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Contents of the Training of Masters for Professional Counseling in the Field of Education

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Abstract

The article actualizes the problem of the content of masters training in professional counseling in the field of education. It is determined that the content of education is a certain system of normative documents aimed at forming the general and professional competences of graduates. It is emphasized that qualitative professional training of future specialists depends on maximizing the approximation of the content of education to the future employment of graduates.

Keywords: content of masters training, professional advisory activity, branch of education

Increased consumer needs in counselling educational services, the development of pedagogical counselling, and the expansion of the network of counselling organizations actualized the demand for such professional activity of specialists as pedagogical counselling. In view of this, the National Pedagogical University named after M. Dragomanov in 2014 opened a new and only Master's program in Ukraine «Pedagogical counselling». The introduction of this program was preceded by the University's development of the content of masters training for professional advisory activities. This was due to the lack of state standards for the training of such specialists. To solve this problem, an analysis of European (ISCED-F, 2013; *Tuning Education...*, 2008) and domestic normative documents (Methodological recommendations..., 2013; Methodological recommendations..., 2016; Order, 1998; Resolution, 2012), scientific advances in pedagogical counselling, and the experience of professional consultants in the field of education were studied. The result of the work was the development of normative documents (the standard of higher education for the specialty), which formed the basis of the content of masters training for professional counselling:

- the qualification of the graduate;
- educational-professional program;
- curriculum;

- means for diagnosing the quality of higher education;
- curriculum programs;
- actual programs of educational disciplines;
- practice programs;
- a complex qualifying examination program;
- themes and methodical instructions for master's degree works;
- methodical materials for the organization of students' independent work on the curriculum disciplines.

Consider the content of these documents in more detail. *Educational and qualification characteristic of the graduate of the master's program «Pedagogical counselling»* is the normative document of the branch standard of higher education. It outlines the goals of higher education and the preparation of masters in pedagogical counselling; a list of their initial positions, production functions and typical tasks of consulting activity; educational and qualification requirements for a graduate in the form of a list of program competencies, requirements for the quality of education, training and certification; responsibility for the quality of education and professional training of the graduate.

Educational and professional program «Pedagogical counselling» reflects the educational and professional requirements for the preparation of masters. The basis of the developed program is the competent approach of training specialists. It consists of the following sections:

- profile of the curriculum (general information about the program, its purpose and its characteristics, graduates' suitability for employment and further education, teaching and evaluation, program competence and results of masters training, resource provision of the program implementation and academic mobility);
- a list of components of the educational-professional program and their logical consistency (mandatory and selective components). The components of the program are academic disciplines, term papers or projects, practices, qualifying work;
- a form of certification of applicants for higher education (complex qualification examination and defences of qualification master's work);
- the matrix of compliance of program competencies to the components of the educational program;
- a matrix providing programmatic learning outcomes to the relevant components of the curriculum.

The curriculum is also a normative document of the higher educational institution, which determines the organization of the educational process for the preparation of masters. It was developed on the basis of the educational-professional program “Pedagogical Advice”. The structural components of the curriculum are:

- schedule of the educational process (distribution of calendar days of the academic year for theoretical study, practice, conducting of the examination session, vacations, preparation of master's work and final certification throughout the entire period of study under the educational-professional program). In our case, the term of masters training is one year and four months;

- the plan of the educational process (list of practices and academic disciplines (normative and variation) in ECTS credits, their distribution by semester, the number of hours for classroom classes and independent work of students, forms of training classes, the distribution of hours for a week by courses and semesters, the names of departments, which provide teaching of disciplines and practice). The list of curriculum disciplines is formed by identifying program competencies and distributing learning outcomes for content modules. The content of the masters training is 90 ECTS credits;

- list of practices (by semesters and number of weeks);

- Form of final certification (complex qualifying exam and defences of qualifying work).

The curriculum is developed for the entire period of masters' education by an educational and professional program. Based on it, a working curriculum is being prepared for the current academic year. It specifies the forms of training, their number, types and means of current and final controls in each semester.

Means of diagnosing quality of higher education are a list of requirements for the development of standardized methods for determining the quantitative and qualitative evaluation of the results of masters' education by educational and professional program. They include: the normative form of diagnostics of the quality of masters training; requirements for means of objective control of the level of professional training of future specialists; a methodology for developing tools for diagnosing the quality of higher education of graduates; the list and content of the disciplines submitted for the final attestation; Examples of tasks for a comprehensive qualification exam; a program of complex qualifying examination; methodical recommendations for performance of qualifying work.

