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Methodological Foundations of Psychological and Pedagogical Counseling

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Abstract: *The article analyzes the theoretical and methodological foundations of psychological and pedagogical counseling in the sphere of today's education in the interdisciplinary aspects, in particular, neuropsychology and neuropedagogy. An attempt to substantiate psychological and pedagogical counseling as a service of providing psychological assistance to the client through training and forming a new experience of adaptive behavior in accordance with the requirements of the educational environment is made. Theoretical and methodological foundations of psychological and pedagogical counseling are analyzed on the basis of the works on the current issues of psychological counseling by foreign and domestic researchers. The importance of psycho-consultative interaction in the conditions of inclusive education and teaching special children, taking into account the competencies of neuropedagogy, neuropsychology and neurophysiology was substantiated. The personal approach in the methodology of today's psychological and pedagogical counseling is defined as the main one, which is integrated with psychological approaches to counseling. The methodological foundations of psychological and pedagogical counseling are defined by theoretical and methodological principles, psychological mechanisms for organizing and conducting counseling work and ethical principles and norms for manifestation of professional competence of a counselor.*
It was found that psychological approaches such as person-centered, problem-oriented, and professional-competence approaches are most often applied to psychological and pedagogical counseling.

Keywords: *Education applicants; consultant; consultative interaction; neuropsychology; neuropedagogy; psychological approach; personal development; person-centered approach.*

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Introduction

To date, the main socio-psychological requests for psychological and pedagogical counseling in the modern education are: the solution of pressing issues related to distance learning in quarantine in connection with the epidemic COVID - 19 and its implications of psychological health of teachers and education applicants; consideration of optimal ways and psychological and pedagogical strategies for personal development of applicants for education and solving problems associated with the normative crises of age development and non-normative crises of professional formation of personality and improve the psychological and pedagogical culture of all participants in the educational process.

Features of today's educational issues determine the specificity of psychological and pedagogical counseling, able to provide comfortable conditions for the inclusion of clients in a communicative system of adequate business relationships and productive learning process with the optimal level of performance of all participants of the educational environment.

The relevance of the study of methodological foundations of psychological and pedagogical counseling in the present day psychology and pedagogy is not limited only to the specifics of the problems of clients, the content and methods of educational activities and professional work of the psychologist-consultant. In this connection, the purpose of our article is to study psychological and pedagogical counseling in the sphere of education in interdisciplinary aspects: practical psychology and pedagogy, neuropsychology and neuropedagogy, developmental psychology and age psychology, psychotherapy and psychocorrection (Demchenko et al., 2021; Kosholap et al., 2021; Sarancha et al., 2021).

The novelty and practical significance of the article in expanding the scientific understanding of the features of psychological and pedagogical counseling in the context of interdisciplinary relationships; an attempt to substantiate psychological and pedagogical counseling as a service of providing psychological assistance to the client through training and forming new experiences of adaptive behavior in accordance with the requirements of the educational environment.

Theoretical and methodological foundations of psychological and pedagogical counseling

Psychological dictionaries explain the concept of "consultation" as a one-time provision by a specialist of competent information at the request

of the client for the optimal solution of those or other life, personal or professional problems (Bulakh, 2014). Psychological and pedagogical counseling is a service of psychological assistance to the client (individual counseling) or clients (group counseling) in the field of education to assist in solving psychological problems through training and forming new experiences of adaptive behavior in accordance with the requirements of the educational environment and the development of self-sufficient and responsible personality of his life and adequate educational and professional situations of behavior strategies.

Methodological foundations of psychological and pedagogical counseling contain: theoretical and applied paradigm of the counseling process in an interdisciplinary context; theoretical and methodological principles and psychological mechanisms for organizing and conducting counseling work of a psychologist (social educator) to achieve the counseling goals; ethical principles and standards for display of professional competence of a counselor.

