

**Training of psychologists for using of interactive tutorials**

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**Abstract.** In research determination of readiness of psychologists to use of interactive tutorials in which specifics of professional activity of the psychologist are reflected is given. Complexes of criteria, indicators, levels of readiness of psychologists to use of interactive tutorials, such as presence of steady motives to application of multimedia tutorials at school are developed; width and stability of the academic knowledge of interactive tutorials and techniques of their application by the psychologist at school; the content of mastering a technique of use of interactive tutorials for the solution of training tasks of the psychologist. Levels of readiness of psychologists to use of interactive tutorials are defined as high, average, low. The Model of readiness of psychologists to use of interactive tutorials in which contents the essence of readiness of psychologists to use of interactive tutorials is defined is psychologically proved and almost developed.

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**Introduction**

In recent years in Kazakhstan, and also in many other countries of the world community the increasing attention is paid to a problem of using of interactive tutorials in education which starts being considered as one of the most important strategic problems of development of a civilization. The processes happening in modern society at a crisis stage of development, are characterized by that many areas of human activity including education, promptly develop due to introduction of various innovations.

The analysis works of Efimova, E.A. [1, p.23], Timothy Ellis [2, p.59], Schantz, E.A. [3, p.383], Furs, M.V. [4, p.29], Magdy F. Iskander, J. Corey Catten, Rex Jameson, Antony Jones and Albert Balcells [5, p.97], Sakenov, D. Zh. [6, p.1431], Yugova, N.L. [7, p.1414], Derek A. Muller, Manjula D. Sharma and Peter Reimann [8, p.278], Michelle M. Perfect and Richard J. Morris [9, p.1049], Rosina, N.L. [10, p.70], Wayne Burleson, Aura Ganz and Ian Harris [11, p.21] allows us to claim that use of interactive tutorials can be understood as purposeful activities for development and deployment of information and communication and interactive technologies:

- in educational process for training of psychologists for activity in the conditions of modern information society;

- in management of an education system of psychologists for increase of efficiency and quality of processes management;

- in methodical and scientific and pedagogical activity for improvement of quality of work of psychologists; development and to introduction of new educational technologies on the basis of use of interactive tutorials.

Thus, interactive tutorials - the information sources containing graphic, text, speech, musical, video, photo and other information, provided in the digital form, directed on realization of the purposes and problems of modern education of psychologists.

In this regard the full solution of problems of quality of psychological education demands improvement of training of future psychologists, training in their methods of work with modern interactive tutorials.

The analysis researches of Efimova, E.A. [1, p.23], Timothy Ellis [2, p.59], Schantz, E.A. [3, p.383], Furs, M.V. [4, p.29], Magdy F. Iskander, J. Corey Catten, Rex Jameson, Antony Jones and Albert Balcells [5, p.97], Sakenov, D. Zh. [6, p.1431], Yugova, N.L. [7, p.1414], Wayne Burleson, Aura Ganz and Ian Harris [11, p.21] showed that there is a significant amount of the researches devoted to questions of vocational training of future psychologists.

It should be noted that in specified works Efimova, E.A. [1, p.23], Furs, M.V. [4, p.29], Magdy F. Iskander, J. Corey Catten, Rex Jameson, Antony Jones and Albert Balcells [5, p.97], Sakenov, D. Zh. [6, p.1431], Yugova, N.L. [7, p.1414], Rosina, N.L. [10, p.70], Wayne Burleson, Aura Ganz and Ian Harris [11, p.21] more the attention is paid to theoretical and

methodical training of students on informatics that allows future psychologists to use further interactive tutorials in psychological process. However in these researches questions of training of future psychologist to use of modern means of educational appointment, in particular interactive tutorials weren't taken up. Thus, formation of readiness of future psychologist to use of interactive tutorials wasn't so far object of studying that allows to speak about relevance of research of this direction.

Relevance of research is defined by contradictions between:

- need of society for the psychologist capable effectively to carry out professional activity in the conditions of informatization of education and insufficient level of readiness of future psychologist to use of interactive tutorials.

In this regard the problem of research consists in need of disclosure of specifics of formation of readiness of future psychologist to use of interactive tutorials.

Research objective: development and check of a technique of formation of readiness of future psychologist to use of interactive tutorials in the conditions of psychological education.

### Methods

In work the complex of methods of research is used: - the analysis of psychology and pedagogical, scientific, scientific and technical and methodical literature both domestic, and foreign authors on a research problem; - analysis of normative documents, including state educational standards of higher education; - modeling; - pedagogical experiment; - ) questioning, testing, the analysis of products of activity of students, data processing of experimental work by means of methods of mathematical statistics.

