

A Review of the Aims and Principles of Guidance Activities in Schools

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Abstract: Guidance is the activities carried out by experts to find solutions to people's problems and support their developmental processes. In order for these activities to be carried out correctly, some principles and objectives must be taken into account. The fact that all people need help in their developmental processes and that each person is a case is the most important principle of guidance. All activities are shaped around this principle. With the adoption of this principle, the help people need can be given more effectively. In addition, preparing people for the future as the modern world needs is the foremost aim of guidance.

Keywords: Guidance, Aims of Guidance, Principles of Guidance

1. Introduction

In order for all processes to be directed correctly, some of their principles and aims must first be revealed. These principles and aims play vital roles in the correct organization of processes. The same is true for guidance activities. The correct determination of the principles and aims of these activities will cause the activities to be designed to be more effective for individuals. These principles and aims have the potential to affect the activities as well as drawing the boundaries of the activities to be carried out. This study was conducted to evaluate the aims and principles of guidance.

2. Guidance

As the problems of people in the world have increased, the solutions have become more complex. There are many issues that require expert help to find solutions to problems. Guidance plays a key role in finding the necessary solution to these complex issues in social life. We can state that the people who need guidance the most are school-age students because these people do not have much experience in solving the problems they face. They need people to guide them in some issues that are difficult to solve by nature (Loan & Van, 2015).

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In fact, people's professional approach to producing solutions is in a position to be presented to people in the form of organized information. This has been possible with the professional handling of guidance activities and progress in this regard. An important aspect of the guidance activities is that they are directed towards the individual. Therefore, determining a curriculum like in formal education and applying it to everyone is not very applicable here. Students need more than the curriculum in order to study in their studies at ease (Yildiz, 2019). Although a certain curriculum is followed in the modern guidance approach, the main purpose of guidance is to find solutions to each student's unique problems and to guide students towards the future choices. Since each student has different abilities and tendencies, it is within the scope of the guidance activity to discover these aspects and direct them to the areas where they will be successful (Kwakman, 2003).

An important dimension of guidance is to enable students to take the necessary steps by identifying their weaknesses as well as their strengths. In addition, assisting students in their choices, which can be important turning points in their lives, is an important guidance activity. Here, not only the student's abilities, but also the environmental factors affecting the situation should be considered by the guidance units. For example, in choosing a profession, the choice should be made by considering not only the abilities of the individual, but also the situation and future of the profession in the country. In this context, the guidance activity should be implemented in a way by taking into account the abilities of the target person as well as other influencing factors (Field et al., 1998).

In addition, in the guidance, different alternatives should be presented to the person who will make the choice and the freedom to choose among these alternatives should be left to them. In this context, guidance is not an obligation imposed on a person, but alternatives offered to him. The person who will choose among these alternatives is this person himself (Watts, 2002).

One of the important concepts to be considered in the definition of guidance is that this activity is a process. Thus, guidance is not a one-time counselling service, but rather an ongoing follow-up. Guidance is considered as a professional help offered to individuals. Where professional assistance is in question, an understanding may arise in the form of presenting the positive and negative aspects of technical details and processes to the individual. Although this is true, it does not fully explain the issue. Guidance activities also include psychological support for the individual. Psychology, which expresses an effective aspect of people, is sometimes strong enough to eliminate all other factors in decision-making processes. Therefore, psychological support to individuals is very important (Barki & Mukhopadhyay, 1989).

3. Types of Guidance

There are types of guidance given especially in formal education classified according to the needs of students. This classification has been made purely to meet the needs of the students. For example, while a student needs guidance on choosing a career in high school years, he or she needs help in matters such as studying more and arranging the time correctly in primary school years. Therefore, different types of guidance activity have emerged.

3.1 Educational Guidance

Many problems arise during the education period of the students. For example, some students may develop a negative attitude towards certain courses. Moreover, other students may not be able to organize their time correctly to study. Some students may not be able to focus on their lessons due to their psychological problems. The duty of the guidance unit to solve all these problems is called educational guidance (Carvalho et al., 2014).

