

Conclusion. Thus, the hypothesis of the relationship of teaching experience with such characteristics as anxiety, professional burnout, communicative control, rigidity and emotional barriers in interpersonal communication is only partially confirmed, since the study revealed that the teaching experience is interrelated with emotional exhaustion, depersonalization and reduction of professionalism.

Correlations were found between anxiety and emotional barriers in interpersonal communication ($p=0.00006$); anxiety and emotional exhaustion ($p=0.0009$); anxiety and reduction of professionalism ($p=0.009$) and the existence of significant differences between the four groups of teachers, divided by length of experience relative to the level on the scale of "depersonalization". The highest rates on this scale show teachers with working experience from 10 to 15 years. Such results may be because at this age (approximately 35-40 years) there is an age crisis, a greater emphasis is put on the family and the work goes to the background, as it may be due to a professional crisis, rethinking the importance of their professional activities.

At universities, students can provide their own motivation and can do much for themselves but a teacher still has a crucial and demanding role to play in the process of student learning.

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COPING STRATEGIES OF ADOLESCENT CHILDREN WHO ARE IN DIFFERENT THE CONDITIONS OF HARMONIOUS LIFE

A.S. Sankovskaya

VSU named after P.M. Masherov, Vitebsk, Belarus

In adolescence, there is a process of active formation not only physical and psychological development of the child, but also his coping behavior. Personal development are in progressive dynamics, so it is especially important to conduct a timely psych diagnostic study of adolescents in this age period, especially children in particularly difficult situations.

The aim of the study is to study the strategies of coping behavior of adolescents in different conditions of life.

Material and methods. At the stage of psycho-diagnostic studies we used the questionnaire "Ways of coping" S. Folkman, R. Lazarus [1] as well as the method of diagnosis coping strategies Khaimah (Test Khaimah deal with stress) [2].

Findings and their discussion. The psych diagnostic study was attended by subjects of adolescence - the department of dialysis and extracorporeal

detoxification of the 2nd Children's Clinical Hospital in Minsk, as well as students of grades 7-11 of the educational institution "Novskaya secondary school of Vitebsk district». The results showed that the highest scores among adolescents who are at the hospital and receiving program hemodialysis, according to the "Methods of coping" method, they were registered using such coping mechanisms as "self-control" and "planning problem solving", when they found themselves in a difficult situation, these subjects try not to show their feelings and can hide from others, how bad things are, they are not inclined to impulsive actions, systematically looking for ways to resolve the situation. The lowest score is marked by the flight-avoidance strategy. This indicates that this category of adolescents does not often resort to passive and non-constructive ways of overcoming difficulties (moving away from reality into the world of fantasy, hoping for a miracle, that the situation resolves itself, passion). Similar trends are observed in healthy schoolchildren: the leading coping methods are "problem solving planning" and "self-control", the lowest score is for "flight-avoidance".

A comparative analysis of coping strategies used by children receiving dialysis and healthy adolescents revealed a number of differences. The researched category of adolescent schoolchildren, use methods of confrontational coping; ie, these children are not characterized by persistence in achieving goals, assertiveness, tendency to rivalry and aggressive actions. Largely, these adolescents tend to "distancing" (unwillingness to see the negative aspects of the situation, ignoring them). A higher than normal score on "self-control" in the children undergoing dialysis indicates an unwillingness to openly express their feelings, secrecy, combined with thoughtful and not too hasty decision-making. Also among the children in the hospital, there is an ineffective way of coping with difficult situations - "flight-avoidance": these adolescent children are not inclined to passive "care" from difficulties. The reduced indicator of the "positive revaluation" strategy indicates a lack of ability to find positive moments in a difficult situation, to see in it an opportunity for self-improvement.

Conclusion. Thus, exploring the coping strategies of adolescent children who are in different conditions of life, it should be noted that children who are in more difficult life situations (dialysis in our case) are prone to more thoughtful actions, to "self-control", which showed not only psych diagnostic research, but also proves their behavior: such children in life become "older" from their attendant difficulties. Teenager's schoolchildren, who are characterized by confrontational coping behavior, show a desire for their goals, using aggressive methods of behavior.

Based on psych diagnostic research and in general work with this category of children, it should be noted that all the coping strategies of children that are manifested are the result of their living conditions, their activities, their immediate environment, and the attention of parents, psychologists and educational specialists.

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THE IMPORTANCE OF IDIOMS FOR THE DEVELOPMENT OF PUPILS' SOCIOCULTURAL COMPETENCE

Y. Smakatnina

VSU named after P.M. Masherov, Vitebsk, Belarus

Learning a foreign language is closely connected with understanding of culture and social particularities of native speakers. Idioms interpret culture of another country, its history and traditions. They represent all spheres of people's life. The development of pupils' sociocultural competence can help them to understand people of English speaking countries better, to respect their traditions and customs, to be unprejudiced and tolerant.

The aim of our research is to find out how learning idioms enhances pupils' understanding of English culture, way of thinking, customs and traditions.

Material and methods. While working on the research we analyzed the following materials: Collins Cobuild "Dictionary of idioms", A.V. Kunin "English-Russian phraseological dictionary". Such methods as the descriptive method, the method of the analysis and synthesis of information, generalization and classification were used.

Findings and their discussion. To develop a complex of exercises aimed at teaching and learning idioms it's necessary to understand what an idiom is. An idiom is "a group of words, which have a different meaning when used together from the one it would have if the meaning of each word were taken individually" [1, p. 4].

Idioms can be classified according to different characteristics: type establishing word order, origin, tradition of use, etc. According to the type establishing word order the following idioms can be distinguished:

- phraseological fusion. The meaning of components of such idiom is completely absorbed by the meaning of the whole (*Ex.: To cry for the moon*);
- phraseological unity. The meaning of an idiom is not the sum of the meanings of its components but is based upon them and may be understood from the components (*Ex.: To fall into a rage*);
- phraseological combination (collocation). The components of such idiom have absolutely clear independent meanings while one of the components has a bound meaning (*Ex.: To make an attempt*) [2].

According to their origin idioms are divided into:

- expressions of colloquial everyday speech;
- expressions of professional spheres of usage;
- expressions of bookish-literary speech.

Idioms can describe different spheres of life: