INFORMATION SUPPORT OF THE PROFESSIONAL TRAINING OF EDUCATIONAL PSYCHOLOGISTS: IMPLEMENTATION AND DEVELOPMENT PROSPECTS

Alexander M. Egorychev[*], Anna G. Akhtian[**], Aigerim S. Seitbattalova[***], Yuliya V. Chelysheva[****] and Irina D. Levina[*****]

Abstract: The relevance of the problem under study is conditioned by the processes and trends of the 21st century that determine the development of all structures and institutions of the world community and, first of all, the system of professional education. The objective of the paper consists in demonstrating the results of the research aimed at determining the theoretical and methodological foundations for information support of the professional training of educational psychologists in conditions of the higher professional education, which was reflected in a more precise understanding of the essence and the content of information support of educational psychologists' professional training. The leading approach to studying this problem is developing a model of information support of educational psychologists' professional training. Owing to the development of the model, its components (target, content-related, organizational and technological, control and correctional, result-related ones) have been identified that being naturally interrelated allow understanding the essence of organizing virtual communities by means of creating educational portals and ultimately constructing an efficient information and communication technology for ensuring the information support of the professional training of the future specialists – educational psychologists. The main results of the research conducted are as follows: the contemporary studies on the use of information and communication technologies and information support in the professional training of the future specialists – educational psychologists – are reviewed; the model of information support for educational psychologists' professional training in conditions of the higher professional education has been developed and commented on; the role of information support in the structure of educational psychologists' professional training has been shown. The materials presented in the paper are of practical value for the higher school specialists working in the direction of the professional training of educational psychologists and they can also be of use for pedagogues researching this direction.

Keywords: Information support, professional training of educational psychologists, distance learning, information support model, upgrade of the modern education system, qualification profile of a specialist.

[*]   Doctor of Philosophy, Professor of the Department of Social Pedagogy at the Faculty of Social Work at the Russian State Social University, Moscow, Russia. *Email: chelovekcap@mail.ru*

[**] Candidate of Pedagogy, Head of the Sector for Organisation of Scientific and Research Work at the Russian State Social University, Moscow, Russia. *Email: AhtyanAnna@mail.ru*

[***] Candidate of Pedagogy, Director-General of the Talent Mangement Center, Almaty, Republic of Kazakhstan. *Email: inbox_kpn@inbox.ru*

[****] Candidate of Pedagogy, Associate Professor of the Department of Pedagogical, Age and Social Pedagogy of Moscow City Pedagogical University, Moscow, Russia. *Email: J201313@ yandex.ru*

[*****] Candidate of Pedagogy, Associate Professor at the Department of Social and Cultural Activity, Director of the Institute of Culture and Arts of Moscow City Pedagogical University, Moscow, Russia. *Email: jvch75@yandex.ru*

INTRODUCTION

Concerning the directions of development of the higher school, currently a priority one is its IT penetration which is first of all based on improvement of the higher education institution's educational environment. This is pointed out by many Russian and foreign researchers (Bates, 2005; Beldarrain, 2006; Egorychev et. al., 2016; Egorychev, 2016; Chenga et. al., 2016; Chenga et. al., 2011; Hara, 2010; Liu & Yang, 2004; Saitia & Prokopiadoub, 2008; Seitbattalova, 2009).

The above makes the problem of looking for new models of professional training of the future specialists in various fields highly relevant, with the development of the higher education institution's information environment taken into account.

The today's reality is distinguished by being saturated with information and opportunities that leave their mark on both the professional activity and the sphere of education. It dictates on the one hand having to study the opportunities of information technologies and on the other hand their implementation making sense in a certain sphere, in particular, in professional training of the future specialists – educational psychologists – who will have to work in a new information and technological social environment.