Theoretical and methodological foundations of psychological and pedagogical counseling are analyzed on the basis of works on the most current issues of psychological counseling related to the specifics and structure of the counseling activity of a psychologist, age and psychological aspects of counseling, psychodiagnostics in the process of counseling interaction, psychotechnology for counseling consultants with specific problems (Bulakh et al., 2014), Integration of methods, theory and practice of consultative interaction into the integral theoretical and practical approach (Vaskivska, 2004; Khomych & Tkach, 2004; Tsymbaliuk, 2005), methods of neuropsychological consultations in the practice of the educational psychologist (Tsvetkova & Tsvetkova, 2012), methodological issues in the development of personality-centered methods and technologies of professional psychologists (Rybalko, 2017), features of neuropsychological support of education (Syrotyuk, 2003), influence of personality-centered counseling on the personal development of the client (Merry & Haugh, 2020).

Foreign researchers believe that psycho-educational counseling is important for students. Psycho-educational counseling is concerned with how to help people overcome their problems, especially behavioral problems that can escalate into serious behavioral disorders if not addressed in time (Wahid et al., 2018). Important in pedagogical counseling services are social support services for students who are studying remotely and have reported feelings of isolation and lack of opportunities to develop effective

learning skills. In this regard, Internet-based social counseling and pedagogical advising should be improved (Orero Obiero et al., 2020).

It has been empirically proven that educational counseling as a support service for the student improves the quality of learning (Okafor et al., 2021). Therapeutic factors during psycho-pedagogical group intervention in facilitating the adaptation of first-grade students to school have been successfully investigated (Brouzosa et al., 2019). School counseling should be based on the integration of counseling methods, taking into account the experiences of educational participants and the results of acute problems of applied school counseling research, consciously local, dynamic, interactive, localized, fluent, strategic and generative (Truscott et al., 2022).

Cooper and Dryden (2016) considered methodological principles of implementation of today's psychological counseling methods: there is no single correct way to conceptualize clients' problems; counselors should recognize and celebrate the diversity and uniqueness of clients; clients should be fully engaged at every stage of the counseling process; clients should be understood in terms of their strengths and resources and their problems; it is important that consultants be critical of their own theory and practice-they must be willing to look at their own investment in a particular position and be able to disengage from it.

There are certain principles of behavior of the psychologist-consultant; observance of them not only ensures the ethics of professional activity, but is also a guarantee of the success of psychological influence. Especially important are the following ethical requirements for the professional activity of the consultant: benevolent and invaluable attitude to the client, orientation on the norms and values of the client, prohibition to give advice, anonymity, separation of personal and professional relationships, involvement of the client in the counseling process. Models (riches) of an effective counselor: acceptance of personal responsibility, ability to set realistic goals, empathy, tolerance for uncertainty, personal strength and identity, priority on the development of self-knowledge, authenticity, openness to own experience (Tsymbalyuk, 2005).

One of the most important tasks of psychological and pedagogical counseling is to develop the abilities of applicants for education and ensure the effectiveness of the educational process, taking into account the individual approach to the client-student. In such statement of a problem, the specificity of psycho-consulting interaction in the context of interdisciplinary communications, especially in conditions of inclusive education and education of special children is clearly enough traced. The

consultant's work with such clients assumes the presence of competences from the sphere of neuropedagogy, neuropsychology and neurophysiology.

Today it is quite natural and necessary to have a new branch of science - neuropedagogy or "neuropsychopedagogy" - the science of the theory and technologies of education based on the data of present-day neuroscience, which will significantly increase the effectiveness of education and development of children and adults, their creative and working abilities, physical and mental health, to form law-abiding behavior, and thereby optimize living and behavior in social and environment. Data from neuroscience, in particular the theory of functional asymmetry of the brain, would help in determining pedagogical techniques relative to right- and left-hemispheric. Thus, right-hemispheric people learn better the structure of sentences and speech periods, as it is related to their inherent integrity of perception. Many left-hemispheric people with a humanitarian professional orientation avoid familiarizing themselves with visual material such as drawings, graphs, diagrams, charts, symbolic representations, and mathematical formulas. They prefer extended verbal explanations and descriptions (Klemantovich & Stepanov, 2015).

