

OPTIMIZED METHODS OF COUNSELING AND LEARNING APPROACH

¹Dr.A.A. Jayashree Prabhakar ²Mrs.R.Abeetha and ³K.Suresh

¹Professo, Department of English

²Assistant Professor, Department of English

³Assistant Professor, Department of English

^{1,2,3}Vels Institute of Science, Technology and Advanced Studies,(VISTAS), Chennai.

jayashree.sl@velsuniv.ac.in

abeetha.sl@velsuniv.ac.in

sureshenglishpro@gmail.com

ABSTRACT

This paper discusses the importance of the Counseling and Learning. Counselling is an intelligent methodology which is, all things considered, recognized by a substantial number of us. Notwithstanding whether its occupation bearing or adjusting to singular damage prompting point of fact makes it basic for us to search for capable heading. There are various subjects that require directing. With changing conditions our lifestyle offers us such an expansive number of central focuses that make life basic however meanwhile it is basic to perceive the manifestations of a standard brisk paced life. In the process of Education, learning occupies the central place. Every individual is born with certain instincts. Learning depends on the satisfaction of these instincts. Since these instincts are animal like, they will have to be improved and cultivated and modified. It is only with the help of process of learning that the world has achieved so much progress and improvements. This paper also includes the different types of counseling, role of teacher in counseling , different methods of learning etc.

Key words: Counselling, guidance, manifestations , instincts and problem solving counseling.

INTRODUCTION

The word “Counseling” in its general interpretation stands for the act of giving advice, providing suggestion and consultation, expressing opinion etc. In our day-to-day life, we generally make use of this term in the above referred senses. When we are confronted with a personal or family problem, we approach an experienced and respectable aged person in our neighbourhood or village for necessary counseling for solving our problem. Whether it is a problem or a matter concerning the marriage or service, selection of a proper school, course or occupation for our children, financial matters, or setting a dispute regarding property or occupation, we always consult someone on whom we have the required faith. Here it is not necessary that all these persons whom we approach are sufficiently trained professionals or experts in the matter of our concern. The main thing is that we believe that their consultation will certainly help us in some way or the other. However, there are also professionals and trained personnel available as lawyers, doctors, auditors, social workers, brokers, commission agents etc. Who, solely deal in providing counseling in the matters related to their respective fields? Thus in our day-to-day life, counseling is sought by each of us at different occasions for help in the hours of the need. However, as far as the use of the

term “counseling” in the field of education or psychology is concerned, it is used as simple as referred above. Directing is a logical procedure which is generally acknowledged by a significant number of us. Regardless of whether it is livelihood direction or adapting to individual injury advising most likely makes it simple for us to look for proficient direction. There are numerous subjects that require advising. With changing circumstances our way of life offers us such huge numbers of focal points that make life simple however in the meantime it is essential to recognize the symptoms of a standard quick paced life. In the process of Education, learning occupies the central place. Every individual is born with certain instincts. Learning depends on the satisfaction of these instincts. Since these instincts are animal like, they will have to be improved and cultivated and modified. It is only with the help of process of learning that the world has achieved so much progress and improvements. This paper also includes the different types of counseling, role of teacher in counseling, distinctive techniques for learning and so on. Learning circumstances are the most normal and basic throughout everyday life and each one of us is learning a certain something or the other despite the fact that he may not really know about it. An individual begins adapting promptly after his introduction to the world. While playing with a consuming matchstick, a kid consumes himself and pulls back. Next time when he sees a consuming matchstick, he takes no time in pulling back himself from it. He figures out how to evade the consuming matchstick as well as all the consuming things. At the point when this happens we say that the tyke has discovered that in the event that he touches a fire, he will be copied. Along these lines, the conduct of an individual is changed through immediate or backhanded encounters. This adjustment in conduct realized by encounter is normally known as "learning". This is an extremely basic clarification of the expression "learning"

Definitions

Rogers

Counseling may be defined as a series of direct contacts with the individual which aims to offer him assistance in changing his attitudes and behaviour.

Strong

Face to face relationship in which growth takes place in the counselor as well as the counselee.

Gardner Murphy

The term learning covers every modification in behaviour to meet environment requirements.

Crow and Crow

Learning is the acquisition of habits, knowledge and attitude. It involves new ways of doing things and it operates in an individual's attempts to overcome obstacles or to adjust to new situation. It represents progressive changes in behaviour. It enables him to satisfy interests to attain goals.

Counseling

Characteristics of Counseling:

- Counseling is that behavioural process which involves at least two persons namely counselee and the counselor.