In working with various categories of people, first of all, with children and adolescents, an important place is occupied by an educational psychologist who fulfills the social and professional functions of education. It is on the expertise and knowledge of this field specialist that the opportunities for creating favorable conditions for improvement of the upbringing and educational activity depend, which focuses the attention of the scientific and educational community on the problem of a new type and level professional training of educational psychologists.

The system of modern education needs educational psychologists having a fundamental professional training, capable of stimulating the personal advancement of all subjects of the educational environment in line with their individual capacities and particularities, as well as to promote the formation of a favorable psychological climate in teams and so on.

All the above outlined activated this research associated with the problem of information support of educational psychologists in their professional training. Information support relying on certain technologies which have got the most comprehensive check within the system of students' distance learning, understanding the opportunities of using the experience in professional training during fulltime learning as exemplified by educational psychologists becomes essential.

LITERATURE REVIEW

The analysis of literature has shown that it reflects various aspects of the problem of information support for the professional training of educational psychologists. They include, in particular, the following: the professional training of higher education

institution students as an integral pedagogical system (Dyatlov & Belyaev, 2004; Egorychev et. al., 2016); improvement of the professional training of an educational psychologist (Bityanova, 1997, Kryuchkova, 2009); the use of information and communication technologies in the professional activity of an educational psychologist (Zhuravleva & Kruk, 2001; Kryuchkova, 2009); the specific character of rendering psychological and pedagogical support (Bityanova, 1997); information support of the educational process (Chenga et. al., 2013; Hara, 2010; Liu & Yang, 2004; Saitia & Prokopiadoub, 2008; Bogoslovskiy, 2001; Bespalko, 1989); psychological support of students of a pedagogical higher education institution during learning (Moiseeva, 2000; Kryuchkova, 2009).

The scientific works also deal with such aspects as IT penetration of the educational process (Bogoslovskiy, 2001; Gaevskaya & Vinnitskaya, 1999); the use of information technologies in distance learning (Bates, 2005; Beldarrain, 2006; Stella & Gnanan, 2004; Gaevskaya & Vinnitskaya, 1999; Gershunskiy, 1998; Domrachev, 2004; Dyatlov et. al., 2004; Egorov, et. al., 2006; Moiseeva, 2000; Nurgalieva, 2006; Polat, 2004; Timkin, 2007; Yavorskiy et. al., 2003).

Meanwhile, the studies have failed to discuss many questions associated with organization and rendering of information support for the professional training of educational psychologists in sufficient detail. The above has allowed identifying the controversy formed between the necessity to improve the educational psychologists' training in conditions of IT penetration of the education and the lack of attention to the scientific and methodological coverage of the information support of their professional training.

RESEARCH METHODS

The methodological foundation of the research was made up by works on methodology and theory of pedagogical research (Kuzmina & Kukharev, 1976; Monakhov, 2007), philosophical, social and pedagogical works on personal and professional development of a social sphere specialist (Gershunskiy, 1998; Egorychev et. al., 2016), and works on the professional training of teachers and psychologists (Bityanova, 1997; Bogoslovskiy, 2001).

The objective of this research is to determine the theoretical and methodological foundations of information support of the professional training of educational psychologists in conditions of higher education institutions. Tasks of the research are as follows: to analyze the contemporary studies on the use of information and communication technologies and information support in professional training of the future specialists – educational psychologists; to develop and justify a model of information support of educational psychologists' professional training in conditions of the higher professional education; to show the role of information support in the structure of the professional training of educational psychologists.

Proceeding from the set research objective and tasks, the authors have selected and used a complex of methods. For analyzing the available experience in the research sphere, theoretical methods (analysis and synthesis, generalization and systematization, classification, forecasting and modeling) as well as empirical ones (studying and generalizing the existing pedagogical experience) were used which allowed clearly seeing the subject matter of the research (the process of information support of educational psychologists), developing the scientific apparatus of the research, determining the basic notion "information support of professional training", making the essence, content and particularities of professional training information support more precise, and providing grounds for the approaches to the professional training of educational psychologists by means of distance educational technologies. The forecasting and modeling methods were used by the authors when designing the model of information support of educational psychologists' professional training and the technology for implementing it.