The professional obligation of the educational psychologist is to take into account such neuropsychological individual characteristics of the client in order to select more effectively methods and psychological techniques of consultative, first of all neuropsychological correction work with him or her. Neuropsychological correction work in the process of consultative interaction is necessary, above all, for clients who are in stressful situations. As Sapolsky (2003), stress can alter the plasticity of the nervous system, especially the limbic system. The author examines the effects of severe and/or prolonged stress on impaired learning and altered hippocampal-dependent plasticity; the ability of light and fleeting stress to promote such plasticity; the ability of a range of stressors to increase fear and the amygdala plasticity underlying it.

The psychological and pedagogical counseling as a fundamental factor of psychological support is especially in demand in the conditions of the social self-isolation regime. The data on the orientation of problems when applying to a teacher-psychologist during self-isolation show the predominance of consultations on the issues of aggressive behavior of schoolchildren, inconsistency of actions with social norms, as well as existing difficulties in interpersonal relations. A significant component of professionalism of both the educational psychologist and the teacher is the ability to carry out effective psychological and pedagogical counseling in conditions of self-isolation. This is directly related to the level of

development of their communicative competence, professional training in the manifestation of competence online counseling during psychological and pedagogical support of the participants of educational relations (Monzhievskaya & Ruzhnikov, 2020).

An important task of psychological and pedagogical counseling is the adaptation and personal development of education applicants in accordance with the requirements of inclusive education taking into account neuropsychological diagnosis. In this connection (Sirotyuk, 2003) confirms that neuropsychological data on the child can be used when choosing a method of education and correction. At the same time, such training, which is aimed not at weak, but at strong links of mental activity, is effective. Such training provides involvement of new nerve impulses and new brain structures that did not participate in realization of the disturbed function. Difficulties arising in the process of school education, without timely corrective and developmental work develop into a chronic failure, which contributes to the formation of deviant behaviors, social maladaptation. A teacher with a rich arsenal of methodological techniques and teaching technologies can build a didactic scheme that allows each child to find his or her own way to master difficult school subjects.

In the methodology of today's psychological and pedagogical consulting, professional interaction between the consultant and the client is carried out in a person-to-person position with a personality approach, according to which the psychologist sets the task to lead the client to recognize himself or herself as an active individual capable of setting goals and making the best choice of strategies for achieving them. Thus one of the major purposes of psychological and pedagogical consulting is to identify difficulties in the personal development of the client and to help in the solution of personal problems. In our opinion, the personal approach is the methodological basis of today's psychological and pedagogical counseling. Thus, Tony Merry (2020) considered the specifics of the influence of person-centered counseling on the phenomenological aspects in the development of the client's personality, in particular person-centered values as a conscious attitude of the client to himself, other people and the world.

Thus, according to domestic psychologists, in the current conditions it is expedient to consider this approach as a defined set of conceptual and methodological tools, which can be structured in such components: the personal approach must be based on a holistic, systemic view of the personality with a certain structure of its psychological properties; its necessary component is the development and use of personality-oriented complex methods of study (psychodiagnostics), stimulation, the

development and realization of a person's creative potential; personal approach must be based on a holistic view of the life of the individual, covering the key periods of its formation, taking into account that human life has a holistic structure, characterized by a certain combination of lines of development, accumulation, enrichment and transformation of personal qualities and their embodiment in the process and products of activity behavior; determination of individual and socio-psychological features of the person which would allow to predict, prevent, reveal and solve acute personal problems of the person and thanks to this to prevent losses of his creative potential, to render him adequate help in compensation of deviations from the norm, in the formation of a healthy lifestyle, in the implementation of creative development and fruitful activities and behavior (Rybalka, 2017, pp. 82-83).

