Zhao Lei,

2nd year master's degree student in 011 Educational, pedagogical science, educational-professional program «Management of educational institutions», West Ukrainian National University

Scientific supervisor – Nataliia Livitska,

PhD in Philological Science, senior lecturer of the Department of Educology and Pedagogy, West Ukrainian National University

THE ROLE OF GUIDANCE AND COUNSELING SERVICE IN HIGHER EDUCATION INSTITUTIONS

With the popularization of higher education and the diversification of students' demands, university guidance and consultation services play an increasingly important role in the development of students and the improvement of education quality. The purpose of this paper is to explore the function of guidance and counseling service in colleges and universities, and analyze its influence on students' personal growth, career planning, mental health and academic support in detail.

First of all, we intended to review the development of guidance and counseling services in colleges and universities, and points out the trend of its transformation from traditional academic guidance to comprehensive student development support. In this regard we outline that this change is not only reflected in the expansion of the service content, but also in the renewal of the service concept, paying more attention to the individual needs of students and comprehensive development.

Secondly, through literature review and case analysis, we made an attempt elaborates the role of college guidance and counseling services in promoting students' personal growth. Therefore, we believe, that personal development of students first and foremost including self-cognition, emotional management, and the improvement of interpersonal skills. The improvement of these abilities will help students better adapt to college life, enhance their self-confidence, and lay a solid foundation for their future career [7, 340].

Third, this study explores how career planning services can help students clarify their career goals, provide career guidance, and enhance students' competitiveness through internships and career experiences. Career planning services not only provide students with a direction for career development, but also provide them with hands-on experience that gives them an edge in the job search process.

In addition, we were trying to analyze the importance of mental health services in relieving students' psychological stress and preventing psychological problems, and how academic support services can help students overcome learning disabilities and improve academic performance. Mental health services provide students with a platform to talk and solve problems, which helps them better cope with stress in study and life. Academic support services provide personalized tutoring and learning resources to help students solve learning difficulties and improve learning efficiency.

Finally, this research puts forward the challenges and future trends of guidance and consulting service in higher educational institutions, including the innovation of service model, the training of professionals and the application of science and technology in service. The innovation of service model can better meet the diverse

needs of students, the training of professionals can improve the quality of service, and the application of science and technology can improve the efficiency and coverage of service.

We strongly believe, that our study will help to provide theoretical basis and practical guidance for the improvement and development of guidance and consultation services in colleges and universities, and help colleges and universities better serve the all-round development of students and improve the quality of education.

References

- 1. Astin, A. W. (1993). What Matters in College? Four Critical Years Revisited. San Francisco: Jossey-Bass. 245 p.
- 2. Chickering, A. W., & Reisser, L. (1993). Education and Identity. San Francisco: Jossey-Bass. 291 p.
- 3. Crethar, H. C., & Roehlkepartain, E. C. (2009). Promoting resilience in youth: Preventing and addressing challenging behaviors. In S. E. Carless & N. M. Dollarhide (Eds.), Handbook of Student Affairs Administration (3rd ed.), San Francisco: Jossey-Bass. P. 267–280.
- 4. Gysbers, N. C., & Henderson, P. (2006). Developing and Managing Your School Guidance and Counseling Program (4th ed.). Alexandria, VA: American Counseling Association.
- 5. Patton, L. D., & McEwen, M. K. (2017). Enhancing student learning and development: A handbook for student affairs professionals in higher education (6th ed.), San Francisco: Jossey-Bass. 870 p.
- 6. Schreiner, L. A. (2007). The role of student affairs in promoting student success. *About Campus*, 12(3). P. 12–18.
- 7. Whiston, S. C., & Keller, L. R. (2004). Career and vocational counseling. In J. C. Hansen (Ed.), The handbook of counseling. Thousand Oaks, CA: Sage Publications. P. 337–368.

Zhao Qian,

2nd year of master's degree student in 011 Educational, pedagogical sciences, educational-professional program

«Management of Innovation process in Educational Institutions» West Ukrainian National University

Scientific supervisor – Nataliia Livitska,

PhD in Philological Science,

senior lecturer of the Department of Educology and Pedagogy, West Ukrainian National University

CAUSES AND PRECONDITIONS OF CONFLICTS IN PEDAGOGICAL TEAMS

Teaching teams, composed of educators with diverse backgrounds, experiences, and pedagogical approaches, are pivotal in shaping educational environments conducive to student learning. However, like any collaborative entity, these teams are susceptible to conflicts that can undermine their effectiveness. This research delves into the causes and preconditions of conflicts within teaching teams,