This research in determining the theoretical and methodological foundations of information support of the professional training of educational psychologists in conditions of learning at higher education institutions was conducted within 2 years (2016-2017) on the basis of two higher education institutions: Russian State Social University (Moscow, Russia) and the Kazakh National Pedagogical University named after Abai (Almaty, Kazakhstan).

RESULTS AND DISCUSSION

The notion of information support of the professional training of specialists: In order to achieve the said results, comprehensive systemic efforts are critical, which cannot be obtained by means of simply mechanically using the information and communication technologies in the educational process.

The necessity of creating a special component of the professional training under the current conditions arises – one that would promote the rise of a competent specialist throughout the entire professional training cycle. Thus, under the new conditions, the prerequisites are created for information support of the professional training of specialists.

As of today, the approaches to understanding the principal content of support of the professional training are quite numerous.

For the first time, the term "support" was used in their work by G.L. Bardier, N. Romazan, and T. Cherednikova (1996) in combination with the word "development" – i.e. "support of the development". The very idea of support is inseparable from the key idea of upgrade of the modern education system, namely: conditions for development and self-fulfillment have to be created within the education system, with the full-fledged development of a personality to become a guarantor of socialization and well-being.

As determined by M.R. Bityanova (1997), support is a certain ideology of work which renders it possible to combine the objectives of psychological and pedagogical practice and which is focused on the key point – the learner's personality. The main objective of support is to create such social and pedagogical conditions in which each individual could become the subject of the individual's activity, communication, and own inner world. A subgoal is to form the upbringing and educational environment that promotes successful learning and progressive psychological development of the learners.

The modern pedagogics understands support as an activity ensuring that conditions are created for the development subject to make the optimum decision in various life choice situations. In psychological literature, by support, they traditionally mean an integral, continuous process of studying, analyzing, developing and correcting the cognitive, motivational, emotional and volitional processes and the personality of the student getting in the field of activity of the support subjects (Kryuchkova, 2009).

Given a certain link between the method and the process of support, by the method of support, a way of practical performance of the process of support is meant which is based on the unity of four functions: diagnosing the essence of a problem occurring; the information about the essence of the problem and ways for solving it; consulting at the decision making stage and jointly working out a problem solution plan; rendering the primary assistance at the stage of implementing the solution plan.

The main principles of support are: recommended character of the supporter's advice; the priority of the supported one's interests; the continuity of support; multidisciplinary (comprehensive) character of support; tend to autonomation.

As determined by V.I. Bogoslovskiy (2001), information support of the educational process (ISEP) is the interaction of subjects organized in a social, pedagogical and technical respect as a constituent of the information and pedagogical activity.

Having systemized the above, the authors have come to the understanding of information support of the professional training of educational psychologists as of an integral continuous process of information and technological support of the professional and personal advancement of students during their self-fulfillment in the academic activity according to the curriculum.

Information support is based on the development of information material which is required for students during their mastering the study subjects, completing the practical studies, independent work on themselves and on the provision of the desirable professional making (Gaevskaya & Vinnitskaya, 1999).

The analysis of the practical experience of the professional training of specialists available in Russia and in Kazakhstan based on the information and communication

technologies has allowed developing a diagram reflecting the organizational structure of information support of the professional training of students (Figure 1).
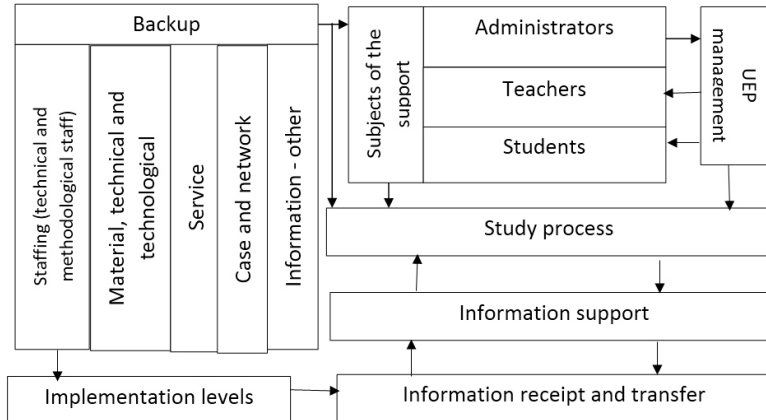

