

**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 Because of teachers' outdated set of knowledge, the difference in the way of doing things and their feeble status, they can only give guidance to a limited number of students.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

they can reasonably deal with these negative emotions not only affects the success or failure of students' studies, but also has a long-term impact on their physical and mental growth.

The purpose of this study is to regulate emotions of middle school students through the intervention of reasonable emotive therapy, to arouse the attention of schools, parents and middle school students themselves to the emotion regulation of middle school students, so that they can realize the importance of emotion regulation.

**Material and methods.** Such methods as literary analysis, experiment, observation, group counseling, questionnaire, interview and case study are mainly used in this study.

**Results and its discussion.** The author (Ren Li) acts as a mentor and leads a class of students in an experimental group of one of the schools of the People's Republic of China. In recent years there is increasingly strong focus on group activities in psychological counseling that makes it a new teaching method. This study combines the technology of emotive therapy and group counseling for planning out a particular activity plan.

Activity goals serve a means to help students realize their irrational ideas, to look straight at them and try to replace those ideas with rational ones; to encourage students to change their ideas, to enhance self-confidence and to realize their self-improvement.

The objectives and activities of each class are as follows:

1. Lesson 1: meet by chance

Curriculum objectives: it is essential to form groups to help students in understanding and trusting one another; to set group objectives and form group morality with students.

The first class mainly helps students to have a sense of security by means of "self-introduction", "massage exercise" and other games to familiarize students with one another and to form groups. After getting acquainted with each other the students will have more unity and trust through the process of discussing group names and slogans and it will encourage students to active cooperation: to set group goals, to help students in setting targets and to understand the meaning of the group to everyone. Finally, the homework aims to continue activities in order to make clear what the game has changed in students' daily life.

2. Lesson 2: ABC theory

Classroom objectives: it is necessary to facilitate students' unity and trust, to enhance their understanding; to talk about emotive therapy and to help the students to comprehend that their emotions are stirred up by some unreasonable ideas and that the feelings will be different after changing the unreasonable ideas; to help the students to recall the similar situations they have experienced before and whether they feel differently in case they change the unreasonable ideas.

This class belongs to the growth class through recalling and sharing the previous experience to help students to analyze their own ideas and to form the correct ones.

The key activities of this class are the following: "you play A, I play B", "ABC theory", "to recall unreasonable", to share experience together and finally to do homework: summarize unreasonably. Write down 5 unpleasant events caused by your own irrational thoughts in your memory. What have you experienced before? How do you think? How do you feel? How do you solve problems? What is the result?

3. Lesson 3: you can be happier. Goals: to consolidate the knowledge of the last lesson, to introduce students to the ABC theory and to teach them to transfer knowledge.

The theory is used in a real life. The main activities of this lesson are the following: "looking for things together", "to practice with reasonable ideas", "who is faster", etc.

Through transposition thinking, emotive therapy is comprehensively assumed and is mastered at the same time; it tries to apply reasonable ideas to daily life and, finally, to share experience. Homework: I've changed. Write down whether your understanding others' emotions has recently changed because of the rationalization of your ideas, what you may have done in the past and what are the better ways of solving it now.

4. Lesson 4: accept yourself. Classroom goals: to help students to recognize rationally their own strengths and weaknesses, to enhance their understanding and to form an objective and rational self.

At the same time you are to consolidate the knowledge learned at the last lesson and to fill yourselves up with reasonable ideas. The main activities of this class are the following: "taking photos", "I can do better", "laughing giving", etc.

Students find out and recognize their own strengths and weaknesses. Their mutual praise helps everyone to accept themselves objectively and rationally. Homework: you are to communicate with relatives, friends and classmates and to listen to what they think differs them from you.

5. Lesson 5: be happy every day

Classroom goal: positive thinking can reduce students' worries. The goal of this lesson is to teach students to think positively and to apply this mode of behavior to their studies and life.

