

singled out the major approaches to improve the social service system for disabled children in China. To do this, it is necessary to support social communities and non-profit organizations that provide assistance to families rearing children with disabilities. It is also necessary to expand the range of social services for such citizens.

*Conclusion.* In conclusion, we can state that the main needs of parents raising children with disabilities in China as well as in other countries can be narrowed down to 5 groups: 1) economic needs; 2) needs for psychological adaptation; 3) needs for qualified professional assistance and information; 4) needs for constant support; 5) needs for social services.

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### ANALYSIS OF THE CAUSES OF SOCIAL PRACTICE PROBLEMS OF COLLEGE STUDENTS IN HIGHER VOCATIONAL COLLEGES

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The primary task of higher vocational colleges as an intermediate link is to cultivate "higher technical application professionals". With the continuous improvement of the social and economic level, new trends appear in the labor market and affect the employment structure. We analyze the possible abilities required by graduates of vocational colleges, while taking into account the new professions that will emerge in the future. In order to be in demand on the labor market without loss of work, students need to pursue self-education in order not only to improve their professional skills, but also to constantly cultivate their super-professional abilities. Social activity is one of the decisive qualities of personality. It is formed in activities and is characterized by important social motives and socially valuable results. We believe that supplementary education is a flexible and dynamic structure that allows students to choose their own curriculum plans and plays an important role in the formation and development of social activities. The above facts show the relevance of social activity research.

The *research purpose*. The article is dedicated to reveal the analysis of the causes of social practice problems of college students in higher vocational college.

**Material and methods.** The following methods were used to achieve the set goal: analysis of statutory acts and scientific literature, logical research methods.

**Findings and their discussion.** Social practice is a form of education that combines the higher vocational students' personal knowledge with social education. There exists profound deviation on the understanding of the social practice because of the enhancement of social competitiveness, increased pressure on students from both educational and employment sides, students show superficial interest towards examination and employment, considering their university to be of little fame to provide them with good job. Thus, they have very little knowledge of social practice and don't view it with enough attention. This situation hampers the students' good habits and psychological attitudes. Students tend not to acquire purposeful labor, but see only their immediate interests and ignore social values. As a result, their outlook on life and values is twisted. In the long run, the problem of social practice is getting wider.

In the final analysis, the problem still lies in the understanding of students and the guidance of teachers. Students ignore the social practice, which is a "course without teachers", do not view society as a teacher in itself. Students should understand that theory will eventually return to practice.

The social practice system is not perfect. Social practice as a long-term teaching task is to carry out and implement the education policy is a key aspect. There are several reasons why students pay little attention to social practice, and why its system is not perfect and standardized. It can be specifically viewed in the following: in the practice of the university itself, in the lack of long-term planning, it is often based on the completion of the task as the premise, there is no plan in advance, and there are no relevant methods to improve social practice. Thus, it is difficult to set out a system, which will have beneficial results in a state of planning and practice every year. Any rules and regulations can only be completed in a long-term planning process, based on the actual situation of practice every year. Colleges and universities, special youth committees are responsible for the implementation of social practice. On the other hand, such complex social practice education work cannot be completed only by youth organizations and schools must be involved in the practice by means of such groups as 'the student affairs office' etc.

It must formulate a set of incentives and rewards and punishment system, rules of the social practice. It is an urgent affair to incorporate the social practice into the teaching plan for long-term planning, to formulate overall ideas. Lack of incentive mechanism in social practice. The guarantee conditions of social practice cannot be fully implemented. Technical guidance and material support for social practice activities are not enough.

Due to the lack of a scientific, standardized, and stable management organization operation system, there are few instruments, equipment, and material support points, unsatisfactory technical guidance from the teachers in social practice activities. Thus, it reduces students' enthusiasm for social practice. In order to give full play to the utility and practical significance of the training base, the practice base should be implemented as far as possible with the help of students in summer time before the concentrated practice activities begin, with the regard to the region, topic selection, project grouping. The school should help students and local units to get in touch, strive for the social parties in the human and material resources of support. A perfect practice system and a sound reward policy can improve students' enthusiasm and motivation for social practice. System is the base, reward is the means. Only the coexistence of both of them can enable our higher vocational college students to actively participate in social practice. For example, at the beginning of each semester, social practice competition can be car-

ried out to show students' own achievements in social practice, the social practice discussion, the evaluation of the first, second and third prizes, in order to improve the impact of the external environment and make students more active to join the social life. The best approach is to address both the reasons and results.