Figure 1: Information support of the professional training of students – organizational structure
Source: **Developed by Aigerim S. Seitbattalova**

The specific character of performance of information support is conditioned by the kind of educational institution, educational tasks, opportunities, reference points and other similar features of certain educational environments (M.R. Bityanova).

Information support in the professional training of educational psychologists

The necessity of training highly-qualified educational psychologists for the education system is viewed in the works of many researchers (Egorychev et. al., 2016; Kuzmina & Kukharev, 1976).

According to the studies, the structure of the professional training of an educational psychologist includes:

  – performing the psychological analysis of social situation of the development at educational institutions, detecting the main problems and identifying their causes, ways and means for resolution of the problems;

  – forming the learners' abilities to self-identify and self-develop;

  – encouraging the teaching staff to harmonize the social and psychological climate at the educational institution;

  – preventing and overcoming any deviations in the social and psychological health as well as in the development of the learners;

  – jointly with the teaching staff of the educational institution, participating in the preparation and creation of conditions for psychological and pedagogical consistency during stage to stage passing in the process of continuous education, and so on.

The above list of components of the structure of the educational psychologists' professional training allows organizing one's professional activity using the conventional means.

However, the practice shows that there is an increasing urge to train specialists who know how to use the modern means of professional activity based on the information and communication technologies.

The use of telecommunications enriches the activity of an educational psychologist, enhances the toolbox of training resources while ensuring the expansion of the set of study and teaching aids, and grants an opportunity for further training by studying at higher education institutions offering network-based programs of extramural studies.

The analysis of scientific literature (Asainova & Seitbattalova, 2008; Gaevskaya & Vinnitskaya, 1999; Domrachev, 2004; Dyatlov et. al., 2004; Zhuravleva & Kruk, 2001; Moiseeva, 2000) combined with the experience of practical work at the higher school of the authors of this paper and taking into account the requirements for the professional training of educational psychologists that are reflected in the qualification profile of a specialist has allowed identifying the directions of the professional activity of an educational psychologist in conditions of IT penetration of education (see Table 1).

TABLE 1: DIRECTIONS OF THE PROFESSIONAL ACTIVITY OF AN EDUCATIONAL PSYCHOLOGIST USING THE INFORMATION AND COMMUNICATION TECHNOLOGIES SOURCE: THE AUTHORS

Directions of the professional activity	*Content*
Organization of learners' team	Compiling an information database on the learners, data handling
Teaching and upbringing of learners, forming the personality of a future specialist	Organization of the study process using the information educational technologies, distance technologies; development and use of pedagogical software means; use of the information and communication technologies in conducting the joint projects and events in the virtual mode
Establishing the communication with the parental community, fulfillment of the requirements of the education concept	Organization of virtual interaction with parents on a consistent basis: conducting the video conferences for parents (meetings), individual work
Enhancement of scientific and theoretical knowledge and professional qualification, participation in various conferences, study and generalization of the advanced pedagogical experience	Searching for information in the Internet, studying at distance further training courses, participation in international projects and programs, systematization of professional information and organization of its storage

Directions of the professional activity	*Content*
Implementation of new pedagogical technologies	The development of new educational technologies on the basis of the information and communication technologies; creation of pedagogical software means
Psychological diagnostic work, psychological consulting, psychotherapy, psychocorrection, psychoprophylaxis	Organization of psychological diagnostic work, psychological consulting, psychotherapy, psychocorrection, psychoprophylaxis in the virtual mode

The characteristics of the professional activity of an educational psychologist in conditions of IT penetration of education reflects the required list of knowledge, abilities and skills as well as work methods a specialist has to possess:

1. The knowledge, abilities and skills of using the information and communication technologies (the technology of processing the text information, numerical calculations technology, searching, sorting and other technologies) in various directions of the professional activity;

2. The experience of use of network technologies for organization of distance learning in further training, virtual interaction with subjects and objects of the educational process, organization of distance classes in a subject area;

3. The experience of development and use of IT penetration means of pedagogical purpose – author's pedagogical software means including the ability to assess the following: psychological and pedagogical objectives and the efficiency of using ones within a certain model of learning; the extent of interactivity (the possibility of organizing the required mode of dialogue interaction, the availability of various means for dialogue holding); the possibility of providing feedback (perception and output of answer options, analysis, diagnosing and correction of mistakes); and the technical level (download option availability, reliability of operation etc.) of software means.

Thus, the professional training of educational psychologists based on information and communication technologies is acquisition of a certain basic set of knowledge and practical skills of professional activity of an educational psychologist relying on the information and communication technologies as well as formation of the abilities to work with the modern software in the sphere of the future professional activity.

The analysis of fundamental works on optimization of the professional training of specialists (Gershunskiy, 1998; Monakhov, 2007; Nurgalieva, 2006; Polat, 2004; imkin, 2007; Yavorkiy et. al., 2003) has allowed concluding that the use of distance educational technologies during the professional training of specialists encourages the future specialists to use them as a tool in their professional activity later on.

This means that the listed directions of professional activity of an educational psychologist who functions under IT penetration of the society are reflected in the structure of information support of the professional training. The structure is supplemented by the content and educational forms and methods intensifying the process of learning. Thus, the main objective of *information support* of the educational psychologists' professional training is creation of the favorable organization and pedagogical conditions promoting the rise of an educational psychologist both as a professional and a personality. In the following item, the structure of information support of the educational psychologists' professional training will be discussed.

The Model of Information Support

The methodological approaches, principles, ideas, reference points, personal qualities of the educational process subjects worded in theoretical concepts of the Russian and foreign scientists, psychologists, and teachers formed the basis of creation of the functional *model* of information support of the professional training of educational psychologists using the means of distance educational technologies.

The information support of a specialist is the process of managing the specialist's professional training by means of distance educational of technologies; a specially organized and targeted process of diagnostics, design, practical implementation and monitoring of the professional training in the modern conditions of IT penetration of education as a direction of the professional and personal advancement of students.

The construction of functional model of information support of specialists was performed using the available experience (Egorov et. al., 2006) during the following stages: identification of boundaries of the model and wording of the design objective; justification of the model components and elaboration of their content; identification of conditions for the efficient functioning of the model; determining the main result to be achieved after the model being implemented; justification of the technologies and diagnosing toolkit, and the experimental testing out of the information support model within the professional training of educational psychologists.

According to these stages, the functional model (Fig. 2) of information support of the professional training of educational psychologists is presented which allows singling out the interrelated units and components of the information support within the educational space of higher education institutions and determining the implementation options of the constructed model (Figure 2).

A number of requirements being the foundation of organization of the modern educational process gains importance, in particular:

– the implementation of distance educational technologies targeted at individualization of learning;

 – a high level of information preparation in both teachers and students;
 – the reflection activity of the educational process subjects who are able to assess their personal advancement and professional achievements.

