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**USING THE REMOTE EDUCATIONAL
TECHNOLOGIES IN TRAINING STUDENTS FOR
PSYCHOLOGY TEACHING**

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Annotation: The paper discusses the model of professional training of students for teaching psychology on the basis of remote educational technologies in pedagogical high school. The model is presented by blocks of the maintenance of professional training, the information-educational environment, psychological-pedagogical support of professional training.

The current practice of using the remote educational technologies in training the teachers-psychologists in pedagogical universities is insufficient because it is undeveloped from the pedagogical field. Therefore, the need to build a model of professional training of students of teachers-psychologists on the basis of remote educational technologies has been occurred. To do this we need to reveal the criteria for optimization of the professional activity, rates, levels of professional development, psychological and pedagogical conditions of improving professional activity, partially compensating shortcomings of the existing education system, demonstrating the need to form a new type of future graduates who are acting on the information society.

The model of professional training of future teacher-psychologists on the basis of remote educational technologies (Chart 1), implemented on the basis of pedagogical university, is represented by three blocks: the content of professional training, information and educational environment (IEE), psychological and educational support of professional training, which contributes to the description and expansion of knowledge about the investigating process for transforming and running it. On the basis of remote educational technologies the psychological and educational support of professional training reflects the psycho-pedagogical conditions of improving the effectiveness of teacher-psychologists activity in the informatization of education.

To fulfil the requirements of the state order on training teacher-psychologists that completely meet the needs of qualifying characteristics, we developed the model of professional training the future teacher-psychologists, according to Chart 1.

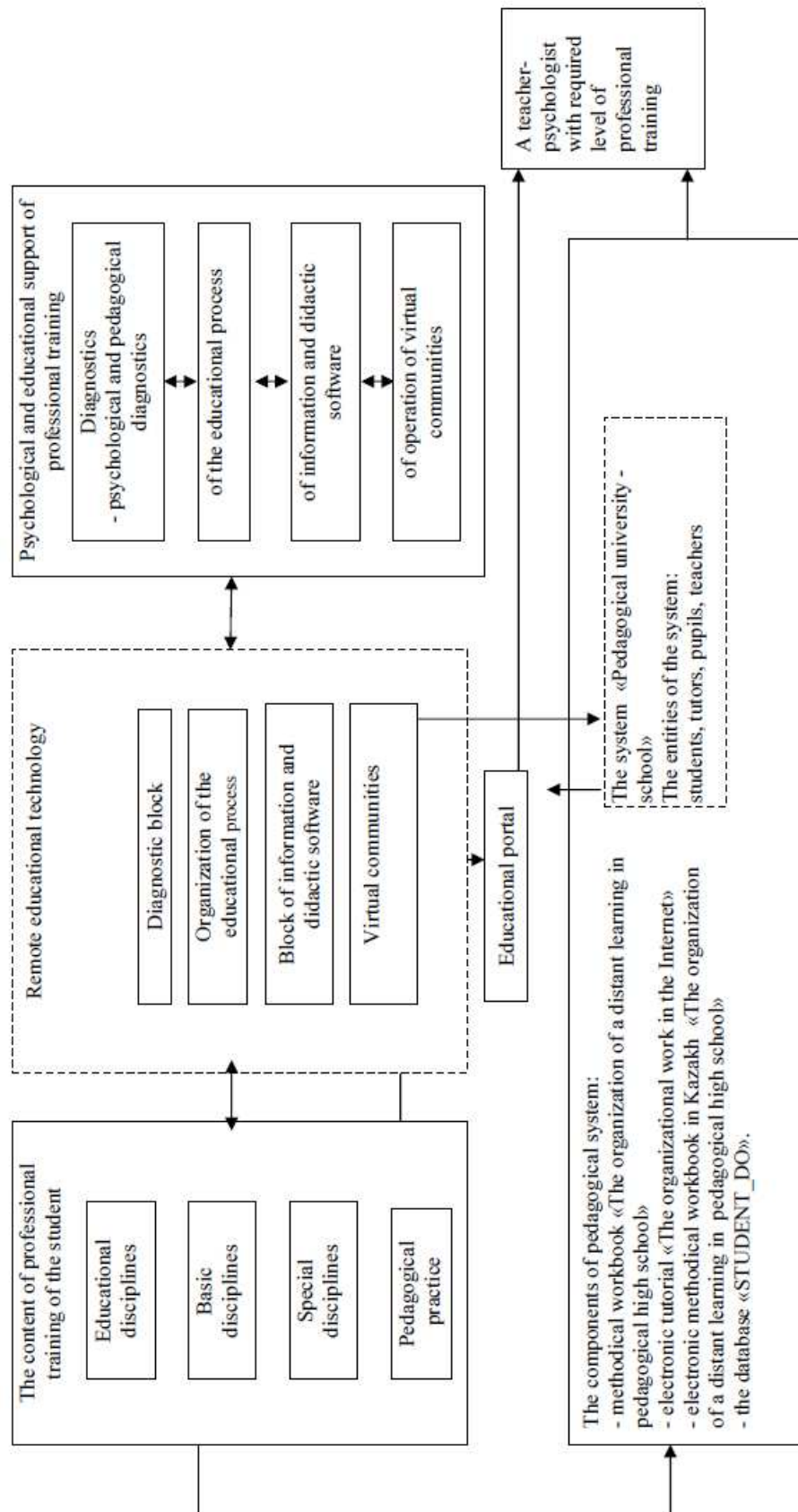
The model demonstrates the content of student's professional training in accordance with the State obligatory standard of education (SOSE), of the specialty 050103 "Pedagogy and psychology" and the Rules of organizing the educational process by remote educational technologies (MESRK, 2007).

