

Pedagogical Advising and Consultancy in the Modern Educational Institutions



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Abstract. The article discusses peculiarities of pedagogical advising and consultancy in the modern educational activity. It defines the specific nature of consultancy applied to all persons performing this function, regardless of the institution or department, as well as the qualification criteria of a career consultant. The role of consultancy and advising in the career development throughout one's life has been identified.

Keywords: *consultancy, advising, career, criterion, role.*

The general definition of the issue and its connection with important scientific or practical tasks.

Accompanied by the emergence of overwhelming demand for knowledge, neo-synergism, cultivation of cultural energy in the exchange of information resources, technologisation and subjectivisation of processes, the rapid development of the information society has a direct impact on the development of all fields of study, including pedagogy and education management. The search for humanistic ways to influence the mindset of all generations, active research in the field of adult education, the transformation of economic achievements and business practices led to the emergence of a new field of study, pedagogical advising and consultancy.

Due to the fleeting nature and uncertainty of the modern world, economic globalization and free movement of funds and human resources between countries, the need to provide career consulting assistance has become of high priority in the modern world. Dynamic institutional development and consulting activities are based on the need for career guidance and career consultancy, not only during secondary, higher or professional

education, but also throughout lifelong learning; emergence of new occupations that have contributed to the development of various educational options, thus expanding the education fields; free market features which provided the option of self-employment; competition that causes the need to acquire new knowledge and skills, which leads to an effective job search and self-fulfilment.

Analysis of basic research and publications. Consultation (from the Latin *consultatio* – advice, consideration) is advice of an expert or an experienced person on any issue. In other words, provision of information services.

The Great Psychological Encyclopaedia defines "consultation" as 1) advice, clarification of an expert on a given matter; 2) one of the types of training sessions, communication of a teacher with students to share knowledge; 3) a conversation of experts about the client's problem; 4) a facility that provides any person with specialized assistance on a variety of issues or a medical or therapeutic help. Summarizing the understanding of consultancy in various human activities, M. Hulina defines this phenomenon as a "learning-oriented process between two people, when a consultant qualified in the field of relevant... expertise and skills assists the client with methods according to their (client's) actual needs and, within the context of their (client's) general personal goals, helps to learn more about themselves, learn to associate this knowledge with more realistic, defined aims so that the client could become a happier and more productive member of their society". Considering the similarity of various definitions of consultancy, R. Kochiunas identified the main provisions pertaining to any of them:

- Consultancy helps a person make choices and act at their own discretion.
- Consultancy helps to learn how to act different.
- Consultancy promotes personal growth.
- Consultancy focuses on the client's responsibilities, i.e. the consultant creates conditions for the client to make independent decisions.
- The basis of the consultancy is the "consultative interaction" between a consultant and a client based on the philosophy of a "client-centric" therapy.

Different authors' concepts of consultancy can be divided into two groups:

- consultancy as an interaction.
- consultancy as an influence.

The social and pedagogical consultancy was studied by such authors as L. Shypitsyna (considered some aspects of consultancy), T. Andriyeva (highlighted the main aspects of a consulting social care teacher), I. Dubrovina (researched the specifics of conducting

interviews with minors), etc. The use of basic techniques in consultancy was considered by H. Abramova (covered the main aspects of consultancy by a practical psychologist), H. Burmenska (studied the peculiarities of a psychological work with schoolchildren), A. Ruzska (considered the main methods of psychological consultancy), etc.

The purpose of the article is to determine the role of consultancy and advising in the career development throughout one's life.

Presentation of the main research material. The specific nature of the role of consultancy applies to all persons performing this function, regardless of the institution or department.