The functional model of information support includes the interrelation of the following components: the target, content-related, organizational and technological, control and correctional, and the result-related one. The model of information support of the educational psychologists' professional training is implemented in the staged manner by means of distance educational technologies conditioned by individualization in the students' training.
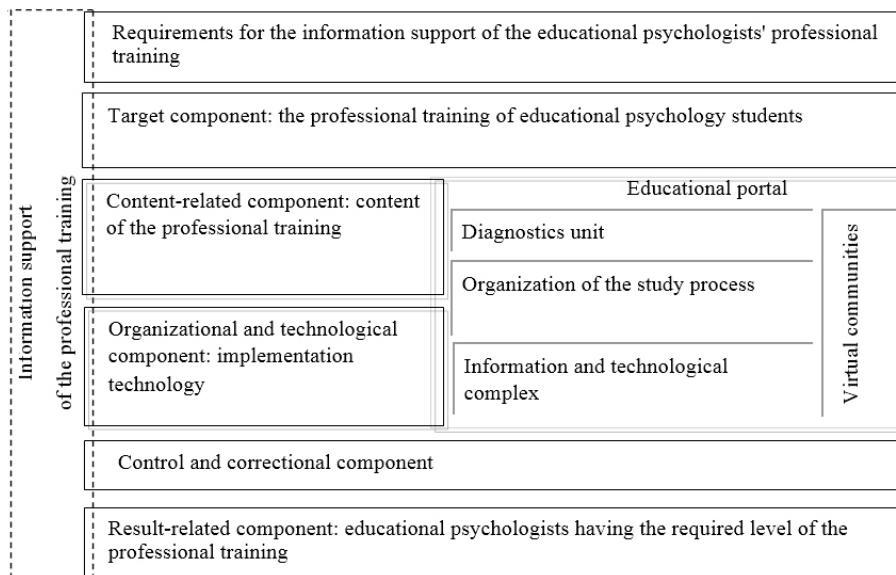

**Figure 2: Functional model of information support of the
professional training of educational psychologists**
Source: **Developed by Aigerim S. Seitbattalova and Anna G. Akhtian**

The implementation of the model includes the following stages: the diagnostic and prognostic stage, the designing stage, one of the information support selection and adjustment, the student motivating stage, that of performance of the support, and the expert and assessment one. Each stage encompasses certain substages of the student's professional rise that allow ensuring the most complete fulfillment of them. So, the implementation stage includes the substages conditioned by the process of a student's learning the academic subjects, completing the practical studies in terms, and the experience of interaction with information technologies accumulated by the student. In the structure of invariant part, there are requirements for the qualification profile of an educational psychologist, needs of the personality and the labor market. The variant part of the model is represented by the content of

information support, the technology of its performance, organizational component, and the process of control and correction.

The target component ensures the attitude to the content of information support of the professional training based on the distance educational technologies by making the students understand its significance, importance and use information technologies in the professional activity, as well as by a high positive motivation for the professional self-fulfillment and basic skills in professional tasks solving in conditions of IT penetration of the society.

The content-related component is determined by the content of the professional training. The leading kind of study work uniting all study subjects into a single set is the pedagogical practice the goal of which is for the students to master the scientific and theoretical, the study and methodological, the upbringing knowledge, abilities and skills that are essential for the professional activity.

The organizational and technological component reflects the information support implementation technology which is a targeted staged process (this includes diagnostic and prognostic stage; the designing stage; one of the information support selection and adjustment; the student motivating stage; that of performance of the support; and the expert and assessment one) conditioned by individualization in training of educational psychologists.

The model of information support is based on the organization of virtual communities by means of creating an educational portal as well as staged forming of professional knowledge, abilities and skills in students for the latter to be able to solve professional tasks based on distance educational technologies via the information and educational environment (IEE). It consists of the following elements: the diagnostics unit, organization of the study process, the information and technological complex, and virtual communities for organizing the virtual interaction with other subjects of the educational process.

