих эффективность процесса формирования профессиональной мобильности с использованием иммерсивного обучения.

**Ключевые слова:** профессиональная мобильность, системы виртуальной реальности, компетенция, образовательная среда.

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