In a number of Ukrainian publications (N. Huzii, V. Stasiuk), advising is associated with methodological and managerial activities. Introducing advising to pedagogy is attributed to Y. Babanskyi. Basic ideas of advising are developed in the publications of V. Humeniuk (work with pedagogical staff); H. Shtompel (organisational activity of a methodologist); K. Starchenko, V. Putsov, Y. Zavalevsky, G. Lytvynenko (management of innovative development of the regional methodics department); O. Bodnar (formation of methodological management, development of criteria of scientific and methodics departments (centres), T. Burlaienko (expertise of education managers), N. Bilyk (designing the innovation schools development in the system of advanced training); history of advising (N. Huziy, V. Saiuk, T. Shestakov), conceptual foundations of advising (T. Havlitina).

T. Havlitina defines the concept of the "training of educational advising experts" as a holistic psychological and pedagogical vision of the nature and peculiarities of scientific and methodological support of staff in an educational organisation that defines the sources and perspectives of pedagogical consultancy, as well as forms the notions and categories that are the basis of educational consultancy.

N. Huzii and T. Shestakova emphasize that, at the current stage of education development, the category of persons responsible for this particular type of professional pedagogical activity is considerably expanding; it is carried out by

methodologists such as moderators, supervisors, tutors, coaches, curators, mentors, consultants etc. Their professional advisory functions include providing consulting pedagogical services of various content and technology including special purpose, guideline and procedural, expert, informational, project diagnostic, corrective, adaptive, educational, preventive, organisational and other services. However, the author emphasizes that the lack of development of this service is replaced by mostly formal inspections, which contradicts the modern humanistic priorities of the educational development.

T. Havlitina emphasizes that an educational advising expert must have a high level of psychological and pedagogical expertise, profound professional knowledge in the field of pedagogy, psychology, innovative management, have comprehensive theoretical training and immense experience in the practical aspects of the field. Such a person can be a teacher of the higher educational institution, a methodologist of municipal institutions, a competent specialist in

providing non-formal scientific and methodological assistance to teachers to address educational and methodological issues of innovative pedagogical activity and private education.

The subjects of advising are advisory services, advisers and expert advisers. In English, advising is referred to as an Advisory Service, i.e. a consulting service. As for the specific professional duties of an advisor, the Ukrainian management, unfortunately, is yet to have come up with in-depth research, since both methodologist and manager positions are considered to be prototypes for it. However, in the management practice, the above subjects do not have and standardized job descriptions and perform advisory work depending on the context, treating as methodological work, which is an outdated approach.

To analyse the implementation of advisor functions, one can refer to the classification of advisory services types by V. Slationin.

Table 1

Advisory Services Types

| Advisory services types | Interpretation | Practical examples |
|---|---|---|
| <i>diagnostic services</i> | discovering the causes and nature of an issue faced by a teacher, a child, parents in the process of consultation and conducting diagnostics and giving recommendations on addressing the issue on its basis; | Diagnosis of prevention of student failures. Diagnosis of gaps in teacher's knowledge of best practices. |
| <i>expert services</i> | the task of the consultant is to conduct a partial or complete examination of the educational institution activities or its specific areas with the provision of the results to the institution's administration or individual educators for further analysis and use of means for improving educational (pedagogical) processes; | Expert examination of the library's work efficiency, cooperation with subject teachers |
| <i>instructional and methodical, informational services</i> | the client is offered the necessary information, which will help to improve pedagogical activities; | Methodical recommendations to the teacher regarding the teaching of the subjects |
| <i>corrective services</i> | advisory actions are aimed at correcting behaviour or actions to correct upbringing mistakes, changes in interpersonal relationships; | Consultations for parents |
| <i>formation services</i> | consultancy is related to the creation of positive attitudes and models of | Engaging students in the volunteering work |

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| | child behaviour in society, building productive relationships in the family, as well as auxiliary means for designing new examples of professional behaviour, adoption of best practices; | |
| <i>socio-pedagogical services</i> | advisory actions are aimed at creating a comfortable psychological environment in the pedagogical team, prevention of conflicts and stress, the effectiveness of interpersonal and group interaction in various aspects of life. | Diagnosis of the status of students in the team. |