### Main part

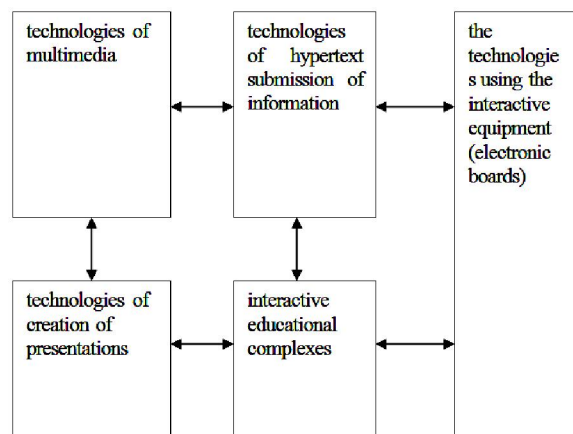
Introduction of interactive tutorials in various areas of a modern education system accepts more and more large-scale and complex character.

Interactive tutorials are understood as set of means and interaction methods between teachers and students psychologists by means of information technologies and the interactive equipment which purpose is to help each student to the psychologist to transform information of the general character to personal knowledge and abilities.

It is possible to allocate the following kinds of interactive tutorials which are represented in figure 1. :

- technologies of multimedia;
- technologies of hypertext submission of information;
- the technologies using the interactive equipment (electronic boards);
- technologies of creation of presentations;
- technologies of a video conferencing;

interactive educational complexes.



**Figure 1. Kinds of interactive tutorials**

It would be desirable to note especially a role of the interactive tutorials, using the interactive equipment, namely – electronic boards which represent the modern multimedia means possessing all qualities of a traditional educational board, but having more ample opportunities of graphic commenting of screen images, control and monitoring of work of all trained psychologists at the same time, and also ensuring ergonomics of training and creation of new motivational prerequisites to training and training of psychologists.

Among methods and receptions of the organization of activity of psychologists the special place is taken by electronic educational complexes which help more visually and to present defiantly a training material, and also by means of interactive testing, to check as far as the student the psychologist mastered a material.

Electronic textbooks – the strong technology, allowing to store and transfer the main volume of a studied material to use the text, graphics, a photo, video. Individual work of psychologists with them provides deep understanding and material development.

Readiness of future psychologist for using of interactive tutorials is the steady characteristic of the identity of the psychologist, defining ability to solve the main professional psychological objectives means of interactive tutorials in the conditions of psychological education.

Readiness of future psychologist for using of interactive tutorials includes the following structural components:

- psychological, presented by the motives expressed by interests and requirements to use of interactive tutorials;
- methodical, assuming methodical knowledge which integrate knowledge in the field of use of interactive tutorials;

– technological, expressed by a complex of abilities on the organization of psychological education with use of interactive tutorials.

Formation of readiness of future psychologist to use of interactive tutorials assumes application of modern technical and information tutorials, such as computers, a projector, Internet resources. In the course of development of a technique of future psychologist readiness formation to use of interactive tutorials specific features of professional activity of the psychologist are considered.

Levels of future psychologists readiness formation to use of interactive tutorials: I. High; II. Average; III. Low.

Diagnostics of levels of formation of readiness of future psychologists to use of interactive tutorials assumes studying of a condition of its structural components and is carried out on the basis of the following criteria and indicators: A. existence of steady motives to application of interactive tutorials; B. depth and durability of methodical knowledge of interactive tutorials and techniques of their application; C. extent of mastering technologies of use of interactive tutorials for the solution of standard tasks of the psychologist.

Readiness of future psychologists for using of interactive tutorials will help to solve the following psychological problems:

- formation of interest to psychology;
- optimum assimilation of a psychological material;
- development of psychological independence as psychologists need to look for individually ways and options of a solution;
- training in work in team, tolerance to foreign point of view;
- training in respect of the right of everyone on own opinion, its advantages;
- interaction establishment in team of the being trained;
- formation at psychologists of opinions, the relations, professional and life skills.

We during research defined the principles of work of psychologists with interactive tutorials on interactive occupation:

- occupation – not lecture, and the general work;
- total experience of group is more than experience of the psychologist;
- all participants are equal irrespective of age, the social status, experience, a work place;
- each participant has the right for own opinion on any question;
- there is no place to direct criticism of the personality (the idea can undergo criticism only);

- all told on occupation – not the guide to action, and information to psychological reflection.