3.2 Vocational Guidance

The period when students go to higher education is one of the important milestones of their lives. During this period, students make important decisions about their future while choosing a profession. At this point, the name of the guidance activity directed to students in making the right decision is vocational guidance (Sears, 1982).

3.3 Personal Guidance

The guidance activity that helps students in matters such as their personal problems, health problems and developmental problems is called personal guidance. An important aspect of the guidance activity, in which each of the students is handled one by one, that looks at the individual, emerges here. Since each person is a case with their own problems, it is within the scope of personal guidance to seek solutions to their problems (Mulhern, 2020).

4. The Aims of Guidance Activities

The inclusion and development of guidance activities in educational processes has made significant contributions to finding solutions to people's problems. In addition, what purpose the guidance serves is also important. In order for a person to live as a normal individual in social life and to contribute to the society he lives in, he must have certain qualities. Guidance activities play very important roles in acquiring these qualities. In this context, the most basic purpose of guidance activities is to gain the necessary characteristics in the individual inside the society.

Teaching and learning are a time-consuming process and educational interaction always emerges between teachers and students. The educational interaction is related with three aspects, called cognitive, affective, and psychomotor (Yildiz, 2015a). Self-realization of individuals is possible with their cognitive and affective development. Guidance activities have important contributions in these developments. At this point, it is necessary to reveal some of the characteristics of the self-actualized person to whom guidance activities also contribute. The presence of these people is of great importance in any development of a society (Lunenburg, 2010).

1. Self-actualized people are better at perceiving reality and determining their course of action. These people are more selective against the propaganda activities that will be carried out on them.
2. Since they know themselves and other people well with their strengths and weaknesses, they have the right expectations.

3. They pay attention to certain criteria in their behavior because they complete their psychological development correctly.
4. They identify the problematic issues correctly and focus on the solution as necessary.
5. They sometimes tend to be alone because they are different from the people around them.
6. These people display an oppositional attitude towards the norms of the society that they do not find appropriate. They want norms that they do not find rational to change.
7. Since they are constantly renewing themselves, they lead a life open to innovations.
8. Normal people often cannot experience the satisfaction that a self-actualized person experiences at some points.
9. These people's ability to empathize with others is highly developed.
10. People who are very sincere in their relations with people give importance to the continuity of relations.
11. They have a democratic and participatory character and value the opinions of others.
12. They make the right distinction between the ends and means they want to achieve, and there are clear definitions of good and evil for these people.
13. They develop a positive attitude towards the jokes made against them.
14. These people have a creative nature.
15. They show resistance to external influences and evaluate ideas before accepting them (Maslow, 1970).

Raising the human type whose characteristics are listed here will make great contributions to societies. Guidance activities have a very important effect on the upbringing of this person. The type of person outlined here describes a general adult. However, in order for this to happen, children must be subject to a certain education starting from school age. With this training, the above-mentioned features will gradually settle in people. Guidance activities directed to students in primary school ages have a significant impact on the creation of this human type. At this point, it is necessary to determine some special goals suitable for the age and development levels of young individuals. These aims can be listed as follows.

1. It is one of the top priorities for individuals to know and understand themselves at this age. Helping students in this regard is one of the most important purposes of guidance for them.
2. They are often not in a position to solve the developmental problems at this age on their own. Therefore, helping and guiding them in this regard is an important aim of the guidance.
3. At this age, individuals may experience both internal conflict and conflict with their environment. It is necessary to help them to resolve these conflicts.
4. Individuals have many potential characteristics, especially at this age. Guidance activities have a very important role in revealing them. Likewise, these activities play important roles in activating these characteristics.
5. In the most general sense, it is to help the individual realize himself (Girgin, 2004).

While educational processes contribute to the cognitive development of students (Hatfield & Hatfield, 1992), guidance activities are important for their character development. In this context, helping the student to know himself and guiding him in discovering his talents and interests is one of the most basic purposes of guidance (Nurhasanah & Nida, 2016).

Starting from primary school age, the developmental processes of children are at very critical points. During this period, children learn about life and gain experience by socializing with their friends and the society they live in. Accelerating this socialization and getting help at necessary points is one of the important aims of the guidance (Schoen, 2007). Young individuals realize their sense of responsibility especially during this period. Guiding them in the development of this and expressing what the sense of responsibility will bring them can be possible with guidance activities (Nkechi et al., 2016).