The professional training of students for psychology teaching with using the remote educational technologies is being implemented during the educational process of studying the general, basic and major disciplines. The leading type of training activity, which brings together all disciplines in a single complex, is a pedagogical practice, aimed at gaining the scientific and theoretical, teaching-methodical, educational knowledge, abilities and skills which are necessary for professional work of the students.

The implementation of the professional training's content is carried out in the information and educational environment (IEE). The term «information educational environment» (IEE) is treated as an educational environment, which is based on the use of ICT. IEE of educational institution is a complex system, that accumulates the software and methodical, organizational and technical resources, along with intellectual and cultural potential of the university, informative and activity components of the learners themselves and teachers, the management of such system is based on the goals of society, trainees and teachers. IEE of the pedagogical university represents a system-organized set of tools aimed to meet the educational needs of student-teachers (Polat, 2006).

IEE includes a diagnostic block, a block of organizing the educational process, a block of information and didactic software, virtual communities of students, teachers, pupils. An important feature of IEE is the presence of virtual communities that allow organizing a virtual interaction with other characters of the educational process. The various forms of interaction are included: a virtual practice, telecommunication, scientific projects, educational projects, etc. During organizing the interaction of students with pupils, students, teacher-psychologists gain experience in influencing on pupils psychologically and pedagogically. In the future, gained virtual psycho-pedagogical experience is being transferred to the real professional work.

CHART 1. THE MODEL OF PROFESSIONAL TRAINING OF FUTURE TEACHER-PSYCHOLOGISTS ON THE BASIS OF REMOTE EDUCATIONAL TECHNOLOGIES



Each element of the IEE of pedagogical university has psycho-pedagogical provision that is carried out by psychological and educational support of professional training through remote educational technologies. Psychological and educational support allows to maintain a continuous monitoring of remote learning process, to carry out psychological adaptation of the student-teacher to the distance learning, to the implementation of a professional pedagogical activity in the system of open education, allows to overcome technophobia, phobia of «Open Space», phobia of «distance learning» (independent study). Therefore, including the psychological and pedagogical support facilitates the effective organization of distance learning.

The basis of the IEE of the university is an educational portal (Andreev, Soldatkin, 1999). One of the key aspects of the creation of portals is the creation of mechanisms that support information and educational environment in the sought and working condition. The educational portal corresponds to the structure of the information and educational environment; the psycho-pedagogical support of the educational process is being implemented based on it. Practical implementation of the system «Pedagogical university-school», the functioning of virtual communities is carried out in the educational portal.

The developed remote educational model of professional training for future psychology teachers based reflects the structure of training, aimed at mastering the students' theoretical knowledge, practical skills and proficiency (object-basis, the higher education components).

The effectiveness of the developed model of professional training for a student of the teacher-psychologist is carried out by the diagnostic map. To research the students' professional competence the diagnostic card of future teachers' professional competence and method of communicative competence's group assessment that represents a modification of technique developed by Lukianova (1999) were used. Both methods assume the peer review and are conducted in two stages: a primary diagnosis prior to the experiment and re-diagnosis, after the implementation of experimental work, which depends on the need of confirmation of the research hypotheses and the establishment of the growth of professional competence of experimental group's students in comparison with a control group and themselves.

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