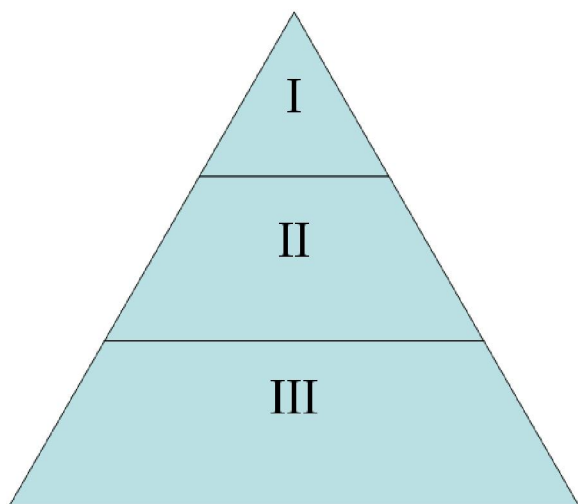
We allocated the following components of professional competence of the psychologist as expert in the field of use of interactive tutorials:

Competences of the area of educational activity assume: to own professional activity in the field of psychological education, ability to project the professional development; to project and organize psychological process in the organization; it is rational to use interactive tutorials. The following tasks enter competences of the area of experimental and research activity: psychologically to watch educational and methodical process, to analyze and establish relationships of cause and effect of observed psychological factors and the phenomena, to predict their development; to analyze a psychological material and tutorials, to predict expected psychological results; to correlate reached and due, to predict prospect of its development on defined to a psychological basis; to select and critically to use psychological information; to own psychological methods of knowledge, to plan and make simple psychological experiment; to introduce psychologically effective results of research in the professional activity. Organizational and administrative activity includes following competences: mastering competences on formation of specific goals and problems of psychological consultation, on planning of a training psychological material; by definition of the psychological purposes of control; on allocation of objects of psychological control and establishment their compliance to the level provided by the program. And actuality the competences entering social and psychological activity which treat are very important: mastering competences on psychology maintenance the relation in a professional unity, on formation of the polycultural personality, on formation of social interaction.

Today the psychologist needs to own modern interactive tutorials information technologies which are realized in competences of the area of educational and technological activity which means: to own interactive tutorials, information technologies, to work with all types of psychological information; to be able to look for, analyze and select independently necessary psychological information, to organize, transform, keep and transfer it; to analyze professional incidents; to own a method of development of professional and situational tasks; to reflex, using methods of psychological introspection, a self-assessment; analytically to think and in a complex to approach to performance of the psychological duties; to own methods of personal self-expression and self-development, means of

opposition to professional deformations of the personality; to make the group decision on the basis of methods of group discussion, the solution of problem psychological tasks, design.

The maintenance of components of training of future psychologist to use of interactive tutorials allowed us to design Model of readiness of psychologists to use of interactive tutorials which is presented in figure 2.



**Figure 2. Model of readiness of psychologists to use of interactive tutorials**

The explanation to figure 1 Model of readiness of psychologists to use of interactive tutorials:

I. – Components of readiness of psychologists to use of interactive tutorials.

II. – Criteria, indicators, levels of readiness of psychologists to use of interactive tutorials.

III. – Professional competences of readiness of psychologists to use of interactive tutorials.

Skilled and experimental work was carried out under natural conditions pedagogical process during training of students (control group – a traditional technique, experimental group – an experimental technique).

The purpose of experiment was approbation of the developed Model of readiness of psychologists to use of interactive tutorials taking into account specifics of activity of the psychologist.

At the final stage of experimental work total levels of psychologists readiness formation to use of interactive tutorials taking into account specifics of activity of the psychologist were defined. Dynamics of psychologists readiness formation levels to use of interactive tutorials taking into account specifics of activity of the psychologist is presented in table 1.

**Table 1. Dynamics of psychologists readiness formation levels to use of interactive tutorials taking into account specifics of activity of the psychologist (in %)**

Levels of readiness formation	Control group		Experimental group	
	Before experiment	After experiment	Before experiment	After experiment
High	5	7	4	53
Average	15	17	14	36
Low	80	76	82	11

Comparison of psychologists readiness formation levels to use of interactive tutorials taking into account specifics of activity of the psychologist before carrying out experiment showed that in experimental group of 53% of examinees reached high level of readiness whereas in control group of this level reached only 7% of examinees. Thus, realization of the Model of readiness of psychologists developed by us to use of interactive tutorials taking into account specifics of activity of the psychologist, allowed to raise considerably level of readiness of psychologists to use of interactive tutorials.

### Conclusion

As a result of the conducted research, on the basis of the theoretical analysis of sources determination of readiness of psychologists to use of interactive tutorials in which specifics of professional activity of the psychologist are reflected is given.

In the course of the organization of experimental work complexes of criteria, indicators, levels of readiness of psychologists to use of interactive tutorials, such as presence of steady motives to application of multimedia tutorials at school were developed; width and stability of the academic knowledge of interactive tutorials and techniques of their application by the psychologist at school; the content of mastering a technique of use of interactive tutorials for the solution of training tasks of the psychologist. Levels of readiness of psychologists to use of interactive tutorials are defined as high, average, low. In the course of research the Model of readiness of psychologists to use of interactive tutorials in which contents the essence of readiness of psychologists to use of interactive tutorials is defined was psychologically proved and almost developed and approved. The model of readiness of psychologists to use of interactive tutorials allows to optimize process of professional training of psychologists and it is recommended to use in high school process.

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