The content of the professional training is fulfilled in the information and educational environment. The term "information educational environment" is treated as an educational environment based on the use of information and communication technologies. Information and educational environment of an educational institution is a complex system which alongside with the software and methodological, organizational and technical resources accumulates the intellectual and cultural capacity of higher education institutions, the content-related and activity-related components, the very learners and teachers. With regard to this, management of this system is based on targets of the society, learners and teachers. The IEE of a higher education institution is a systemically organized total of means aimed at satisfying the educational needs of educational psychology students. An important feature of the information and educational environment is the existence of virtual communities that allows organizing virtual interaction with other subjects of the educational process. Here various interaction forms are provided for – virtual

practices, telecommunication and scientific projects, upbringing type projects and others.

CONCLUSION

IT penetration of educational environment opens up new prospects of its use in the professional training of educational psychologists at higher education institutions. Many authors (Bityanova, 1997; Bogoslovskiy, 2001) mention it is in information support that great capacities of backing up the process are built in. The efficiency of performance of information support in conditions of higher education institutions can be achieved provided that:

– information support covers the entire professional training of educational psychologists, with the study process dynamics, cognitive needs of students and their personal and professional advancement taken into account;
– information support satisfies the students' needs during learning the study program to the most complete extent;
– information support promotes the assurance of individualization in educational psychologists' training;
– conditions have been created that are required for the most complete fulfillment of the opportunities of information support of the professional training of educational psychologists at higher education institutions, etc.

The authors believe the designed model of information support of the professional training of educational psychologists will allow:

– first, objectively showing the role of information support in the structure of the professional training of educational psychologists;
– second, given the development of such model, getting the possibility to cover the entire professional training of an educational psychologist while also ensuring information support for the student by means of distance educational technologies with the student's personal and professional advancement taken into account;
– third, using the model as the information database that informs students about the prospects of ensuring their professional advancement in their becoming educational psychologists in the most complete way;
– fourth, promoting the individualization in training of educational psychologists;
– and fifth, creating conditions that are essential for the most complete fulfillment of capacities of information support of the educational psychologists' professional training at higher education institutions under upgrade of the education system, expansion of the information space up to the social mandate.

The justification and validity of the results obtained during the research was ensured by the initial methodological provisions as well as by the use of a set of methods being up to the research objectives and tasks, the prolonged experimental checking of the technology of information support of the educational psychologists' professional training by means of distance educational technologies during studying at higher education institutions, and by the opportunity to practically apply the materials obtained in the practice of the higher professional education institutions.

The research conducted does not exhaust all aspects of the problem. Further directions of the research can be the enhancement of quality of the educational psychologists' professional training based on distance educational technologies, information backup of educational psychologists' practical training, the development of information competence of students learning in educational psychologist programs, and the development of information and technological backup for modular training of educational psychologists at higher education institutions.

References

Asainova, A.Zh. & Seitbattalova, A.S. (2008). The experience and prospects of implementation of distance learning at Pavlodar state pedagogical institute. *Mathematics and informatics: science and education*, 7: 364-397.

Bardier, G.L., Romazan, I. & Cherednikova, T. (1996). I want! SPb.: Stroylespechat.

Bates, A. (2005). Technology e - learning and *distance education.* London: Routledge.

Beldarrain, Y. (2006). Distance Education Trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education*, 27(2): 139-153.

Bespalko V.P. (1989). Components of pedagogical technology. Moscow.

Bityanova, M.R. (1997). School psychologist – an idea of psychological and pedagogical support. *Headmaster*, 3: 4-12.

Bogoslovskiy, V.I. (2001). Information support of the educational process at the pedagogical university. *Information technologies in education: XI conference-exhibition*, 4: 125–127.

Chenga, K., Liangb, J. & Tsaic, C. (2013). University students' online academic help seeking: The role of self-regulation and information commitments. *The Internet and Higher Education*, 16: 70–77.

Chenga*, K. &* Tsaic*,* C. (2011). An investigation of Taiwan University students' perceptions of online academic help seeking, and their web-based learning self-efficacy. *The Internet and Higher Education,* 4(3): 150–157.

