INNOVATIVE APPROACHES TO PEDAGOGICAL COUNSELING FOR UNIVERSITY STUDENTS IN A PANDEMIC

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Abstract
Currently, the formation of pedagogical consulting takes place under the influence of complex processes of overcoming the pandemic and as a result of transformational changes that have affected all levels of the educational system. The purpose of the paper is, on the basis of the identified main vectors of consulting development, including during the period of the spread of acute coronavirus infection, to determine the totality and reveal the basic conceptual apparatus associated with the development and implementation of innovative technologies of pedagogical consulting in higher education institutions. The study was carried out on the basis of the faculty of general and vocational education of the Mari State University. To achieve this goal, theoretical methods were used (conceptual and terminological analysis, content analysis of psychological, pedagogical, socio-economic literature, reflecting the identification of innovative pedagogical consulting technologies; functional analysis of their use in various fields).

Key words: higher education, consulting, pedagogical consulting, innovative pedagogical technologies, coaching, tutoring, supervision.

1. INTRODUCTION

The relevance of consulting research in Russian education is also determined by the fact that the activities of consultants are aimed at providing intellectual services in various types (organizational, psychological and pedagogical, training, managerial) professional activities of teaching and personnel management. The profound changes in educational socio-economic and cultural life caused by the pandemic have exacerbated the need to use pedagogical innovations in the educational process of the university. Currently, the formation of pedagogical consulting takes place under the influence of complex and contradictory processes of reforming the education system, characteristic of the post-industrial stage of development of the knowledge-based economy.

Today, pedagogical consulting is becoming one of the key vectors of innovative development of the university, increasing efficiency and, as a result, competitiveness in the provision of educational services.
Problems of globalization trends in international labor markets, optimization of financial flows, goods and services, socio-cultural norms that have been formed for decades, the effectiveness of internationalization of the existing educational system require rethinking in accordance with the prevailing realities of the spread of coronavirus infection.

The purpose of the article is, on the basis of the analyzed main vectors of consulting development, to determine the totality and reveal the basic conceptual apparatus associated with the development and implementation of innovative technologies of pedagogical consulting in higher education institutions.

The study was carried out on the basis of the Faculty of General and Professional Education of the Pedagogical Institute of the Federal State Budgetary Educational Institution of Higher Education "Mari State University". To achieve this goal, theoretical methods were used (conceptual and terminological analysis, content analysis of psychological, pedagogical, socio-economic literature, reflecting the identification of innovative pedagogical consulting technologies; functional analysis of the use of innovative pedagogical consulting technologies in various fields). As empirical methods, pedagogical observation, conversation, a sociological questionnaire survey using the innovative technology LMS Moodle we used.

2. DISCUSSION

Initially detected in Wuhan at the end of December 2019, an outbreak of acute respiratory infection has spread to almost all continents and has become a pandemic. As of August 29, 2020, the number of cases of COVID-19 approached 25 million people from 188 countries. According to the University of J. Hopkins, on August 29, 2020, the number of patients with coronavirus infection recorded was almost 25 million cases, of which more than 835,000 people could not overcome the dangerous disease.

The spreading COVID-19 coronavirus pandemic and subsequent restrictive measures have become devastating, primarily for the life and health of citizens. The preamble of the Declaration of Duties and Responsibility, approved by the resolution of the UN General Assembly on December 9, 1988, focuses on the qualitatively new challenges of the global technogenic scenario, scientific developments, realizing the need to eliminate their impact and potential consequences for human rights and fundamental freedoms. Consequently, the effective enjoyment and realization of human rights and fundamental freedoms are inextricably linked with the acceptance of the duties and responsibilities implied in these rights.

The changing external environment of the university, caused by the pandemic, the search for ways to build the most optimal trajectories for the personal and professional growth of future specialists led to a discussion about the importance of innovation, and the emergence of a need for professional consultants on the development of education in general and the university in particular.