The infrastructure of the academic development of the students is formed in this period. The processes of acquiring knowledge of people are not only by processing the knowledge with mental processes. The emotional side of people has a great influence on the acquisition of knowledge. Teachers' extracurricular activities can help students learn more about the topic, use the language skills they already have, relax, and get motivated (Tosun & Yildiz, 2015). Negative emotions such as lack of motivation, lack of attention, apathy, fear and anxiety that can occur in children slow down the acquisition and processing of information (Kesici, 2007). In order to overcome all these problems, necessary arrangements should be made in guidance activities.

The development of problem-solving and decision-making skills, which are very necessary for young individuals, will occur much faster with the support to be given to them during this period. In addition, it may be possible for students to discover their own ways of learning with guidance activities for them in this period (Nota & Soresi, 2004). In this period, children gain an identity suitable for the society they live in and develop acceptable attitudes and value judgments. In order for this to happen correctly, guidance activities have the potential to have a great impact (Nota & Soresi, 2004).

Guidance activities have an important role in realization of cognitive, emotional and psychomotor development of children in a balanced way (Romiszowski, 1999). Guidance activities, unlike education, aim at individual at many points. In order for these activities to be carried out correctly, it is important that this principle is taken into account and that each student is treated as a case (Thomsen, 2012).

Guidance is not just an in-school activity. In addition, the characteristics and behaviors that are tried to be gained by the child should not be evaluated in a way that covers only the interior of the school. Guidance should have a purpose for regulating the behavior of the student in the whole social life, as well as the aspect of out-of-school activities (Miller, 2013).

The classical guidance approach aims to help students in case of problems and to offer solutions. However, the understanding of guidance in the modern context is handled as a process and focuses on the development processes rather than the problem. In this context, the aim of modern guidance service is to provide cognitive, affective and psychomotor development of students in accordance with their age (Mulawarman et al., 2020).

5. The Principles of Guidance Activities

When the principles of guidance are mentioned, it is understood the basic principles that should be considered in the guidance processes and the methods that should be followed. Determining these principles is necessary for the guidance to be built on a correct infrastructure. Along with these principles, the compatibility of different guidance methods and practices that will be developed at different times will

be ensured. Regarding effective and healthy communication with learners, it is essential to know the culture (Celik & Yildiz, 2019). Different cultures may choose different methods in the implementation of guidance because these cultures have their own set of norms. It is quite natural for guidance activities to be shaped around these norms. However, there is the universality of the principles that will guide the guidance activities. Therefore, regardless of the method to be chosen, these principles must be applied correctly (Adkins, 1965). We can list these principles as follows.

1. All individuals need the help of others in some way, and the help of others is necessary to deal with some of their problems. Every developmental process of a human consists of stages that require help. Individuals need the guidance of others in terms of getting to know their surroundings and themselves and developing behaviors suitable for the environment. Also, the need for help does not prevent an individual from being independent.
2. Every individual has some needs in their life. Even if people have gone through some certain developmental stages in some aspects, they definitely need someone else's help in other aspects. Therefore, any individual cannot be excluded from these activities just because he or she does not need help in any way. They also definitely need guidance activity in some way.
3. Every individual has the obligation to learn the ways of development in the areas he needs in his own development process and has some duties in this regard. Individuals have some duties at the point of keeping up with the social life and adopting its norms. Since these points on people are defined as duties, they also need guidance activities to fulfill them. At this point, each individual is expected in the society to know and fulfill their different duties in different developmental stages. Therefore, it is required to learn about them and to behave in accordance with the requirements. In order to achieve these, guidance activities are of central importance (Davies, 1969; Özoğlu, 1982).

Developmental tasks adopted as a principle have different reflections in different age groups. Some developmental tasks for children can be listed as follows:

1. Acquiring the physical skills necessary for daily activities with friends
2. Learning to get along with peers of their own age
3. Developing positive attitudes towards the changes that occur in oneself with the advancement of age.
4. Developing basic skills such as literacy and numeracy
5. Developing appropriate attitudes towards the social groups they belong to.
6. Developing the concepts necessary for daily life (Özoğlu, 1982).