- The two persons, counselee and the counselor, must have a very cordial and satisfying relationship based on mutual understanding, acceptance, faith and trust.
- In counseling, the counselee must be provided with the essential facilities and opportunities for clearly putting up his problem before the counselor or the counselor should have such guts, courtesy and skills to know on his own about the problem of his counselee.
- It is very essential to have a continuous and direct contact between counselor and the counselee for the proper give and take of the required counseling.
- Counseling should not be misunderstood as a task of providing some immediate solution or accepting the burdens of the problems of the counselee by the counselor himself. His task is only to help him by providing valuable suggestions, in the form of ideological and psychological support for equipping him to gain proper insight and strength for solving his problem.
- Counseling provides ways for self adjustment by enhancing the abilities and capacities of the counselee for facing the problems and challenges himself. Counseling thus aims for the development of self-dependence in the counselee instead of remaining dependent on the counselor.
- In Counseling, all possible attempts are made to bring such desirable modifications in the interests, attitudes, abilities and the overall behaviour of the counselee so that he may be able to develop his abilities and capacities for gaining proper confidence in solving his problem and proceeding further on the path of his personal and social development.

Types of Counseling

In schools, teachers as well as trained counselors try to provide various types of counseling to the students depending upon the nature of their problems, needs and situations. The four main types of such counseling may be named and described as follows:

Emergency Counseling

It is also termed as the counseling at the time of crises. As the name suggests, it is necessarily provided by the counselor to the counselee in those hours of need when he feels quite an emergency to save himself from adverse situations, happenings or crises.

Problem Solving or Curative Counseling

Many a time, students are confronted with some or the other problems related to their studies and other activities of the school, their educational and vocational choices and adjustment, their difficulties in making proper adjustment to the self and the environment etc. They feel that their own attempts and means of solving these problems are not adequate. In such a need of hour, they look for somebody who can advise and help them.

In such a situation, there arises the necessity of special type of counseling services known as problem solving, curative or adjustment related counseling. It can provide necessary help to the counselee for

i) Facing his problem with his own efforts; ii) bringing necessary modification in his behaviour for the rectification of his problem; iii) inducing properly other curative measures; and iv) thus finally helping him in his proper adjustment with his self and the environment.

Preventive Counseling

It is a well-known and well-tested saying that prevention is always better than cure. Therefore serious attempts should always be made for providing such counseling to that student that may help in the prevention of probable disasters, distresses and crises. It is no wisdom to search for ways and means after getting into trouble. The wise thing is to remain cautious and use preventive measures to avoid the expected difficulties or troubles. Preventive counseling aims at all such precautionary and preventive steps and measures. Under such counseling, children are told about the ways and means of remaining physically and mentally healthy and strong. They are made to learn healthy and hygienic habits through regular exercise, avoidance of illness and diseases, balanced diet and its availability from the local food stuff etc. They are told about the proper ways and means of learning, using their potentials to maximum capacity, making right educational and vocational choices according to their needs, interests, aptitudes and abilities etc for making them adjusted to their educational, vocational and personal lives. They are also prevented and saved from the evil effects of bad company, social or emotional maladaptation and picking up of the unsocial and undesirable habits through systematically planned and preventive measures.

Developmental or Formative Counseling

This type of counseling has a complete positive and constructive approach. It works on the assumption that of a child's abilities and capacities are planned to develop a positive direction, then he will be so capable, efficient and satisfied that he would not approach anybody for any help for the solution of his problems, or for further development or actualization of his potentialities for making adjustment to his self and the environment. Through a systematic, well-planned and organized counseling service of this type in the school, we can certainly aim for i)the all-round harmonious growth and development of the innate powers of the child ii)providing the children opportunities for the actualization or expression of their constructive and creative energies; and iii)providing them a constructive, formative and developmental direction for picking up right habits and desirable behaviour in the interest of their self and the society. In tune with this, most of the formal and informal education related to health education, personal and social hygiene, value education, education for personally development, activities and hobbies meant for serving diversified interests etc may be included in the contents or methodology of developmental or formative counseling.

Approaches of Counseling

Mainly three approaches namely Directive Counseling, Non-directive counseling and Eclectic Counseling are employed for providing counseling by the counselors at different times. **Directive Counseling** is too much counselor-centered. Here a counselor is required to provide clear cut directions to lead the counselee in the direction and the way decided purely by the counselor for helping the counselee in solving his problem, developing his capacities or modifying his behaviour. **Non-Directive Counseling** is a counselee-centered approach. Accordingly counselor here is required to adopt such techniques and build up such environment that can help the counselee to solve his problems with his own efforts and pick up his developmental directions according to his own individuality. **Eclectic Counseling** is an attempt to strike proper balance between the extremities propounded by directive and non-directive counseling in the name of purely counselor and counselee centered approaches. Here neither the counselor is

overloaded with the single-handed responsibilities of conducting counseling nor the counselee is left to his own for making unwise attempts resulting in the unnecessary wastage of his time and energy. It calls for the mutual coordination and cooperation of both the counselor and counselee for achieving the common goal by harnessing all the available men and material resources.