The demand and dynamics of providing consulting support, from personnel management to information and technical support of projects, tends to grow, and exceeds the volume of industrial production and agriculture. The data of the published reports clearly demonstrate the number of employed personnel in the leading countries. The average range of public and private sector services as of January 1, 2018 in European countries is observed from 63 to 80% (Great Britain - 80.5%, Germany - 71.5%, France - 76.8%), in the United States this figure reached 81.2%, in Japan - 70.9%, and the Russian figure approached 67%.

In order to study the demand for consulting services in the field of education, in 2018 a sociological survey of students of the Mari State University was conducted on the basis of the management system of the modular object-oriented dynamic learning environment (LMS Moodle) used in the educational process of the university. The study involved 92 full-time and part-time students, 59 of whom were graduate students and 33 undergraduates.

For the prompt solution of problems arising in an educational institution, the need to attract external consultants within the framework of outsourcing was noted by 47% (43 people) of respondents, 39% (36 people) had a negative answer, 14% of students (13 people) found it difficult to answer. For generalization and targeted use of the growing information flow associated with the psychological, pedagogical, entrepreneurial, regulatory, socio-economic aspects of activities, educational consulting is increasingly being implemented through the involvement of external (outsourcing) services. In this case, by transferring functions to the partner organization to ensure the continuity of the educational process, the university concentrates its resources in the most inherent areas of activity.

The next task of questioning university students within the framework of the same sociological research was to clarify the essence of consulting in professional activities. The study revealed an insufficiently clear understanding of its role in the professional activity of a future specialist. In the course of an anonymous survey it was also found that 8 students are not familiar with this phenomenon; 19 students heard about this type of service and would like to learn more about the scope of consulting, and 64 respondents have only a
fragmentary idea of consulting services in vocational education. The above category may include respondents who find it difficult to understand the essence of the concept of consulting and 5% of respondents do not consider it necessary to use internal consultants. The sociological survey also revealed - 78% (72 people) noted the relevance and demand for consulting services.

In our understanding, pedagogical consulting is a system of qualified assistance and professional support in the development of personal and professional competencies (knowledge, abilities and skills) in order to meet the educational needs of a person, society and the state. Its tasks are to provide timely, qualified assistance to overcome the problem in the process of achieving high results in educational activities. Therefore, by broadcasting knowledge, the consultant contributes to the satisfaction of the educational needs of individuals, employing organizations and the state as a whole.

In 2016, experts from the United Nations Development Program published the results of a study characterizing human development in countries and regions of the world. According to the combined indicator, Russia is among the countries with a high level of the Human Development Index.

To improve the quality of life, expand and improve the capabilities of a university graduate, pedagogical consulting can be viewed as a process of transferring new competencies to a student, contributing to the satisfaction of his needs. All this should be dealt with by consultants - professionals who, in the process of pedagogical consulting, transmit knowledge in the field of advanced technologies at various kinds of lectures, seminars, plenary sessions, round tables, etc. Another distinguishing feature of this category of experts is the fact that seminars and practical training are more important for them than for other groups of specialists. This is explained by the fact that the professional training of consultants in the educational sphere solving problems of high complexity, who support innovative projects in leading European countries, is one of the key.

According to V.K. Pelmenev and Z.V. Lukashenya, pedagogical consulting should be considered as a kind of professional assistance in the implementation of a complex of new processes, modern methods of managing the activities of an educational institution (Pelmenev, Lukashenya, p. 97).

In the scientific literature, consulting is interpreted as an integral part of the pedagogical technology of innovative development of a university, a systemically built scientifically grounded interaction of a client and a consultant on the development, management of the planned innovative development of a higher education institution using all available resources.

Moreover, a consultant is an expert who has practical experience in the area being consulted, and when organizing the decision-making process, he is guided by the developed principles, and not generally accepted theoretical principles. Unlike a consultant, the consultant mainly acts in accordance with the theoretically generalized experience of the achieved results of successful companies.

In this case, a consultant is correlated with a collective entity, a "consulting service", which includes from three to five specialists of the appropriate profile, selected to solve a problem for a specific client, which can be both a division of an educational organization as a whole, and a specific student university (Lukashenya, p 66).

