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THE TECHNOLOGY OF TRAINING FUTURE TEACHERS FOR PEDAGOGICAL COUNSELING

Abstract. The research addresses the problem of training future teachers for pedagogical counseling of subjects involved in the educational process. The purpose of the article is to develop a technology of training future teachers for pedagogical counseling. It has been determined that the professional and pedagogical training of a future teacher as a consultant should include the following three components: mastering theoretical knowledge of the pedagogical cycle; acquiring professionally necessary skills and abilities; reflection on skills and personal characteristics of professional orientation. The authors distinguish the following stages in the technology of preparing future teachers for pedagogical counseling: 1) analysis of theoretical and applied aspects of pedagogical counseling during the study of the course “Pedagogy”; 2) the historical aspect of pedagogical counseling is explored in the course “History of Pedagogy”; 3) development of pedagogical counseling skills and abilities through training exercises in the course “Fundamentals of Pedagogical Mastery”; 4) comprehensive preparation during the special course “Preparation of Future Teachers for Pedagogical Counseling”.

It is noted that the first stage of training involves studying the course “Pedagogy”, where future teachers become acquainted with the basic categories and concepts of pedagogy. The second stage involves studying the experience of individual educators regarding the problem of pedagogical counseling during the course “History of Pedagogy”. The next step in training future teachers for pedagogical counseling is the study of the course “Fundamentals of Pedagogical Mastery”, during which the main attention is paid to the development of pedagogical counseling skills and abilities. The final stage of training is the special course “Preparation of Future Teachers for Pedagogical Counseling”, where direct preparation for pedagogical counseling takes place. The special course is built on



the basis of a polystructural model of student preparation and contains three substructures: theoretical, practical, and reflective. The curriculum of the course “Preparation of Future Teachers for Pedagogical Counseling” consists of 8 modules.

Keywords: pedagogical counseling, technology of training for pedagogical counseling, polystructural model of future teachers training for pedagogical counseling, subjects of educational activity.

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ТЕХНОЛОГІЯ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ДО ПЕДАГОГІЧНОГО КОНСУЛЬТУВАННЯ

Анотація. У статті порушується проблема підготовки майбутніх учителів до педагогічного консультування суб'єктів навчально-виховної діяльності. Мета статті полягає у розробці технології підготовки майбутніх учителів до педагогічного консультування. Визначено, що професійно-педагогічна підготовка майбутнього педагога як консультанта повинна включати такі три компоненти: опанування теоретичних знань педагогічного циклу; набуття професійно-необхідних умінь та навичок; рефлексія умінь та особистісних характеристик професійного спрямування. Авторами виокремлено наступні етапи технології підготовки майбутніх учителів до педагогічного консультування: 1) аналіз теоретичних та прикладних аспектів педагогічного консультування під час вивчення курсу «Педагогіка»; 2) історичний аспект педагогічного консультування досліджується у курсі «Історія педагогіки»; 3) формування умінь та навичок педагогічного консультування у процесі проведення тренінгових вправ на заняттях з предмету «Основи педагогічної майстерності»; 4) комплексна підготовка під час проведення спецкурсу «Підготовка майбутніх учителів до педагогічного консультування».

Зазначено, що перший етап підготовки передбачає вивчення курсу «Педагогіка» де майбутні вчителі ознайомлюються з базовими категоріями та поняттями з педагогіки. Другий етап підготовки передбачає вивчення досвіду окремих педагогів стосовно проблеми педагогічного консультування під час вивчення курсу «Історія педагогіки». Наступним кроком у підготовці



майбутніх учителів до педагогічного консультування є вивчення курсу «Основи педагогічної майстерності», під час вивчення якого основну увагу приділено формуванню умінь та навичок педагогічного консультування. Завершальним етапом підготовки є спецкурс «Підготовка майбутніх учителів до педагогічного консультування», де відбувається безпосередня підготовка до педагогічного консультування. Спецкурс побудовано на базі поліструктурної моделі підготовки студентів та містить три підструктури: теоретичну, практичну та рефлексивну. Програма курсу «Підготовка майбутніх учителів до педагогічного консультування» містить 8 модулів.

Ключові слова: педагогічне консультування, технологія підготовки до педагогічного консультування, поліструктурна модель підготовки майбутніх учителів до педагогічного консультування, суб'єкти навчально-виховної діяльності.

Problem statement. The formation of the future teacher's personality takes place in the process of education, which is an integral component of their professional and pedagogical development. One of the priorities in preparing future teachers for pedagogical counseling is fostering students' interest in their chosen profession, developing their abilities and skills for independent work, encouraging their pursuit of creative inquiry, and mastering reflection on their own activities, among other things.

The main task of students' professional and pedagogical training is to acquire a certain amount of theoretical knowledge in the disciplines of the pedagogical cycle, as well as practical skills and abilities for working at school, and to develop the personal qualities necessary for future teachers to cooperate effectively with students.

The analysis of recent studies and publications. Over the past decades, numerous scientific works have been devoted to the problem of counseling (S. Gladding, D. Woods, K. Kleppin, R. Kočiūnas, U. Rampillon, C. Rogers). The issue of professional training of future teachers has been studied by such scholars as A. Aleksyuk, H. Ball, S. Honcharenko, O. Dubasenyuk, I. Ziazun, and N. Nychkalo.

However, insufficient attention has been paid to the stages of preparing future teachers for pedagogical counseling, the development of specialized courses, and the creation of educational and methodological support for organizing students' independent work.

The purpose of the article is to develop a technology of training future teachers for pedagogical counseling.

Results. The formation of the future teacher's personality takes place in the process of education, which is an integral component of his or her professional and pedagogical development. One of the priorities of education is to instill students'



interest in their chosen profession, develop skills and abilities for independent work, encourage creative inquiry, and foster reflection on their own activities.

As is well known, the main task of professional and pedagogical training of students is to master a certain amount of theoretical knowledge in pedagogical disciplines, as well as practical skills and abilities necessary for working at school, and to develop personal qualities required for future teachers to cooperate effectively with students. The key elements in the content of pedagogical education are the theoretical and practical components of teacher training. Therefore, in our opinion, professional and pedagogical teacher training should include the following three components:

- mastering theoretical knowledge in pedagogical disciplines;
- acquiring professionally necessary skills and abilities;
- reflecting on skills and personal characteristics related to professional orientation.

Education and professional improvement should form the basis of teachers' professional development, as well as contribute to the optimal development of young people and direct their understanding toward the problems and challenges of the future.

The most important task of professional training of students in higher educational institutions is the formation of sufficient and high levels of professional readiness of future teachers.

The training of future teachers for pedagogical counseling is carried out during the study of the following academic disciplines: "Pedagogy", "History of Pedagogy", and "Pedagogical Mastery".

The technology of training future teachers for pedagogical counseling предусматриває the following stages:

1. Analysis of theoretical and applied aspects of pedagogical counseling during the study of the course "Pedagogy";
2. Study of the historical aspect of pedagogical counseling in the course "History of Pedagogy";
3. Development of pedagogical counseling skills and abilities through training exercises in the course "Fundamentals of Pedagogical Mastery";
4. Comprehensive training during the special course "Preparation of Future Teachers for Pedagogical Counseling."

I. The first stage of training

The first stage of training involves studying the course "Pedagogy," where future teachers become acquainted with the basic categories and concepts of pedagogy.

The pedagogy curriculum includes the study of nine topics. The topics of practical classes and the content of educational material for familiarization are presented in Table 1.



Table 1

Training of future teachers for pedagogical counseling during practical classes in pedagogy

Topics of practical classes in the course “pedagogy”	Content of educational material for familiarizing future teachers with pedagogical counseling
Topic 1. Subject and Main Categories of Pedagogy	During the study of Topic 1, students become acquainted with pedagogical activity. Skills are developed to understand the specifics of pedagogical counseling in relation to the subject of pedagogical science.
Topic 2. Problems of Personality Development and Their Importance for Education	Topic 2 examines the concepts of “human being,” “individual,” “personality,” “individuality,” and “personality development.” Students study the main patterns, factors, and driving forces of personality development, as well as the interrelationship between development, upbringing, and education. The teacher as a counselor becomes acquainted with the types of students’ activities and the role of activity and personal initiative in personality development. Future teachers learn to take into account the regularities of age-related and individual child development, as well as the psychological and pedagogical characteristics of different age groups during the counseling process.
Topic 3. The Teaching Profession in Modern Society and Its Peculiarities	Topic 3 introduces students to the characteristics and specifics of the teaching profession. Since a teacher as a counselor is, above all, a teacher, students study the functions of a teacher, the requirements of the profession, and the essence of pedagogical mastery. Self-education and self-improvement play a significant role in the development of a teacher’s personality, especially that of a counselor. Therefore, this topic examines the essence of the concepts of “self-improvement” and “self-education.” Future teachers master the main methods of self-improvement and the types of teachers’ self-educational activities.
Topic 4. The Essence and Content of the Educational Process. Patterns and Principles of Upbringing. Methods and Means of Education. Areas of Upbringing	During the study of Topic 4, future teachers become acquainted with the structure of the educational process, the problems of the aims of upbringing, and the patterns, principles, and main directions of education. Students study the forms, methods, and means of educational activities.
Topic 5. Formation of the Collective and Its Influence on Personality. The Theory and Practice of the Collective by A. Makarenko	Topic 5 examines forms of upbringing. Considerable attention is paid to the collective as a form of education. The collective and its types, as well as pedagogical management of the collective, are studied. Significant attention is devoted to the works of Anton Makarenko; however, his legacy is explored in greater detail during the study of the history of pedagogy



Topics of practical classes in the course “pedagogy”	Content of educational material for familiarizing future teachers with pedagogical counseling
	and the special course “Preparation of Future Teachers for Pedagogical Counseling.”
Topic 6. The Essence of the Learning Process. Main Categories and Concepts. Patterns and Principles of Teaching	Topic 6 familiarizes future teachers with the learning process and its methodological foundations. Students study the functions, patterns, and principles of teaching.
Topic 7. The Content of Education in the Modern School. Teaching Methods	During the study of Topic 7, future counselors learn about the content of general secondary education, as well as the types and standards of education. Students study teaching methods and functions of learning.
Topic 8. Forms of Organizing Learning. The Lesson as the Main Form of Organizing Learning	Topic 8 provides an understanding of the forms of organizing learning and the history of their development. Knowledge about the lesson, its typology and structure, and ways to improve lesson effectiveness will help the counselor solve educational problems more effectively.
Topic 9. General Trends in World Pedagogy of the Late 19th and 20th Centuries	During the study of Topic 9, future teachers become acquainted with the humanistic foundations of education and upbringing. By studying the ideas of leading educators, the teacher as a counselor has the opportunity to use their experience in counseling activities.

The content of practical classes should preferably be supplemented with the ideas of innovative educators concerning the problem of pedagogical counseling in the form of abstract reports and presentations.

II. The second stage of training.

The next stage of training involves studying the experience of individual educators regarding the problem of pedagogical counseling during the course “History of Pedagogy.”

III. The third stage of training.

The next step in training future teachers for pedagogical counseling is the study of the course “Fundamentals of Pedagogical Mastery.” During the study of this course, primary attention is paid to the formation of pedagogical counseling skills and abilities.



Table 2.

Topics of practical classes in the course “Fundamentals of Pedagogical Mastery”	Topics of practical classes in the course “Fundamentals of Pedagogical Mastery”
Topic 1. Pedagogical mastery and ways of its formation and implementation.	Topic 1 examines pedagogical counseling as a component of a teacher’s professional competence.
Topic 2. The relationship between school and theatrical pedagogy. K.S. Stanislavsky’s system.	During the study of Topic 2, primary attention is paid to the concepts of “super-objective”, “pedagogical action”, “actor’s action”, “through action”, “foundations of the theatrical creative process”, and the “process of experiencing”. A teacher must clearly understand the final result (the super-objective of the pedagogical counseling process). The main instrument of a teacher’s pedagogical technique during counseling is action. Attention is drawn to the similarities and differences between acting and pedagogical action. In the practical block, training exercises are implemented to develop future teachers’ ability to involve an interlocutor in the process of empathy and co-experiencing.
Topic 3. Teacher’s working well-being. fundamentals of self-regulation techniques.	A teacher’s professional competence is based on the ability to create a creative working state. The technical basis for creating a teacher’s creative working well-being is mastery of self-regulation methods (autogenic training, autotraining, imago training, NLP, etc.).
Topic 4. Pedagogical technique. Nonverbal and paralinguistic means of communication.	The main tools of pedagogical technique (external and internal techniques) are examined, with emphasis placed on the importance of knowledge and skills related to nonverbal and paralinguistic means of communication.
Topic 5. Characteristics and ways of developing the teacher’s basic mental processes (attention, perception, observation, memory, imagination, thinking).	Topic 5 studies the characteristics and functioning of the main cognitive processes (attention, perception, memory, observation, imagination, thinking) in the professional activity of a teacher. Attitudes toward the creative use of individual characteristics of attention, perception, memory, observation, imagination, and thinking in pedagogical counseling, as well as their development, are formed. The peculiarities of students’ own cognitive mental processes are analyzed. Students compare their own skills with those of master teachers.
Topic 6. Teacher competence in implementing persuasive influence.	During the study of Topic 6, ways of improving teachers’ speech mastery are considered. K. Stanislavsky’s recommendations on voice training are studied. Typical mistakes and shortcomings in the speech of beginning teachers, their causes, and ways to overcome them are examined. Future teachers master methods and means of