Role of teacher in Counseling

A decent arrangement of direction work must be done through casual contacts with their understudies. Dunsmor and Miller has portrayed the reason for understudy directing as takes after:

- To give the student data on issues critical to his prosperity.
- To get data about student which will be of assistance in taking care of his issues.
- To set up a sentiment common comprehension amongst student and educator.
- To enable the student to work out an arrangement for settling his challenges.
- To enable the student to know himself better-his interests, capacities, aptitudes on one hand and openings on the other.
- To energize and create exceptional capacities and right states of mind.
- To move fruitful Endeavor towards accomplishment.
- To help the student in making arrangements for instructive and professional decisions. Learning

Concept of Learning

Learning refers to a process of bringing changes in behaviour through experience or teaching. However, all types of changes in our behaviour are not necessarily caused by learning. Maturation causes changes quite independent of any experience, practice or learning. Similarly the changes produced by some factors like fatigue, illness, medicine, intoxicating objects, fear, anger etc also do not cause such serious and enduring changes in behaviour. The changes associated with our direct and indirect experiences and formal attempts of practice and teaching can only result in quite stable and enduring changes in our behaviour and that is why such type of changes are likely to be associated with the processes and product of learning.

The process of learning is carried out in the stages namely preparatory stage involving learning readiness, active stage involving the task of actual learning and the feedback stage necessary for the continuity of the cycle of learning .However, the process of learning does not end in one cycle. It is a never ending changes and situation of one's life.

Learning can't be attributed to any hereditary influences. It is by all means an acquired behaviour earned by us through our experiences and teaching. The other distinctive feature of learning include i)its ability to bring relatively permanent changes in behaviour ii) its being a continuous and universal life long process iii)its being purposive and goal-directed iv) transfer ability from one situation to another v)not always necessarily associated with improvement or development in right direction vi)planned learning attempts are always directed to bring desirable behaviour changes and balanced development of the personality etc.

Changes in the behaviour of the learner can be brought out in all the aspects and domain of his behaviour. In general the domains of one's behaviour are usually categorized and labeled as cognitive, conative and affective domains of behaviour. Cognitive domain of one's behaviour is characterized by 'thinking' aspect and conative, by 'doing' aspect and affective by 'feeling' aspect. In bringing changes through any planned process of learning we have to take care of the desirable changes in all the three domains of child's behaviour.

Characteristics of Learning

- 1) Learning is the adjustment in conduct: Learning in its any frame or shape is constantly connected with some adjustment in the student's conduct. That is the reason learning is constantly coordinated or gone for getting changes the student's conduct. However, these changes should always be desirable ones as the undesirable changes, if allowed to occur can prove detrimental to the welfare of the learner as well as to the society.
- 2) **Change in behaviour is relatively enduring or permanent:** Change in behaviour caused by learning is neither too permanent. They lie between these two states and are usually referred to as relatively permanent changes implying that although frequent or unwanted changes in the learned behaviour cant take place, yet the needed changes can be introduced like getting rid of the bad habits or unlearning a wrong method of doing things etc.
- 3) **Learning is a continuous life long process:** Learning though not inherited, can begin right from the conception of the child. The environment available in the womb of the mother may work as a facilitator for such learning. We have Abhimanyu as an example who learned the art of chakravueh Bhedan from his father Arjuna in the womb of his mother Shubhadra. After birth, the process of learning picks up speed with the constant interaction and stimulation received from the physical, social and cultural environmental forces and it does not stop till one's death. Regarding its continuity we have enough evidence that one activity leads to another and the individual engages himself to learn more and more. Every day new problems are faced, new situation are created and the individual has to face these situations and bring essential changes in his behaviour. Thus it is a never ending process and so referred to as process which goes from womb to womb.
- 4) **Learning is a universal process:** We, the living animals on this planet, have the capacities and abilities for adapting regardless of the idea of our species, station, shading, sex, land area or some other such individual contrasts. Therefore, myths like members belonging to the lower castes and untouchables, women have inferior learning capacity than men, or the blacks possess sub-normal capacities for learning in comparison to whites, etc have no substantial ground. The truth remains that every living being on earth has been favoured by the nature to possess the capacity to learn according to the species specific characteristics and environment as well as opportunities available for learning.
- 5) **Learning is purposive and objective coordinated:** All learning is objective coordinated. It is the definiteness of the point and clear comprehension of the reason which makes an individual promptly take in the strategies of playing out a specific task. It is the purpose or goal which determines what he sees in the learning situations and how he acts there in. Therefore, the purpose or goal is the pivot around which the entire system of learning revolves. In cases where there is no purpose, there would hardly be any learning.
- 6) **Learning involves reconstruction of experiences:** We master something at a specific stage and it is put away in our learning encounters store as past understanding or learning for the learning of a future undertaking. In any case, what has been learnt by us at a specific event dependably stays in the condition of alteration in the light of new or wealthier encounters picked up by us in this regard. Subsequently old learning is supplanted by new learning and our past encounters are rebuilt and revamped to bring forth another structure made out of the reconstructed experiences. It is therefore education, i.e. the process of learning that is often referred to as the process of continuous of continuous reconstruction of experiences.