In addition, adolescence also has some specific developmental tasks:

1. Accurately conveying one's feelings and sharing them with others
2. Knowing the rules of the social groups in which they are included in the society and acting in accordance with these rules.
3. Learning the forms of behavior necessary for oneself within the stages of biological and psychological development
4. Knowing the relations with others in the social life and the duties required by these relations and adopting the rules of conscience and morality accordingly (Özoğlu, 1982).

As can be seen, each age group of people has their own set of development tasks and guidance activities are needed in order to fulfill these tasks.

4. Guidance includes the processes of self-awareness and self-acceptance of the individual.
5. Guidance systematically and primarily prioritizes the individual development of the person.
6. In the implementation of the guidance activities, the behavior of the individual is acted upon. As in educational activities, it is not possible to go through a common curriculum and as planned.
7. Guidance is an application that will emerge with one's own will, not an external force or a legal obligation. There is no legal compulsion, and there is no authority to force the person who will provide guidance at this point. As a result of these activities, results are expected for the individual to manage himself and to become more competent.
8. Guidance is a process that takes into account the honor and value of all individuals, and the choice in this matter takes place entirely within the individual's own free will.
9. In the context of all these items, guidance is an educational process (Jahanian & Ebrahimi, 2013).

In addition to the above-mentioned general principles of guidance, the guidance for primary school children also has its own set of principles. We can list these principles as follows:

1. Mental, emotional and physical development of people goes through certain stages after their birth and takes place step by step. Therefore, it is necessary to evaluate the gains of the students from the pre-school education correctly in this period and to carry out the guidance activities accordingly.
2. During this period, it is very important to include the family in the guidance activities. Cooperation with the family during this period has the potential to yield very accurate results.
3. Guidance activities are mostly considered as out-of-school activities (Yildiz, 2016). It is necessary to determine that this aspect of these activities is correct. However, it is more appropriate in terms of efficiency to include many topics related to guidance in the curriculum of the courses.
4. It is common for primary school students to evaluate them as passive receivers. However, this understanding is not correct, and every student has the right to make free choices for self-development. Here, the teacher's support to the student can be in the form of offering him the right alternatives (Celik & Yildiz, 2017; Yildiz, 2017).
5. During this period, the development of each child should be monitored by the classroom teacher and should take place under the supervision of guidance specialists. In this period, it is necessary to help the student to know himself.
6. It is necessary to give opportunities to help students get to know themselves and their environment better (Külahoğlu, 2004).

Discussion and Conclusion

Drawing learners' attention to the learning process is indeed hard (Yildiz, 2015b). Guidance activities are one of the most important needs of school-age children in the modern world. One of the reasons that makes these activities so important is that the problems posed by the modern world we live in have a very complex structure and their solution can only be revealed within the processes. In addition, raising the human type that will meet the needs of the modern world requires some complex processes, too. In this context, it is necessary not only to inform students through education, but also to prepare their characters for future.

The raising of the right human type required by modern society takes place in a long process with both education and guidance activities. For this reason, these activities should be organized correctly and given to the students with the right timing.

The correct organization of the guidance activities is possible by considering the principles on which these activities should be based. Although different guidance activities are carried out in different cultures according to values and norms, there are some principles of guidance in the basics. First of all, people may need someone else's help in any situation. In addition, outside help is inevitable for the completion of developmental processes. Mental, emotional, and psychomotor development of human beings pass through certain stages and progress takes place in a constructivist way. For this reason, it is impossible for people to know these methods mostly. This situation is especially critical for school-age children. Guidance activities are important for the realization of these developments.

Guidance activities have a number of purposes. The foremost of these aims is to raise young individuals with the equipment required by modern society. Cognitive and psychological development of people is the most important goal of guidance activity. In this way, people will develop and realize themselves and then become useful to society. In order for the guidance activities to be carried out correctly, it is necessary to consider these principles and objectives and plan accordingly. This is how the modern man's need for self-actualization can be satisfied.

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