An important normative document defining the content of masters' training for professional counselling is *Program of study discipline*. It consists of an explanatory note (the subject of the study of discipline, the interdisciplinary relations, the purpose and tasks of the discipline, the main results of training and competence, in accordance with the educational-professional program), the thematic plan, the content of the discipline by modules and themes, the means of diagnostics of success training (forms of current and final controls), the form of the final control of the student's progress (test and exam), information sources for studying the discipline. It should be noted that the normative basis of the content of the training of masters was such disciplines as the philosophy of education, educational policy, teaching methods of general pedagogical disciplines,

the basis of pedagogical counselling, the theory and practice of methodical work and pedagogical counselling, pedagogical innovation, pedagogical projects management, examination of educational initiatives, methodology and methods of scientific and pedagogical research, basis of acmeology and androgology, management in education.

Actual program of an educational discipline is developed on the basis of the curriculum program. It contains a description of the discipline (code according to the curriculum, general characteristics of the discipline, study load, teaching methods and forms of control, subject of study discipline, interdisciplinary connections, purpose and tasks of the discipline), the main learning outcomes and competencies that they form, thematic plan of discipline, content of discipline (names of modules and themes and their contents, number of hours, plans of seminars, practical and laboratory classes, content of tasks for independent work of students), quality control knowledge of students (forms and methods of current and final controls, criteria for assessing students' knowledge), educational and methodological map of discipline, main and auxiliary information sources for studying discipline, additions and changes that are introduced into the work program during the school year.

The practice program reflects the content of practical training of students in accordance with the educational-professional program. It includes an explanatory note (the subject of practice, interdisciplinary communication, the purpose and objectives of the practice, the main results of practical training and competence in accordance with the educational-professional program), the program of practice (the content and directions of the student's activities, individual tasks, terms of execution of tasks), means of diagnosing the success of training (forms of current and final controls), requirements for reporting documentation, methodological recommendations for the practice, list of information sources. In the process of master's training, students undergo three practices: scientific research, scientific-pedagogical and pre-diploma. Each of them lasts for four weeks.

Important for the final certification of masters in educational and professional program «Pedagogical counselling» program is a *comprehensive qualifying examination*. It is designed to assess the level of masters' professional training. The program consists of the introduction, content of the three normative disciplines (methods of teaching general pedagogical disciplines, the theory and practice of methodological work and pedagogical advisory and examination of educational initiatives), criteria for assessing the level of competence of students, a list of questions for examination, the main and auxiliary information sources to disciplines. The exam is conducted orally. Tickets consist of three theoretical questions from the indicated disciplines and a practical task in the form of a situational task.

Themes and guidelines for the implementation of master's theses are based on the means of diagnosing the quality of higher education through the educational-

-professional program «Pedagogical counselling». They help students navigate in the direction of choice and the topic of research and its successful conduct. Master's work is a qualification work of scientific content and should be relevant, meet the needs of the national economy, reflect the directions of activity of professional consultants in the field of education and have practical application. The methodical recommendations consist of the introduction, the content of the work of the master's thesis, the procedure for its execution, the description of the procedure of protection and its evaluation.

Important in preparing masters for professional counselling in the field of education are *methodological materials for the organization of independent work of students from the disciplines of the curriculum*. They are aimed at improving the theoretical and practical training of future pedagogical counselling specialists. As a rule, methodological recommendations contain a program for studying the course; thematic plan; a description of the topics of the training session, indicating the plans of seminars and practical classes; tasks and questions for independent work; theoretical and practical material for studying the topic; question for final control; recommended literature. Methodological recommendations promote the systematization of students' knowledge, the formation of professional skills and abilities; develop settings for analysis and reflection, critical thinking, innovation search, leadership, collaboration, etc.

Consequently, the developed normative documents determine the content and organization of the preparation of masters for professional advisory activities in the field of education. The content of education is a certain system of normative documents aimed at the formation of general and professional program competences of graduates.

To the general program competences of the masters of the educational and professional program «Pedagogical counselling» we include: the ability to abstract thinking, analysis, synthesis; knowledge and understanding of the subject area of professional activity; the ability to conduct research at the scientific level; skills of using information and communication technologies; information skills; ability to work in a team; ability to identify, solve and solve professional problems; the ability to generate and implement new ideas; the ability to communicate with representatives of various professional groups of different levels (with experts from other fields of knowledge or types of economic activity); interpersonal skills; ability to act on the basis of ethical considerations (motives); the ability to assess and ensure the quality of work performed.

We refer to the professional program competencies of masters: the skills of organizing methodological work and pedagogical counselling; ability to choose and use concepts, methods and technology of counselling; ability to self-development, life-long learning and effective self-management; skills of development of innovative educational activity; ability to create and organize effec-

tive communication in professional activities; skills of expert activity; the ability to design and manage educational projects; ability to use educational technologies in professional activity; skills of studying and implementing advanced pedagogical experience; the ability to organize the work of an educational consulting organization; skills of communicative culture; ability to teach; ability to continuous professional development.

To summarize, we can say that the qualitative preparation of masters for professional counselling in the field of education is achieved through the maximum approach of content of education to the future employment of graduates. Rational combination of normative and selective disciplines, practice and preparation of master's work contribute to the formation of professional competencies and high results of masters training.

Literature

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