According to O. Bodnar, the main tasks of advisory activity in the educational management are:

- an increase in knowledge and improvement of practical skills in the educational activities of persons who need the support of their authority in organisations and social status in the context of the market economy;
- providing advisory services on best practices in education, management, marketing of educational services, designing educational institutions development models;
- dissemination of modern innovative technologies and best practices in science and technology and their introduction into the educational process;
- promoting the development of professional interests of teachers, organisation of pedagogical workshops, clubs, and societies to boost unification based on through specific professional requirements;
- working with young educators to support their professional preferences, preventing professional burnout, initiating and implementing pedagogical and managerial projects and programmes.

The state tasks on the advisory services development include the following:

- creation of advisory services in various regions of Ukraine;
- creation of the National Public Association of Advisory Services;
- development of the legislative basis for advisory activity;
- development of special-purpose advising institutions;
- development of regulatory framework for the establishment of consulting centres;
- establishment of permanent consulting centres in the basic schools for career consultancy and psychological support of parents, students and teachers.

Therefore, advising can be considered an innovative component of education management. In Ukraine, advising has only begun to develop, so methodological foundations are not sufficiently developed yet. The article considers only the basic concepts related to the subjects of advisory services as well the as trends and objectives of their development. Further research is related to the development of advisers' functions and the development of standardized job descriptions for advisers in different areas of consultancy.

Qualification criteria for a career consultant include the following:

- a career consultant can be a person with a psychological, pedagogical or sociological background, or other related backgrounds in postgraduate education in the field of career consulting;
- new educational opportunities also allow individuals interested in this occupation to get a degree in career consulting, advising, social work.

A career consultant assists people of all ages in the form of individual and group career consultations on career choices, career development, and vocational training, taking into account:

- psychophysical possibilities
- professional and everyday background
- labour market demands
- the educational system's capabilities.

In the process of career guidance of students and adults, a consultant uses the knowledge of international competition, methods of psychological, pedagogical and sociological knowledge of

labour market analysis; technical means of informing and connecting the future specialist to the employment market.

Due to the nature of their job, a career consultant must have extensive theoretical knowledge in various fields and areas of pedagogy, psychology, management, social work, management of labour resources, etc.; have professional experience; personal inclination to work with people, i.e. certain social skills.

Advisers must meet high professional psychological requirements, namely: high emotional stability, patience and persistence, flexibility, initiative, independence and certain skills, including the ability to impose interpersonal contacts, overcome reluctance of clients to express their own problems; ability to control negative emotions in interpersonal relationships; ability to interact with other clients, colleagues, and external institutions; empathy.

Career consultants and advisers take on social and moral responsibility for clients and their decision-making processes. Consultant's responsibilities are based on professional ethics, which consists of the following elements:

- self-awareness and understanding the way in which personality traits and actions affect a consultant's interaction with a client,
- awareness of their own capabilities and limitations,
- continuous development in all areas related to career guidance,
- cooperation with institutions and organisations operating on the labour market, in particular at the local level,
- promotion of high professional standards and good working conditions,
- providing relevant and useful information for persons who also help clients professionally,
- maintaining the confidentiality of the information received from the client;
- compliance with the rules of professional ethics.

Advising is not a psychotherapy, instructing or interviewing. It is a process of finding ways to address the issues of unemployment. An advisor finds links between existing and potential qualifications for job search and the need for new qualifications and knowledge. R. Lamb said that "advising is a process in which the advisor assists the client (the potential applicant) in achieving a better understanding of themselves in relation to the work environment in order to enable them to make a realistic choice or change in employment or appropriate professional adjustments".

Therefore, career guidance is one of the forms of career assistance. Assistance can be provided in different places and in different circumstances and can be addressed to individuals or groups of individuals. Consultancy can also include different strategies.

