

have a simple incentive in their composition. When introducing lexical units and subsequent work on their automation, we use different microsituations united by one goal – to illustrate the combinative capabilities of a word, determine the way of its assimilation, and form lexical skills of its use in speech.

Conclusion. As the results of experimental learning have shown, the untranslatable methods of foreign language vocabulary semanticizing have a number of advantages over translated methods: they develop contextual guess, increase practice in the language, create supports for memorization, strengthen associative connections. At the same time, untranslatable methods require more time than translatable ones, and don't always provide accurate understanding, which requires mandatory control of understanding and implementation of special exercises for the initial consolidation of educational material.

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EMOTIONAL BURNOUT AMONG STUDENTS

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The 21st century became an age of endless opportunities represented by modern technologies. Every day we face a steady stream of information trying to handle all of our thoughts and observations.

We always talk about how technologies affect the environment, without any consideration of how they, undoubtedly, affect ourselves and our inner environment either. Day by day modern people tend to become tougher on ourselves, while working remotely more often and naturally losing sight of the results of accomplished work. Such lifestyle is also applied for emotional state of students and their behavior. Preparations for exam sessions, high expectations from parents, greater demands both from teachers and from your own self can easily lead to a burnout.

Emotional burnout (hereinafter «burnout») is a state of emotional, physical, mental exhaustion and complete or partial emotional shutdown caused by excessive and prolonged stress. The reason of this is a mechanism of psychic defense, which allows a human to spend mental energy more frugally, thereby preserving an organism from a complete exhaustion. However such type of physical response leads to negative consequences: reduction of performance, psychosomatic disorders [1].

Nowadays, burnout is a commonplace among young people. On the one hand, at the era of information abundance each one of us is eager to learn something completely new and work on ourselves. On the other hand, at the age of 17 to 25 a person takes vital steps to becoming an independent and

self-standing. At this age we plan our future lives: occupation, independent housing, income, personal life. And it's also the reason of why our body and mind are struggling with handling rather huge amount of information, its excess and drastic changes in life.

Research purpose: to examine the causes of burnout among students, to determine whether modern students are susceptible to burnout, to what extent this state can be associated with intense academic activity, success in studies or communication, personal well-being, confidence in tomorrow's day.

Research objective: to collect as much information as possible on designated issue using a sociological survey.

Material and methods. Sampling:

The study involved 70 students, of whom 44.3% were women and 55.7% were men. More than a third of respondents (37.1%) are currently 3rd year students, 28.6% - 2nd year students, 17.1% - 4th year students, 14.3% - 1st year students, and only 2.9% are 5th year students. 55.7% of the respondents study at the expense of the government budget, 44.3% study on a paid basis.

Findings and their discussion. Description of the results of general characteristics of the sampling:

Among the respondents, 55.7% consider themselves as introverts, the remaining 44.3% as extraverts. 71.4% of students can call themselves creative people, 50% of the respondents believe that they conduct the active lifestyle and prefer to spend their free time with friends. 51.4% of students do not have enough night time to recuperate. 78.6% of respondents have a habit of putting things off until the last moment. The overwhelming majority of participants (70%) have several hobbies, 20% have only one hobby, the rest of the respondents (10%) has no hobby.

General characteristics of the sampling on burnout and stress among students:

52.9% of respondents plan their activity for considerable period of time. 47.1% of participants admit that they often procrastinate; only 2.9% of students believe that they never procrastinate. The majority of students (65.7%) believe that the teaching load at the university has increased comparing to school. 53.6% of the respondents say that studying at university is difficult for them and has a detrimental effect on their emotional state, causes stress and leads to apathy. 47.1% of students are currently experiencing a burnout and only 17.1% of the respondents have never experienced it. Burnout is more common amongst women (65.7%) than men (34.3%) in this survey.

