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PEDAGOGICAL COUNSELING AS A SCIENTIFIC PROBLEM

ПЕДАГОГІЧНЕ КОНСУЛЬТУВАННЯ ЯК НАУКОВА ПРОБЛЕМА

This research is devoted to the study of the problem of pedagogical counseling for the subjects of the educational process. It has been found that pedagogical counseling remains an underexplored and largely unfamiliar field in Ukraine, with an evident lack of publications and scholarly works devoted to this issue.

It is demonstrated that pedagogical counseling can be understood both as a form of interaction and as a form of influence. The differences between psychological counseling and pedagogical counseling are identified. Pedagogical counseling differs from psychological counseling in terms of its content, objects of influence and analysis, counseling providers, implementation technologies, duration, and the number of counseling subjects and recipients.

Based on an analysis of scholarly approaches to the phenomenon of pedagogical counseling, two interrelated components have been distinguished: counseling as one of the functions of pedagogical activity in general (where teachers, educators, school administrators, parents, and students act as participants); and counseling as a specific type of professional activity carried out by specialized educational professionals (such as teacher-consultants, methodologists, moderators, supervisors, tutors, etc.). The main forms of counseling support are identified as moderation and supervision.

The subject of pedagogical counseling is defined as the process of jointly identifying, together with the child, his or her interests, goals, abilities, and ways of solving problems that hinder the independent achievement of desired outcomes in learning, self-development, communication, and the formation of value orientations.

Based on an analysis of scholarly sources, the author proposes the following definition of pedagogical counseling: a type of specially organized interaction between an educator and students, parents, and teachers aimed at assisting children in self-discovery and understanding the surrounding world in order to apply knowledge and acquired experience for successful learning, career choice, and the development of their abilities; providing recommendations for students' independent search for solutions to their own problems; supporting the professional development of teachers and addressing challenges arising in professional practice; resolving problems and preventing mistakes in family upbringing; and enhancing the overall level of education and upbringing.

Key words: pedagogical counseling, psychological counseling, pedagogical support, subjects of the educational process, teacher as a counselor.

Статтю присвячено дослідженню проблеми педагогічного консультування суб'єктів навчально-виховної діяльності. Виявлено, що педагогічне консультування залишається мало дослідженим і майже невідомим в Україні та можна констатувати очевидний дефіцит публікацій та наукових видань з даної проблематики.

Доведено, що педагогічне консультування визначається як взаємодія та як вплив. Визначено відмінності між психологічним та педагогічним консультуванням. Педагогічне консультування відрізняється від психологічного за такими показниками: за змістом, за об'єктами впливу та аналізу, за суб'єктом здійснення, за технологіями здійснення, за тривалістю, за кількістю об'єктів та суб'єктів консультування.

На основі аналізу підходів учених до розкриття феномену педагогічного консультування виділено дві взаємозалежні складові: консультування є однією з функцій педагогічної діяльності в цілому (суб'єктом є вчителі, вихователі, адміністрація школи, батьки, учні); консультування є специфічним видом професійної діяльності окремих фахівців (суб'єктами є педагоги як консультанти, методисти, модератори, супервізори, тьютори та ін.). Визначено основні форми консультативного супроводу: модуляція та супервізія.

Предметом педагогічного консультування визначено процес спільного з дитиною визначення її інтересів, цілей, можливостей та шляхів вирішення проблем, які заважають їй самостійно досягати бажаних результатів у навчанні, саморозвитку, спілкуванні, виборі ціннісних орієнтацій.

На основі аналізу наукових джерел сформульоване власне визначення педагогічного консультування як виду спеціально організованої взаємодії педагога та учнів, батьків, учителів, спрямований на: допомогу дитині в самопізнанні та пізнанні навколишнього світу з метою застосування знань та набутого досвіду для успішного

навчання, вибору професії, розвитку своїх здібностей; надання рекомендацій щодо самостійного пошуку школярем способів вирішення власних проблем; професійне зростання педагогів, розв'язання проблемних ситуацій професійної діяльності; вирішення проблем і профілактику помилок сімейного виховання; підвищення рівня вихованості й освіченості.

Ключові слова: педагогічне консультування, психологічне консультування, педагогічний супровід, суб'єкти навчально-виховної діяльності, педагог як консультант.

Problem statement. In the context of present reforms in the education system, the functions of the modern teacher are changing. Today, the teacher is no longer merely a transmitter of “ready-made” knowledge but rather a facilitator, advisor, and educational consultant. An educator who is capable of acting as an agent of change in education and working effectively in a changing environment by mastering fundamentally new, practice-oriented competencies is the primary resource for the development of educational systems.