Topics of practical classes in the course “Fundamentals of Pedagogical Mastery”	Topics of practical classes in the course “Fundamentals of Pedagogical Mastery”
	developing students’ speech skills and improving speech techniques necessary for successful pedagogical counseling.
Topic 7. Teacher mastery in organizing pedagogical interaction. suggestion as a means of pedagogical influence.	Methods of pedagogical interaction and the essence of suggestion in pedagogical activity are examined. Future teachers become acquainted with means of mobilizing the teacher’s inner resources and methods of their external expression. Students study the concepts and types of suggestion and forms of suggestive influence. The relationship between suggestion and persuasion is examined. Students master techniques of suggestive influence in the pedagogical process.
Topic 8. Teacher interpersonal interaction in conflict situations.	During the study of Topic 8, the essence of pedagogical conflict, its functions, structure, and dynamics of development are revealed. Students become acquainted with the main strategies of interpersonal interaction and approaches to conflict resolution. Initial skills of conflict analysis are formed, as well as mastery of the fundamentals of conflict resolution technology and techniques, and the development of attitudes toward independent work on improving interpersonal interaction in conflict situations. Students acquire a culture of conflict resolution within the pedagogical process.

IV. The final stage of training is the special course “Training of Future Teachers for Pedagogical Counseling.” At this stage, direct preparation for pedagogical counseling takes place. The special course is based on the polystructural model of student training developed by V. Semychenko [2].

The thematic (theoretical) substructure. It is presented as a sequence of topics. Each element of this substructure (a separate class session) contains its own distinct problem. At this level, theoretical material is discussed, students’ readiness to participate in the discussion is identified, and their general preparedness for the class is assessed. This preparedness results from independent theoretical study of the material and completion of homework assignments.

The activity-based substructure. This defines the process by which students acquire skills, abilities, and techniques for organizing interaction and performing professional actions based on pedagogical activity. At this level, students learn to perceive and understand the complexity of pedagogical work, attempt to perform certain fragments of professional activity, and engage in illustrative and training tasks.



We design the psychological and pedagogical training on the basis of learning-oriented training. Skills training is aimed at personality development and the realization of human potential; at teaching adaptive forms of behavior and actions that serve as means of satisfying essential life needs, particularly the need for communication; it is characterized by a structured format associated with its belonging to the behavioral approach in psychology.

The reflective substructure. This involves the student’s understanding of their individual characteristics, as well as the difficulties that arise when performing task fragments; training in maintaining control over one’s behavior and emotions while completing tasks; self-analysis and self-assessment; receiving and interpreting feedback from the instructor and other group members regarding the effectiveness of one’s actions; developing the ability to objectively and impartially evaluate one’s behavior from the standpoint of professional and psychological appropriateness; and mastering tools for benevolent, person-centered behavior in interaction with other group members and the instructor.

The curriculum for the course “Preparation of Future Teachers for Pedagogical Counseling” is presented in Table 3.

Table 3.

Curriculum structure of the course “Training of future teachers for pedagogical counseling”

№	Module title	Hours		
		Theoretical block	Activity-based block	Reflective block
1.	The essence of pedagogical counseling	1	-	-
2.	Pedagogical counseling in the legacy of V. Sukhomlynskyi and A. Makarenko	1	-	-
3.	Implementation of innovative educators’ ideas in pedagogical counseling	1	2	1
4.	Self-Regulation of the professional well-being of the teacher-consultant	1	4	1
5.	Development of questioning skills	1	3	1
6.	Expanding the areas of social perception (observing other people)	1	3	1
7.	Encouragement, paraphrasing, and summarizing: effective listening to the partner	1	3	1
8.	The structure of counseling and argumentation	1	1	1
9.	Cooperation in problem solving	1	3	1
10.	Preparation for pedagogical counseling	1	1	1



Conclusions. Thus, the technology of training future teachers for pedagogical counseling includes the following stages: 1) studying the course “Pedagogy”; 2) the historical aspect of pedagogical counseling is explored in the course “History of Pedagogy”; 3) the development of pedagogical counseling skills and abilities takes place through training exercises conducted in the course “Fundamentals of Pedagogical Mastery”; 4) comprehensive preparation is carried out during the special course “Training of Future Teachers for Pedagogical Counseling.”

The final stage of preparation is the implementation of the special course “Preparation of Future Teachers for Pedagogical Counseling.” The special course is based on the polystructural model of student preparation developed by V. Semychenko and includes three substructures: theoretical, practical, and reflective.

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