Emotional state of students during employment and further work:

Many students are stressed when facing an issue of finding a profession and a choice of a path for the future. For 28.6% of the respondents making an important decision is a psychologically difficult task, for half of the students it requires a long discussion, although 75.7% of the respondents consider their future profession to be in demand in society. Initially, 68.6% of students are

currently studying the specialty they originally chose. 78.6% of respondents see opportunities and prospects for further self-improvement within the profession.

Nowadays, the majority of students face a brand new regime of living. Senior students start looking for a job and it certainly becomes a way out of their comfort zone, since many of them had no work experience previously. According to the survey data, 75.7% of participants tend to experience tension and uncertainty while working on a demanding and important task. Men are generally stressed especially acutely (61.4%), in contrast to women. 82.9% of the participants experience a feeling of fatigue caused by a difficult and strenuous work, 34.3% feel emptiness and have headaches, 22.9% notice sleep disturbances. Only 12.9% of students don't feel any discomfort on a physical level while handling intense activities.

The need for prolonged concentration on a project or work without obvious in-between achievements makes 57.1% of students to lose motivation and causes indifference, 50% of students feel boredom and apathy, and 40% feel disappointment in themselves or others. Only 22.9% try to do their best in spite of everything to achieve their goals.

According to the results of the final paragraphs of the study, most of the respondents (67.1%) cannot say about their job as their hobby. This suggests that although students have sufficient motivation to study, they do not think about whether their future profession can bring them emotional well-being.

The overwhelming number of students from early childhood is accustomed to the fear of making mistakes. This judgment is clearly applicable to their studying and future work. The survey showed that the majority (60%) of students experiences failure solely in a negative way. The respondents feel panic, anxiety and a sense of a "deadlock"; 35.7% feel dissatisfaction with the accomplished work. Only 31.4% refer to failure as a life lesson.

Rough patches make 37.1% of students to break down on a small matter, 20% feel the need to reconsider their outlook on life, 17.1% would decide to refuse some plans, 12.9% prefer to shut down, the rest of the respondents hope for further favorable developments in the mentioned situation.

It can thus be concluded, that:

1. The problem of emotional burnout, which was formerly common mostly for middle-aged and older employees, whose work is related to communication with people, is now relevant for students as well (about half of the respondents experience or believe that they are experiencing emotional burnout).
2. Women are more susceptible to burnout than men. However, during intense work on a project (large amount of work, difficult tasks, urgent work), men are more likely to get stressed than women.
3. With a fairly high declared motivation for studying, students, facing greater independence in the organization of their activities (time allocation,

prioritization of work) in comparison with the school, experience tension, stress, fatigue, sleep problems and procrastination.

4. Most of the students experience excessive discomfort and anxiety when making mistakes in their work.

5. With a fairly high motivation to study and independent choice of a specialty, students are anxious about the future employment, success, financial well-being as specialists, which is partly associated with instability in the economy and changes in the country's social life.

Conclusion. Greater independence at the beginning of studying, a change of scenery, social circle affect the emotional state of students: the majority of students are motivated to study in the chosen specialty, but about half of them experience emotional burnout (first-year students often cannot cope with emotional load and leaving their comfort zone; senior students are worried about the prospects of employment, the possibility of significant changes in life in the near future).

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PROBLEMS OF TEACHING STUDENTS OF GENERAL SECONDARY EDUCATION ESTABLISHMENTS TO WRITE ESSAYS IN ENGLISH

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The growing role of foreign languages in modern Belarusian society determines their social status. Foreign languages become an effective means of education and self-education, a regulator of social development of the individual, and a base for intercultural communication, including written communication. In this regard, the issues of further development of methods of teaching writing, creating an environment for mastering foreign languages are of particular relevance.

Materials and methods. When writing the article, the following research methods were used: studying the literature on this topic and its critical analysis (works by N. D. Galskova, I. A. Zimnaya, R. P. Milrud, E. I. Passov, E. N. Sololova, L. G. Alexander, D. S. Perkins, J. R. Watson, R. Wilson); systematization of the studied material; conversations with school teachers in Vitebsk; monitoring the organization of the educational process in gymnasiums No. 1 and No. 2 in Vitebsk.