As the requirements for teachers' professional development continue to increase, traditional forms of methodological support are no longer sufficient, especially for class teachers. Modern educators need innovative approaches that take into account the dynamics of their professional growth, respond flexibly to real professional challenges, and consider the specific characteristics of the educational institution in which they work.

There is a growing demand for highly qualified subject teachers and class teachers who can work effectively and succeed in a competitive environment. Such professionals should demonstrate discipline, independence, critical thinking, and the ability to manage their own activities and make informed decisions in specific situations. There is also a need for continuous professional development and the search for new forms and methods of providing professional support to students, parents, and colleagues based on humanistic traditions.

Analysis of recent research 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. Dubaseniuk, I. Ziazun, and N. Nychkalo.

The aim of the article is to investigate the specific features of pedagogical counseling and to formulate the author's own definition of this concept.

Presentation of the main material. Counseling is a widespread and extensively researched phenomenon in such fields as psychology, medicine, human resource management, and others. Educational

institutions provide various types of counseling, including psychological, socio-pedagogical, methodological, and other forms. However, pedagogical counseling remains relatively underexplored and is still largely unfamiliar in Ukraine. There is an evident shortage of publications and scholarly works devoted to this topic. Although many researchers study the issue of consultative support for teachers' innovative activities, pedagogical counseling remains largely spontaneous in nature, lacks technological and methodological structure, and is applied only on a limited scale.

Providing a clear and universally accepted definition of counseling is rather difficult.

The term consultation is commonly defined as:

1. advice or clarification provided by a specialist on a particular issue;
2. a form of instructional activity involving communication between a teacher (or lecturer) and students to expand their knowledge;
3. a discussion between specialists concerning a problem faced by a client;
4. an institution that provides specialized assistance on various issues, including medical or health-related services [3, p. 12].

In October 1997, the American Counseling Association (ACA) defined professional counseling as “the application of mental health, psychological, and human development principles through cognitive, affective, behavioral, or systemic interventions and strategies that address wellness, personal growth, career development, and pathology.” This definition includes a number of both explicit and implicit assumptions that are important for both counselors and clients to understand.

Conventionally, scholars' views on counseling may be divided into two groups:

- counseling as interaction;
- counseling as influence.

Most researchers consider counseling primarily in relation to psychotherapy and psychological correction. Pedagogical counseling, however, belongs to the category of innovative technologies designed to provide assistance to teachers and families in addressing educational and developmental issues affecting children.

S. Honcharenko defines educational consultation in the Pedagogical Dictionary as “advice or explanations provided by a teacher to pupils or students on any educational issue” [4, p. 176].

When describing the modern teacher, Western scholars emphasize the educator’s ability to serve as an advisor and consultant. German researchers K. Kleppin and W. Tünshoff argue that “the most significant competence of a professionally autonomous teacher is the ability to act as a consultant” [7, p. 116]. They further cite the important proposition that “the ability to function as a consultant is an integral component of teacher professionalism” [2, p. 305].

In the United States and several European countries, the term school counseling and guidance is widely used. The concept of guidance has a broader meaning than counseling, referring to “assistance in any difficult situation involving choice, decision-making, or adaptation to new circumstances,” as well as “the process of helping an individual gain self-knowledge and understanding of the surrounding world for the purpose of successful learning, career choice, and the development of personal abilities” [2].

The researcher also describes several professional roles within the American system of student support, including tutor, mentor, or class advisor (individual, group, or class tutor), psychologist, advisor, counselor or consultant, career guidance counselor, and others.

Unlike Ukraine, schools in the United States employ not only school psychologists and social workers but also school counselors. In addition to educational institutions, counselors play an important role in American summer camps, where positions include all-round/general counsellor, arts and crafts counsellor, land sports counsellor, outdoor skills counsellor, and others.

As a consultant, a teacher does not direct students or colleagues but rather accompanies and supports them throughout the educational process. This support should not be understood as simply providing assistance but as creating conditions that preserve the learner’s maximum freedom and responsibility in choosing solutions to developmental problems. The subject experiencing developmental challenges may be the child, parents, teachers, or the immediate social environment.

A teacher acting as a consultant does not solve the problem on behalf of the learner but instead creates conditions that enable the individual to make independent decisions and identify the most appropriate

and effective ways of resolving the issue. It is important to emphasize that the final decision always belongs to the learner. Unlike traditional forms of teaching, pedagogical support is more individualized, flexible, institution-specific, and continuous.

By pedagogical support of a child, we understand the creation of conditions that enable the child to make independent decisions and develop the ability to solve problems arising during the educational process effectively. The child independently makes choices and assumes full responsibility for them. If a class teacher or subject teacher lacks the expertise to address a particular issue, they should possess sufficient knowledge of specialized agencies and support centers capable of providing the necessary assistance.