The main activities of this class are the following: "grab a chair", "find a partner", "help him", etc. Let students feel the pressure with the help of activities; discuss the advantages and disadvantages of different ideas in order that students can think more rationally. Homework: challenge and confusion. What dilemmas have recently the students met? What do they think? Do they have more appropriate way of thinking?

6. Lesson 6: grow up together

Classroom objectives: it is essential to summarize the group achievements of all the students; to support the students and to ensure that reasonable education remains in mind after the group dissolution.

The activities mainly include: "talk about the ideal" and "say goodbye happily". Recall the process of the group joint experience. Everyone will tell about their experience after five activities and will discuss how they can use this experience in peacetime. Students will encourage one another through communication. All students one by one will share their feelings about the group and the activity and they will look back to see how each student can achieve his goal. After the speech a color card is sent to each student and they are to write there their wishes. The music starts and the students bless all the students in unison. The group counseling is coming to an end.

Finally, the students summarize the results of the past six weeks. Everyone becomes cheerful and happy and the students bless each other, feel grateful, reduce complaints, and cheer up (see Appendix 4 for a detailed activity plan).

2.7 Individual counseling program

After class counseling students take the initiative to find a counselor and wait for one-on-one counseling. The tutor uses different periods of time to do the following operation for each student: first, he tests the scale to find out the emotional symptoms; then he uses the reasonable emotion. Finally, the dosage table is tested again for comparing the alterations between the two time periods.

**Conclusion.** The cycle of classes proposed by us showed its effectiveness. After the class activities the students had a lot of comments:

«Earlier I saw only my shortcomings, inferiority. During the activities the students enumerated my accomplishments one by one. I was so moved that I had still had accomplishments! I have learned to respect people's feelings and to communicate with others».

«I have learned to get along with people, to praise and take care about others more and more».

«Earlier, I didn't like to communicate due to shame. Now I like sharing my thoughts with you. Students said I had become cheerful. I am very happy!».

«Before I didn't dare to look directly at girls, while talking to girls I was blushing, I was afraid of people's jokes. After participating in the activity I feel comfortable with girls and I have many beautiful partners at my studies».

«Earlier, I met setbacks I had been hiding in the corner and cried silently. It was hard to get rid of negative emotions. I couldn't laugh for many days and didn't have the heart to do anything. Now it's not the same. I will review things comprehensively and objectively. Even if I can't figure it out, I can talk to my classmates and teachers. Everyone is very enthusiastic and gives me positive energy. I often get through conversations. Thank you for your class activities. I have learned how I can accept myself and trust other people».

«Class activities are very magical. Unconsciously my classmates and me get closer, we all take off the masks, treat each other sincerely. I am sure that in the future I will be able to integrate easily into new environment and quickly adapt to it».

«Six activities helped me to understand why I was always impatient and they changed my previous false ideas. Thereafter I was no longer a pessimist and I was calm about it all».

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## **PEDAGOGICAL CULTURE OF PARENTS AS A CONDITION FOR SUCCESSFUL INTERACTION OF THE EDUCATIONAL INSTITUTION WITH THE FAMILY**

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Sukhomlinsky, a famous educator, said: «The effect of upbringing depends on the consistency between school and family interaction. Without this consistency the teaching process in any school will fall down like a house made of paper. School education apart from family upbringing or vice versa cannot accomplish a very challenging and sophisticated task of teaching people. Thus, the most complete education is a combination of school and home upbringing» [1]. So, parent-school cooperation is the key which helps to achieve this «consistency» in educating a child. Overall, this obviously presents a relevant topic for progressive research to be conducted.

As for the significance of the above-described educational issue, it should be clarified that nowadays, many scholars from China and abroad investigate the current state of home-school cooperation and interdependence, classifying its possible forms, analyzing the existing problems and searching for efficient solutions in accordance with the actual situation in educational institutions as well as in the absolute majority of typical local families.