Social practice is a form of education that combines the higher vocational students' personal knowledge with social education. When the students are enthusiastically involved in various social activities, it also requires special responsibility from their teachers. Social practice is a comprehensive process, the cooperation between teachers and students is still very important; the teacher's guidance to be accepted and adopted by students is successful and meaningful. Because of teachers' own qualities and the influence of objective factors, teachers' guidance of college students' work is sometimes inadequate. Because of teachers' outdated set of knowledge, the difference in the way of doing things and their feeble status, they can only give guidance to a limited number of students.

Obviously, such guidance is not sufficient and cannot fully meet the growing practical needs of students. When the teacher is responsible for the students to carry out social practice activities independently, the instructor or the teacher who leads the team is often in the temporary state of dealing with the work, and just sends the students to the practice place. Moreover, because of the large mobility of students and not adequate teachers' guidance on social practice, students are short of specialized guidance teachers, thus failing to achieve the expected effect of social practice.

Research on social practice is not deep enough to make higher vocational students fully understand the importance of social practice activities. It is the primary task of the current work. Since students can learn about the society by means of the social practice to the society, it is important to adapt higher vocational students as soon as possible to the actual work requirements to strengthen the consciousness of competition through social practice, to broaden the employment channels, to improve the success ratio in the employment in the fierce employment competition. From this point of view, to provide higher vocational students with relevant understanding of the value of social practice in the current social situation has its unique practical significance. It is because of the one-sided and single research on social practice that some students lack enough social practice ability. Through social practice, guides of social practice in higher vocational colleges can direct students to pay attention to hot issues and difficult problems in the society.

They can also make use of social practice to make options that are corresponding to the students' majors, so as to help students understand the courses they will be engaged in and love things they learn. This understanding can strengthen their feeling of the role of their major in the society, so as to stimulate the love of it, enhance the initiative and enthusiasm of learning the course. It is urgent to strengthen the publicity work of social practice activities, improve the enthusiasm of all social parties in the face of social practice activities of higher vocational students, and truly regard social practice activities of higher vocational students as one of the important ways to train highly proficient people.

The social practice of vocational college students is a good path towards vocational colleges. It can improve the popularity of colleges and expand the influence of our school in society. For college students, social practice has the function of individual socialization, the catalytic function of success and the strengthening function of theory. Therefore, to fully understand the deep and external significance of social practice, and at the same time to carry out good social practice activities for vocational students, it is to be considered in the light of a multi-sided advantageous thing.

**Conclusion.** There are the causes of social practice problems of college students in higher vocational colleges. Students show superficial interest towards examination and employment, considering their university to be of little fame to provide them with good job. Social practice system is not perfect. Lack of incentive mechanism in social practice. The guarantee conditions of social practice cannot be fully implemented. Because of teachers' own qualities and the influence of objective factors, teachers' guidance of college students' work is sometimes inadequate. Because of teachers' outdated set of knowledge, the difference in the way of doing things and their feeble status, they can only give guidance to a limited number of students. Obviously, such guidance is not sufficient and cannot fully meet the growing practical needs of students. Research on social practice is not deep enough to make higher vocational students fully understand the importance of social practice activities. It is the primary task of the current work.

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## **PREVENTION OF BURNOUT SYNDROME AMONG HIGH SCHOOL STUDENTS**

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Emotion are in everyone's psychological activities, if our thoughts are not rational, it may lead to extreme level of emotions and behavior. After the incident, we know the truth, but during the incident, we just can't control ourselves, and even think that it shouldn't happen.

What determines a person's mood?

Rational emotive therapy confirms that emotions come from the individual's thoughts and are the individual's attitude towards things. If we want to change the unpleasant negative emotions, we need to experience logical thinking and rational analysis, turn the unreasonable ideas into reasonable ones, and turn the unrealistic ideas into realistic ones. Only in this way we can eliminate the negative emotions, maintain mental health, and adapt to new situations.

Environmental Science. This study combines rational emotive therapy and group counseling, according to the characteristics of middle aged school students, designed class activities

Guidance scheme. By changing students' cognitive style, we can adjust students' mood and improve their mental health. The results can verify the effectiveness of reasonable emotive therapy in regulating middle school students' emotion, and provide direction for the regulation of middle school students' emotion.

When people are angry, the cells in the body lose their immune function which leads to the disability of human body to resist the invasion of bacteria and viruses; usually when people have negative emotions, the body produces a toxic hormone, harmful to the human body.

Modern people have more and more mental pressure, mental health level is declining, emotional disorders become quite frequent, negative emotions such as anxiety, anger, and depression can be noticed. School is the main place for middle school students, where they experience the invisible pressure of learning and interpersonal communication, which makes some students unconsciously produce negative emotions. Whether