According to D. Woods, teachers are generally more inclined to rely on “ready-made solutions” than to develop innovative approaches. Nevertheless, the author emphasizes that changes in traditional methods of teaching are becoming increasingly evident because they are demanded by contemporary educational realities [7].

Within the educational system, the teacher is, above all, an organizer of learning who successfully combines several professional roles:

- a psychotherapist, helping restore motivation for learning and professional development while reducing learners’ anxiety;

- an expert, possessing extensive knowledge of both educational content and professional practice;

- a consultant, capable of supporting self-directed learning, advanced professional development, research training, and the design of individual professional and personal development projects.

According to O. Z. Zahrebelna, working with parents has always been one of the most challenging and important aspects of a teacher’s professional responsibilities. A pedagogically competent class teacher should begin successful counseling precisely by establishing cooperation with parents. Since many parents lack sufficient psychological and pedagogical knowledge and often do not fully recognize their responsibility for their children’s upbringing, the consultant should serve both as a link between the school and the family and as an organizer of parents’ pedagogical education. By studying each family, its relationships, emotional climate, and communication patterns, the teacher gains a deeper understanding of students and is therefore better equipped to work with them. Securing parental support in the educational process remains a particularly difficult task under contemporary social conditions [5, p. 224].

Today, counseling should be viewed not merely as a means of providing one-time support for professional activities but as an effective mechanism for cultivating teachers' professional competence, designing and implementing individualized professional development trajectories, and serving as a continuous reflective framework for both the educational process as a whole and the activities of an individual teacher in particular.

Pedagogical counseling does not simply reproduce concepts already established in pedagogical theory. Rather, it represents a new perspective on educational support as a systematic technology for providing qualified assistance to teachers in the development, dissemination, and implementation of educational innovations, as well as to other participants in the educational process.

Based on an analysis of scholarly approaches to understanding the phenomenon of pedagogical counseling, we distinguish two interrelated components:

1. Moderator-consultant. A moderator-consultant is a specialist focused on facilitating and modernizing the process of professional development. Their primary task is to activate teachers' internal creative potential and, through the use of specialized moderation techniques, guide them toward recognizing their professional needs, resolving challenging situations, and identifying issues related to the professional development of individuals, groups, and the teaching staff as a whole.

2. Supervisor (professional consultant–expert). The role of a supervisor is more complex than that of a conventional consultant. In addition to providing consultative support, the supervisor facilitates in-depth correction and development of clients' professional attitudes and competencies throughout the supervision process. Furthermore, the supervisor serves as a consultant for other consultants, supporting their professional growth and enhancing the quality of their counseling practice.

During the process of pedagogical counseling, teachers' subjective professional experiences are activated, thereby strengthening their motivation for continuous professional development. Practical experience in pedagogical counseling makes it possible to classify counseling sessions according to various criteria, including their outcomes, objectives, types of tasks addressed, implementation mechanisms, duration, practical functions, degree of influence, number of participants involved, levels and spheres of management, organizational scope, and types of professional activity.

The outcome of consultative support is the development of a new level of teacher professionalism, in which educators become active participants in innovative educational practice. The formation of this new professionalism is characterized by an increasing reliance on research-based knowledge, as well as by the expansion and enhancement of project-based and research-oriented components within teachers' everyday professional activities.

Within this framework, the concept of professional development encompasses three distinct yet interconnected meanings that cannot be reduced to one another:

- an objective process through which a teacher progresses from the position of a qualified specialist to that of a reflective professional;
- a developmental activity, understood as a systematic set of methods and tools designed to achieve purposeful professional growth;
- a professional goal and value, reflecting the teacher's fundamental capacity to become and remain an autonomous subject of their own professional activity throughout the process of professional formation (professionogenesis) [3, p. 21].

To gain a deeper understanding of pedagogical counseling, it is appropriate to compare it with psychological counseling.

Pedagogical counseling is grounded in the theoretical foundations of the major schools of psychological counseling and psychotherapy. However, despite the apparent similarities in the approaches and methods employed by counselors, there are significant differences between counseling provided by psychologists, social workers, and teachers acting as educational consultants.

Pedagogical counseling differs from psychological counseling in the following respects:

- 1) *By content*: A teacher acting as a consultant does not intervene in an individual's psyche or private life. Instead, they focus exclusively on issues related to professional behavior and on resolving difficulties that arise within the educational process.

- 2) *By the objects of intervention and analysis*: Psychological assistance is provided to an ill person, patient, or client who experiences certain personal problems or psychological disorders. In contrast, the object of pedagogical counseling is a mentally healthy individual (e.g., a teacher, student, parents, school administration, etc.).