Psycho-consultative interaction should have a clear internal logic and unfold in stages. All stages are interconnected, each subsequent stage builds on the previous one. Most types of counseling in their initial and final results are similar and have a common basis. At the same time, according to the uniqueness of the individual and his problem, the logic of transition from one stage to another, the use of procedures and techniques, the time limits for achieving the result of counseling will be individual. Stages of consultative interaction of the psychologist-consultant with the client: "mutual understanding/structuring," namely, the beginning of work - a meeting, acquaintance, establishment of contact; "information gathering," in particular, clarification of the problem content, diagnostics of the client (conversation, supervision, testing), definition of the resource potential of the client; "strategic" - determination of possible solutions to a problem, coordination of the plan of action, determination of ways to control implementation of the planned algorithm and determination of the desired result which the client strives to achieve; "implementation of the plan by the client and development of alternative solutions" - independent performance by the client of tasks, procedures and techniques contributing to maximum success in overcoming the declared problem; "generalization" - the transition from learning to action in real life. The success of the consulting activity of a professional psychologist depends on the level of his awareness and erudition, availability of theoretical and practical experience, actualization of professional attitudes, development of special abilities, professional possession of methods and techniques of consultation (Bulakh et al., 2014).

N. F. Velikhanova (2012) considers psychological and pedagogical counseling as a means of rehabilitation of socially deprived children and teenagers, an important direction of correctional and rehabilitation work,

which is a specially organized process of communication with children and teenagers who have applied for help to a psychologist or a teacher. In the process of psychological and pedagogical counseling, children's adaptive psychological resources are actualized, a desire to realize their needs and interests arises, and allows the child to change his or her attitude toward the world and the personality around him or her. Two stages are important in the preparation and implementation of such counseling: a study of the motivational and needs sphere of the individual; preparation for the counseling work; and one's own counseling. At the second stage, the data received at the first stage, were analyzed and grouped into meaningful blocks, ranked by personal importance for teenagers: family and domestic relations, health, academic performance, interpersonal contacts, life plans and prospects for personal development. For psychological and pedagogical counseling to be effective, the age specifics of children, the degree of social maladjustment and the nature of emotional problems must be taken into account.

Sofie Bager-Charleson (2012) examines the impact of counseling using therapeutic psychotechniques on the personal development of the client. During counseling and psychotherapy training, the focus is on self-awareness with an emphasis on how the therapist as a person affects the therapeutic outcome in the context of an integrative approach.

Thus, the methodological and conceptual apparatus of psychological and pedagogical consultation is closely connected with the humanistic psychological approach, the basic methodological principle of which is understanding the wholeness and uniqueness of the client's personality, the integral nature of his or her personal components and assistance in his or her self-realization and self-actualization. In this regard, S. Nash (2018) considered the weighty role of person-centered counseling in humanistic psychology.

Current technologies of psychological and pedagogical counseling

Psychological approaches to psychological and pedagogical consultation are most often applied as personality-oriented (diagnostics of individual psychological features of the client, application of methods of humanistic, client-centered and psychodynamic psychotherapy), problem-oriented (the reasons for the problem, ways and means of its occurrence with the inclusion of methods of family therapy, cognitive-behavioral therapy, etc.) and professionally competent (focus on the business and positive aspects of the teaching situation, actualization of psychological

resources, discussion of strategies for realistic solutions, the use of methods of positive psychotherapy).

Current techniques for the first stage of psychological and pedagogical consultation with teachers and parents focus on the diagnosis of neuropsychological features of a child's mental and personal development. In neuropsychological examination, it is important to investigate the factor (an elementary mental process which is provided by constellation of stable brain structures and their vertical and horizontal links) and, specifically, the features of the course of mental processes, identification of their violations which cause deviations in behavior, which, in turn, requires psychological correction in the process of neuropsychological consultation.