According to the results of the survey, it was revealed that 79% (73 people) of university students feel the need to master consulting methods in their future professional activities. 5% (4 people) of students do not attach much importance to their study. Among 16% (15 people) find it difficult to answer this question, since they do not fully understand the role and importance of consulting in the future profession.

Training in the methods of consulting activities involves the development of skills in their application to increase the effectiveness of pedagogical, managerial, and professional activities. During the lessons, a practice-oriented approach is used, and the so-called blended learning is manifested in the specifics of training sessions, the peculiarities of their conduct, the nature of the organization of educational material.

When training consultants, tutors, mentors who carry out pedagogical consulting at the university, the following innovative educational technologies can be used: tutor support for the design of an individual educational trajectory; coaching in professionally directed discussions; moderation during business games; supervision in the process of searching, analyzing and developing the best solutions through the assessment of alternative ideas and actions. (Goncharova, 2014).

Tutoring (tutoring) as an informal and unstructured method of pedagogical consulting dates back to the times of Ancient Greece. Tutoring acquired a more orderly form in the second half of the 20th century, when the main goal of a tutor was to transmit ready-made knowledge to a student in a particular area. In the activities of consultants, several types of tutoring are practiced: academic coaching, home-based tutoring, online
tutoring, and peer tutoring.

3. RESULTS

Group and individual forms of consultative interaction between a tutor and students can be carried out, including using virtual technologies of synchronous (Skype, Viber, Telegram, webinars, electronic conferences, chats, etc.), asynchronous actions (Internet sites, E-mail, LMS Moodle built into the educational electronic environment of the university, etc.) and blended learning.

The anti-epidemiological measures taken, the regime of self-isolation required adjustments to the usual vectors of professional activity, the loss of the personal significance of social norms, requiring the choice of qualitatively new goals, tasks based on different principles of worldview. Most of the socially unprotected members of society, felt maladjustment, frustration associated with a feeling of helplessness, and the inability to control the phenomena taking place in their lives (Lavrentiev, Krylov, 2017)/

Mentorship is a relationship in which a more experienced or more knowledgeable person helps lead a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a specific area of expertise. It is a learning and development partnership between someone with a lot of experience and someone who wants to learn.

There are several types of consulting mentoring:

- situational mentoring. Short-term consulting in which an expert helps to achieve a specific goal (security on the Internet, social networks, competence in any subject area);

- supervisory mentoring. This type of mentoring is for those people who are supervisors. Out of several possible options, expert consultants propose the best possible action plan;

- mentoring circles. The staff proposes a topic for discussion, which is then discussed in groups and thus a common solution is developed;

- flash mentoring creates an episodic mentoring environment that focuses on individual encounters rather than traditional long-term mentoring relationships.

Currently, mentors and teachers practice such a consulting method as coaching. Using the techniques the head coach provides pedagogical support, assistance in achieving a specific personal or professional goal. Unlike mentoring, which focuses on the general goals of human development, coaching specializes in achieving very specific goals. A professionally trained coach, using a special methodology, provides the necessary targeted consulting influence aimed at enhancing the creative potential of students, teachers and administrators of educational organizations. Coaching technologies have their own methods of work, including various forms of cooperation for social adaptation in the first year, increasing motivation for independent activity, and academic performance of students. By integrating the latest developments in management, business consulting, virtual educational technologies, coaching can also provide invaluable assistance in the transition of the teaching staff of universities, technical schools, school teachers, personnel and administration of educational organizations to a new position.

4. CONCLUSION

Thus, scientific and methodological support for the professional training of consultants, tutors, mentors using a fairly wide range of techniques and methods for the implementation of personality-oriented moderation, group and individual supervision, group coaching and mentoring. During a pandemic, the ability of an individual to build a trajectory of productive activity, to be responsible for the further consequences of his actions aimed at achieving results that are recognizable and significant by society, is of particular importance. The range of manifestation of the individual's responsibility should focus on the volitional ability to adequately respond to events, making a conscious, effective, value-based choice.

REFERENCE LIST