- 3) *By the provider of the service*: Pedagogical counseling may be delivered by a subject teacher who possesses sufficient qualifications and competence in pedagogy and psychology. Psychological

assistance, however, is provided by a professionally trained specialist with appropriate education, such as a psychotherapist, psychologist, psychiatrist, or social worker.

4) *By the methods and technologies used:* Pedagogical counseling involves analyzing a system of indicators that characterize an individual's educational or professional activities (teacher, student, or parents) and employs both individual and group forms of counseling, such as discussions, business games, and training sessions. Psychological counseling, in contrast, focuses on analyzing indicators that characterize the individual as a person and relies primarily on individual counseling formats. Pedagogical counseling also includes specific stages of the counseling process and an extended diagnostic phase, using methods such as observation, psychological testing, analysis of work products, and document review.

5) *By duration:* Psychological counseling is generally a relatively short-term process and usually does not exceed 15 sessions. Pedagogical counseling, on the other hand, may consist of a single consultation or continue for years, depending on the needs of the individual or educational institution.

6) *By the number of participants:* Psychological counseling typically involves two participants – the counselor and the client. In pedagogical counseling, however, the recipient may be either an individual or an entire group (e.g., a class, parents, a teaching staff, or the school administration). Moreover, the roles of counselor and counselee may change depending on the nature of the issues being addressed.

The fundamental distinction between the two forms of counseling lies in the nature of the relationship between the participants. Psychological counseling generally involves the counselor's professional influence on the client, whereas pedagogical counseling is based on partnership, with both parties collaboratively identifying and implementing solutions to educational or professional problems.

According to the Professional Standard for Teachers' Professional Development, three principal roles of the pedagogical consultant are distinguished according to the type of support provided:

Teacher-consultant (specialist). This consultant provides methodological support for specific changes in educational practice and focuses on organizing the professional development process. Their task is to activate teachers' creative potential and, through the application of moderation techniques, facilitate

awareness of their professional needs and opportunities for growth.

Teacher-consultant (professional). This consultant facilitates the implementation of innovative educational practices, assists in identifying effective solutions to professional challenges, and supports the professional development of individual teachers, groups, and educational teams as a whole.

Professional consultant–expert. This specialist evaluates the outcomes of professional activities, forecasts the future development of educational systems, and, through supervision techniques, facilitates the in-depth development and transformation of teachers' professional perspectives and competencies while also serving as a consultant for other consultants [3].

The purpose of pedagogical counseling for children is to provide assistance in self-discovery and understanding the surrounding world so that they can apply their knowledge and acquired experience to achieve academic success, make informed career choices, and develop their abilities. It also aims to provide preventive and timely support in addressing students' individual problems related to interpersonal communication, personal and career self-determination; to offer guidance that enables children to independently find solutions to their own problems; and to identify and monitor students who are at risk or exposed to adverse external influences.

The purpose of pedagogical counseling for teachers is to enhance their professional competence in research and experimental work, instructional methodology, and psychological and pedagogical practice. Teachers' professional development is directed toward strengthening their instructional design, organizational, communicative, motivational, and reflective competencies.

In the present study, pedagogical counseling is defined as a form of specially organized interaction between teachers and students, parents, and fellow educators aimed at:

- assisting children in developing self-awareness and understanding the surrounding world so that they can apply their knowledge and experience to successful learning, career choice, and personal development;
- providing guidance that enables students to independently identify effective solutions to their own problems;
- promoting teachers' professional growth and supporting the resolution of challenges arising in their professional practice;

- addressing problems and preventing mistakes in family upbringing;
- improving the educational attainment and moral development of learners [3].

Thus, pedagogical counseling constitutes an innovative educational technology designed to provide support for teachers, families, and children in addressing issues related to the teaching and learning process. It is a form of specially organized interaction among teachers, students, parents, and educators that seeks to:

- assist children in understanding themselves and the world around them in order to apply their knowledge and experience to successful learning, career choice, and personal development;
- provide recommendations that encourage children to independently solve their own problems;
- facilitate teachers' professional growth and support the resolution of professional challenges;

- address family-related educational problems and prevent parenting mistakes;

- eliminate learning difficulties while enhancing students' educational achievement and overall personal development.

Conclusions and prospects for further research. Despite the diversity of scholarly perspectives on this issue, no universally accepted definition of pedagogical counseling currently exists. The concept remains at an early stage of theoretical development. The scientific literature contains very limited discussion concerning the place of pedagogical counseling within the broader context of school development, its influence on the educational process, and the specific organizational features of counseling services for participants in the educational process. Further research is needed to clarify the principles, forms, methods, and practical implementation of pedagogical counseling.

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Дата першого надходження статті до видання: 11.07.2026

Дата прийняття статті до друку після рецензування: 05.08.2026

Дата публікації (оприлюднення) статті: 30.09.2026

