



Early childhood education: psychological counselling and guidance services

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DESCRIPTION

Early childhood education centers work to support kids during this period of personality development so that they can grow in a healthy physical, social, emotional, and cognitive manner. This helps kids get ready for adulthood while also educating parents about the need of early childhood education. Children's social and emotional development, including the acquisition of interpersonal and problem-solving abilities, benefits from early childhood education. Therefore, early childhood education refers to a setting that fosters children's overall development as well as a location where educational activities are carried out. One of the key causes of the academic achievement gap between children and one of the main drivers of children's academic success is early childhood education.

The effectiveness of early childhood education is also linked to the elimination of educational inequality in society. A good start to life skills is thus signaled by a child's early experiences, which give them social skills and increased psychological readiness for learning. Similar to this, early childhood social chances and, by extension, early childhood education, are linked to children's resilience to life's events. Preschool positive social and emotional development is essential for their readiness for school and long-term academic success. Early psychosocial therapies have been demonstrated to benefit children's social and emotional development, according to research. Pre-scholars, however, are not eligible for services that can meet their needs. It was discovered that while neglected and/or abused children have developmental and behavioural requirements, very few of them obtain care.

The development of social and emotional abilities throughout the formative years of childhood, which affects how well children regard themselves, other people, and their environment, depends on the sharing of positive

emotional experiences between caregivers and children. Therefore, for the healthy growth and well-being of children, schools should provide guidance services and establish a strong and effective guidance programme. Similar to this, early childhood education teachers cooperate with families and need to work with the school guidance service to deal with challenging behaviours in their classrooms. As a result, parents, teachers, and students should all have access to the psychological counselling and guidance services provided in early childhood education facilities. In-school mental health services are the responsibility of guidance instructors. In its broadest sense, guidance refers to a systematic and professional aid that assists individuals in acquiring the knowledge and skills necessary to make the choices, interpretations, plans, and adjustments necessary for the most effective development and contentment, as well as in putting those choices and decisions into practice. In this sense, a professional service offered to everyone without discrimination is referred to as a guide service.

Preventive guidance emphasizes the value of early diagnosis and early action in addition to developmental guidance. Preventive guidance services are more successful when they concentrate on the early years of primary school and the early years of childhood. In early childhood education, guidance instructors will work in places where psychological counselling and guidance services are offered. She found that programmes for children with special needs, children with behavioral issues, children in inclusive groups, and children and their families are of top priority among the counselling services supplied in nursery classes, while parent education programmes are of second priority. He found that group guidance, individual guidance services, orientation programmes, and participation in classroom activities are the most crucial duties of guidance teachers in his study with teachers and principals in early childhood education.

Therefore, it is crucial for teachers and principals to assess early childhood psychological therapy and guidance services. In order to detect shortcomings and provide higher quality services, it is also essential to find out the opinions of guidance teachers who are directly in charge of providing these services. Guidance instructors lacked expertise about early childhood education in particular and did not receive enough training, according to a study aimed at identifying perspectives of guidance services in early childhood education that interviewed guidance teachers and principals. The development of in-

service training as the major option and the inclusion of child counselling courses in undergraduate teaching programmes as the secondary alternative were advocated by guidance instructors to address their weaknesses in psychological counselling with children. The fact that successive regulations have eliminated and then reinstated the permanent employment of guidance instructors in early childhood education institutions demonstrates the value of psychological counselling and guidance services in this setting.