For example, the express methods of neuropsychological examination of children according to L. S. Tsvetkova (2012) for the purpose of effective neuropsychological counseling by a psychologist of an educational institution contains the following tests: the study of the emotional and motivational attitude towards school; features of voluntary attention, emotions, memory, speech, intelligence; ability and skills of expression; ability for cooperation and verbal communication, etc., Tsvetkova (2012, p. 27 - 38).

In our dynamic times, cognitive-behavioral counseling is one of the leading areas of psychological help for people. Methods of cognitive-behavioral counseling are often used to solve such problems as anxiety, stress, insecurity (assertiveness), and are also effective in dealing with psychological difficulties associated with raising a child or asocial actions of a person. Cognitive-behavioral counseling is aimed at changing a wide range of mental phenomena: deformed thinking, persistent negative moods, emotionality and uncoordinated behavior of the client. For this purpose, not only cognitive counseling strategies (Socratic dialogue, guided research, the method of the falling arrow, techniques of active imagination, role-playing, methods of hard, soft and objective negation of irrational ideas, homework, etc.), but also techniques from other areas of counseling (behavioral, Gestalt therapy, Neuro-linguistic programming (NLP), etc.) are used. The choice of technique is determined by the specifics of the client's personal problem or each traumatic incident and the goals the counselor has, Bulakh (2014).

In our opinion, cognitive counseling techniques most successfully meet the theoretical and methodological tasks of psychological and pedagogical counseling. H. O. Khomych, R. M. Tkach (2004) believe that the use of the cognitive method is possible for clients who are at different ages and have good results in both individual and group forms of counseling, but methods of assessing cognitive development in children and

adults differ significantly. For adults, standardized verbal techniques are predominantly used, while for children, given their dominant figurative thinking, nonverbal tests are more valid, as are methods of assessment of activity products and observation of inclusion in mental activity. Cognitive counseling techniques for clients, regardless of age: detecting and identifying opinions, focusing on images, self-monitoring opinions, carrying out cognitive experiments.

Techniques of consultative interaction: A. Establishing effective contact - 1) establishing a report - a necessary condition for cooperation and effective consultative interaction, mutual trust, contact with oneself, congruence with oneself and the situation); 2) tweaking: focus and calibration (this is the installation and maintenance of a report with the client for a certain period of time by consuming into his reality due to his nonverbal manifestations, emotions, thoughts, wishes; the process by which the consultant adjusts to the client's nonverbal signals, which indicate the features of his current state); 3) work with sensory modules (the analysis of functioning of the client's representative systems allows to clarify some fragments of his or her unconscious experience); 4) non-test diagnostics: the concept of psychological clues (psychological clues allow us to highlight meaningful moments that signal a problem, they stimulate the emergence of hypotheses, produce questions that ensure the progressive advancement of the consultative dialogue). B. Psychotherapeutic interviewing skills: 1) Techniques for clarifying information (reflective listening, speech encouragement, retelling, micro-skills for finding out and clarifying information, micro-skills for recognizing emotional experiences); 2) representation techniques (representing feelings and meanings, focusing experiences, empathic response), Vaskivska (2004).

Conclusion

Methodological foundations of psychological and pedagogical counseling contain: theoretical and applied paradigm of the counseling process in an interdisciplinary context; theoretical and methodological principles and psychological mechanisms for organizing and conducting counseling work of a psychologist (social educator) to achieve the counseling goals; ethical principles and standards for display of professional competence of a counselor. Psycho-pedagogical counseling can integrate technologies, tasks and goals from different psychological approaches to counseling work with the client, which determines the specificity of the methodology of the psychological and pedagogical counseling process.

The main clients of psychological and advisory pedagogical interaction are the applicant and his or her mentor-teachers, so consideration of the needs, expectations and specifics of the psychological problems of participants in the educational process determine the methodological features of psychological and pedagogical consulting. Psychological and pedagogical counseling is usually performed in the context of applied interdisciplinary connections, which leads the counselor to use primarily person-centered, problem-oriented, neuropsychological and neuropedagogical approaches as a general integrative approach at the system level.

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