Domrachev, V.G. (2004). Distance learning: opportunities and prospects. *Higher Education in Russia*, 3: 21-26.

Dyatlov, V.A., Belyaev, A.I., Chernoivanov, V.A. & Koval, S.P. (2004). Professional distance learning: technologies, organization, perspectives. Moscow: 2004. – 126 p.

Egorychev, A., Mardakhaev, L., Volenko, O., Fedoseeva, I. & Kostina, E. (2016). Upbringing system by A.S. Makarenko: synergetic analisis of its development. In: *Materials of the 3rd international multidisciplinary scientific conference on social science and arts, SGEM 2016: psychology and psychiatry, education and educational research*, 24-30 August, 2016, Albena, Bulgaria. - Sofia, 1219-1226.

Egorychev, A.M., Mityaeva, A.M., Puzankova, E.N., Fomina, S.N. & Pravdyuk V.N. (2016). Interethnic communication and interaction of students in their professional training. *Social Sciences*, 11: 856-861.

Egorov, V.V., Gotting, V.V. & Natesova, V.K. (2006). Generalized model of distance learning process. In: *Topical Problems of Modernity*. Karaganda: Bolashak-Baspa, 189-191.

Gaevskaya, E.G. & Vinnitskaya, M.A. (1999). Methodological aspects of organization of distance education: teaching aid for managing and scientific workers of educational institutions. Almaty.

Gershunskiy, B.S. (1998). The philosophy of education of the 21st century (looking for practice-oriented educational concepts). Moscow: "Sovershenstvo" publishing house.

Hara, N. (2010). Student Distress In A Web-Based Distance Education Course. *Information, Communication & Society*, 3(4): 557-579.

Kryuchkova, N.V. (2009). The content and methodological aspects of training the educational psychologists in using the information and communication technologies means in the professional activity: PhD abstract. Moscow.

Kuzmina, N.V. & Kukharev, N.V. (1976). Psychological structure of teacher's activity. Gomel: Publishing House of GSU.

Liu, Z. & Yang, Ye. Z. (2014). Factors Influencing Distance-Education Graduate Students' Use of Information Sources: A User Study. *The Journal of Academic Librarianship*, 30: 24-35.

Monakhov, V.M. (2007). Competence-based approach as a methodological basis for individualizing and technologizing at higher education institutions. *The technology for individualizing the learning at higher education institution,* 1. [http://www.conf.muh.ru/images/doc/271207/thesis_Monahov.htm].

Moiseeva, M.V. (2000). Psychological and pedagogical support of distance learning. Distance education, 6: 49-50.

Nurgalieva, G.K. (2006). Distance learning form: methodology and technology, questions of standardization. *Implementation of distance learning technologies at higher education institutions: the materials of the republican seminar-meeting*, 1: 3-10.

Polat, E.S. (2004). Theory and practice of distance learning: study guide. Moscow: Academia.

Saitia, A. & Prokopiadoub, G. (2008). Post-graduate students and learning environments: Users' perceptions regarding the choice of information sources. *The International Information & Library Review*, 40: 94-103.

Seitbattalova, A. (2009). Using the remote educational technologies in training students for psychology teaching. *Perspectives of Innovations, Economics & Business*, 2, 2009: 81-83.

Stella, A. & Gnanan, A. (2004). Quality assurance in distant education: The challenges to be addressed. *Higher Education: the international journal of higher education and educational planning*, 47: 143-160.

Timkin, S.L. (2007). The pedagogical system of higher education institutions in conditions of implementation of distance educational technologies: monograph. Omsk: Publishing House of OmSU.

Yavorskiy, V.V., Nurguzhin, M.R. & Kogai G.D. (2003). The problems of organizing distance education: monograph. Karaganda: Publishing House of KarSTU.

Zhuravleva, O.B. & Kruk, B.I. (2001). Distance learning: concept, content, management: study guide. Novosibirsk: SibGUTI.