7) Learning is transferable from one situation to another: Learning has a special characteristic of being transferred from one learning situation to another having positive as well as negative effect. In its positive transfer, learning in one situation helps the learning in another situation but in the case of negative transfer, we may observe the adverse effect when learning in one situation hinders or obstructs the path of learning in another situation.

8) Learning helps in the correct development and advancement: Learning encourages in coming to one's most extreme regarding development and improvement under their different measurements, in particular physical, mental, passionate, social, good, tasteful and dialect

9) Learning helps in appropriate modification: Adjustment is the way to success in life. Learning helps the individual to seek adjustment with his self and environment.

10) Learning is a very comprehensive process, possessing a wide scope: The world of learning is considered to limit itself in the narrow walls of the activities concerning intellectual and motor efficiency. It is often thought of as the acquisition of some knowledge and skills, memorization of certain facts and principles, development of reasoning and thinking power etc.

Factors Influencing Learning

Learning activities are quite independent of learner's hereditary stock. The environmental forces and factors go in a variety of ways to shape the processes and products of learning. In fact learning in all its means and shapes is always regarded as a coefficient of friction between the self of the learner and the teaching-learning environment. This is why the factors influencing one's learning may be categorized as learner related factors, teacher related factors, content related factors and process related factors. In the process of learning much depends on the learner. How well will he learn thus depends upon so many learner's related factors like his physical and mental health, basic potential, level of aspiration and achievement motivation, goals of life and his readiness and will power for the learning.

Teacher is always a key figure in any teaching-learning process and all his attempts are almost directed in helping the learners in his learning. How will he be helpful in the task depends upon the factors like his mastery over the subject matter, art and skills of teaching, personality traits and behaviour, his level of adjustment and mental health and type of discipline and interaction he can be able to maintain etc.

Apart from the learner and teacher (dependent and independent variables in a teaching-learning process) the role of intervening variables involving mainly the contents as well as the process related factors can never be underestimated. In content related factors we can mainly include factors like the nature of the contents or learning experiences and the selection as well as organization of these learning experiences. The process related factors, on the other hand, are related with the processing of selected and organized learning experiences in the hands of both the teacher as well as the learner and may thus be grouped into two distinct categories i.e. factors related with the methodology adopted for teaching and learning, and factors associated with the type and nature of the teaching-learning environment and resources.

CONCLUSION

Counseling is frequently a misjudged approach. Individuals feel that it is simply talking and does not have any functional or restorative methodologies. While talking, or rather imparting, issues is fundamental to the advising procedure, it is the tuning in and the reflecting done by the advocate that causes the customer to comprehend their concern better. In Carl Rogers' way to deal with guiding, it is trusted that the customer as of now has every one of the abilities fundamental for them to handle the issues they introduce. This later point is a factor that recognizes guiding from 'different types of treatment which give a 'specialist' to give a 'cure' or 'treatment' for you.

Learning is gaining new learning, practices, abilities, qualities, or inclinations and may include blending distinctive kinds of data. The capacity to learn is controlled by people, creatures and a few machines. Advance after some time has a tendency to take after expectations to learn and adapt. Human learning may happen as a major aspect of instruction, self-improvement, or preparing. It might be objective situated and might be supported by inspiration. The investigation of how learning happens is a piece of neuropsychology, instructive brain research, learning hypothesis, and instructional method.

REFERENCES

- Crow, L.D. and Crow Alice; *Educational Psychology*, Harcourt Braceworld, New York, 1938.
- Dave, Indu, *Basic Essentials of Counseling*, Sterling Publishers, New Delhi, 1984.
- Levin, M.J; *Psychology-A biographical approach*, McGraw-Hill, New York, 1978.
- Mangal, S.K; *Essentials of Educational Psychology*, Prentice-Hall, New Delhi, 2008.
- Mangal, S.K; *Advanced Educational Psychology*, 2nd ed, Prentice-Hall, New Delhi, 2002.
- Mehta, P.H; Wadia, K.A. and Odgers, J.D; *Handbook for Counselors*, NCERT, New Delhi, 1967
- Rai, B.C; *Educational Psychology*, Prakashan Kendra, Lucknow, 2006.
- Skinner, C.E.(Ed), *Essentials of Educational Psychology*, Prentice-Hall, New York, 1968.