Career consulting services should be focused on three main functions:

- a) preventive, aimed at provision of proper support in order to prevent the negative consequences of professional problems and the risks associated with the inability to cope with problems under given circumstances. Advisory activity refers to information about current problems and ways to address them and to increase the constant uncertainty and responsibility for the decisions made.
- b) educational and advisory assistance in this area is aimed at informing, explaining and equipping people with new skills to raise awareness of their own ones (to find out their potential, including skills, character traits, needs and values, professional preferences), in connection with the outside world (its socio-economics and politics, labour market, education and employment, job descriptions);
- c) therapeutic, which partially combines the above-mentioned measures in order to make it easier to cope with the existing problems and difficulties of self-fulfilment due to possible causes of the existing problem. This function can be implemented through intervention in the process (e.g. discharge, occupational disease, industrial accident).

The tasks of a professional advisor include:

- collecting, developing and updating information about the profession, ways of obtaining professional qualifications and labour market demands;
- provision of information about existing educational institutions and the current situation in the labour market;
- carrying out various activities related to career planning and active job searches;
- performing diagnostics of professional competence using methods of psychological and pedagogical assessments;

- provision of individual career consultation services on the basis of research of applicants restricted in their choices or applicants who wish to be retrained;
- provision of knowledge and information on the competition, options of obtaining qualifications, unions, the situation on the labour market in the form of regular training, meetings and consultations
- supporting cooperation with other institutions and employers,
- keeping records of people who seek advice.

The following signals may indicate the need for career advisory services:

1. Occupational choice.

Client: has outstanding abilities in one or several areas but has difficulty choosing an occupation; has limited or no work experience, has no clear interests, skills or education that could help them in choosing appropriate career; has psychological or physical constraints that must be taken into account when choosing an occupation; do not realize their own skills and interests or have a conflict of interest; used to have many different jobs, but none of them held their interest.

2. Wrong occupational choice.

Client: has made a wrong occupational choice: for example, they don't qualify for the job; the elected position does not correspond to the training; they are not satisfied with the profession they are trained for, etc.

3. Changing the occupation.

Client: has the need to change their occupation under external circumstances as a result of additional education or retraining; has experience that undergoes various changes as a result of technical progress or disappears altogether; has physical limitations that require a change in the occupation.

4. Need for training.

Client: requires training and help in assessing their needs in choosing the appropriate professional field and type of training; interested in further education, but cannot determine the professional field; have to stop learning due to unforeseen circumstances (for example, financial), but intend to continue it in a different way, etc.

5. The need for services of other institutions.

Client: needs the services of other institutions to increase their chances of employment.

6. Professional adaptation.

Client: needs help in coping with adaptation-related issues; faces the issues related to internal environment rather than professional duties in a given professional field; attitude of others toward them that make it difficult for them to work due to under- or overqualification insufficient remuneration for the work performed, or social conditions; lost or left several jobs due to conflicts in the organisation and interpersonal conflicts; does not want to create restrictions arising from illness or disability; recently left the penal institution; has lack of desire to work; apathy.

7. Changing jobs.

Client: interested in working elsewhere and in need of assistance and creating the right job search plan; needs help to determine which skills or interests can best be used in the new workplace.

Conclusions and perspectives of further research in this area.

Taking all the foregoing into account, it should be noted that in Poland, a career consultant is both a consultant and an advisor who provides both career and everyday advice, tips, information, and is guided by altruism, compassion and human solidarity.

A career consultant can be employed at a psychological and educational office, an employment office, an employment agency, schools, non-governmental organisations for the implementation of programmes and projects to combat unemployment, and can also apply to different groups of recipients.

Consequently, future development of pedagogical advisory services in Ukraine corresponds to the current trends in global development of consulting and is based on a vast international experience in the training of educational consultants, coaches, etc. provided in almost every higher educational institution of the leading European countries and is implemented in the educational environment of the neighbouring countries

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