

ly, we can get comfort, encouragement or suggestions to solve problems, so as to relieve tension; Through communication with relevant teachers, get suggestions to deal with problems, get guidance to relieve tension, etc. In the group of college students, 57.37% chose to deal with neuropsychological tension by themselves, and 42.63% chose to communicate with others to deal with psychological tension. The students who chose to communicate with psychological counselors accounted for only 2.63% of the college students. We hope that the students who are nervous and nervous on campus can get useful harvest from the tension, or can improve the tension through their own coping strategies; We hope that only 2.63% of the students need to discuss the degree of psychological tension with the psychological counseling teacher. Based on the results obtained we propose the scheme of prevention college students' excessive neuropsychic tension and the supportive psychotherapy scheme to deal with colleges students' neuropsychic tension.

**Conclusion.** This study believes that it is necessary for college students' mental health education and mental health guidance, whether from the perspective of social development, college talent training, or college students' personal growth. According to the data of this study, college students generally take the initiative to deal with this reaction after they have neuropsychological tension. According to the data, after college students deal with this situation on their own, most of them can alleviate their neuropsychological tension. Some of them can also learn coping experience from it, and can alleviate their nervous response in the case of neuropsychological tension caused by similar incentives later. Among the students who have taken countermeasures, few will go to mental health counseling institutions for negotiation. The education and guidance of mental health should not only play a role in the group, but also pay more attention to individual counseling; We should not only prevent the emergence of psychological problems and treat psychological problems, but also guide college students to correctly understand the definition and importance of mental health.

## INFLUENCE OF NEW MEDIA ON ADOLESCENT MENTAL HEALTH EDUCATION

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As a media form supported by the new technology system, new media has the characteristics of rich communication content, convenient and efficient of communication, equal and interactive communication modes, it is favored by more and more people. Teenagers have the physiological and psychological characteristics of being willing to accept new things and daring to try, which makes them start to use new media earlier and become the active crowd of new media application. And become the key target customers of major network media developers. However, with the rise of the Internet, new media has two sides. On the one hand, it can provide teenagers with a good learning platform, social communication media and convenient working environment. On the other hand, it is prone to the flooding of false information and numerous illegal acts, which brings new challenges to the law and morality, and has a great impact on Teenagers' learning, thinking and behaviors. In this context, we should carefully analyze the impact of new media on Teenagers' psychology and its reasons and study how to make good use of the opportunities and challenges in the field of education brought by new media and new technology, so as to make new media play a positive role in teenagers' mental health education. It has important theoretical and practical significance for ensuring the healthy growth of young people and realizing the healthy and orderly development of new media order.

**Material and methods.** This paper uses questionnaire survey, literature research, individual interview and other methods to carry out the research work. In terms of ensuring the scientific and objective of the research, 605 of 7-35 year old people in Zhengzhou City, China, were selected as samples to investigate the relationship between the young people and the new media.

**Results and its discussion.** The term new media was originally born in the 1960s. Goldmark, director of CBS Technology Research Institute, called video "new media". Subsequently, in a report to President Nixon, the "new media" was mentioned on a number of occasions. There are many different views and opinions on what is new media. Some scholars believe that new media is a kind of media technology based on linear broadcasting, which is defined by the technology level; Some scholars also believe that new media is a new mode of communication, which can realize individuality and interac-

tive communication. With the development of Internet new media, all kinds of information that teenagers can access is explosive growth, and their thoughts tend to be more diversified. Teenagers' communication, sharing and expression habits are also different from the past. The frequency of teenagers' contact with smart phones and their internal social media can be said to be every day. Teenagers' demand and dependence on social media may come from information communication with their parents and teachers, and frequent interaction with their classmates and friends. However, with the deep involvement of the Internet in their living atmosphere, their dependence on social media is more and more rooted in self display and expression.

The new media provides a broad platform for teenagers to study and explore. With the continuous expansion of new media platform, open and convenient and rich and diverse websites and applications have emerged. News current affairs, people's livelihood, entertainment and leisure, learning, work, employment and other information are available. Teenagers can not only obtain the required learning materials and broaden learning channels through browsing web pages, reading news, searching information and other methods. This conclusion has also been confirmed by investigation. According to the survey, 66.27% of teenagers think that the information in the new media era is more abundant, 48.33% of them think that the new media has helped themselves in learning and work very much, which is the mainstream way of learning and working. This shows that the diversified new media has been accepted by the majority of teenagers, and become an important carrier for teenagers to obtain information, enrich knowledge and broaden their horizons. At the same time, the youth are in a period of vigorous energy, a strong desire for knowledge, endless desire for exploration and desire for new things, new ideas and new forms, and the ability of teenagers to learn is in a very strong stage. When the network is full of fresh, unknown and novel things, they are automatically or passively exposed to them, to some extent, it can effectively stimulate the spirit of innovation and exploration of young people.

At the same time, the open characteristics of the network enable different groups to express their own views and opinions. Teenagers can not only speak freely, open their hearts, release their feelings and release pressure on them, but also can get effective psychological comfort and psychological counseling from other users through chat and other ways. It can help to develop its good personality and enhance interpersonal communication ability. In the survey entitled "how do you think the network has an impact on their personal relationships", 27.31% of teenagers think that they have shown their personality on the Internet and made new friends. 69.08% of teenagers think that the new media facilitates the interaction with friends, and provides a new platform for communication. Without the new media, 61.45 percent of teenagers think that only a small number of friends who can keep in touch for a long time will be. These data show that network social has gradually replaced traditional social, becoming a major social way for teenagers. From the perspective of sharing willingness, 64.3% of the young Internet users are willing to share on the Internet, among which the primary school students have a more distinct position, and they are willing to share far more than other groups. From the perspective of comment intention, 49.2% of the young citizens are willing to express their views and opinions on the Internet, and the degree of desire is inversely proportional to the age. The purpose of teenagers using new media. In the survey entitled "what's the main purpose of using new media", 87.6% of the respondents want to communicate and connect with each other, 66.1% want to pay attention to news and current affairs, 68.9% want to participate in public topic discussion through new media, 51.2% want to have fun and leisure, 79.3% want to study and work, and 30.6% are bored. Young people's use of mobile phones as a new media. At present, the "mobile phone group" among teenagers is developing day by day. Among the 605 teenagers who participated in the survey, 577 teenagers had mobile phones, and the popularity rate of mobile phones reached 95.37%. With the popularity of smart phones and 5g network, the "mobile phone group" and "thumb group" among teenagers are growing, and the "fingertip interaction" is realized in their daily work and life. But on the contrary, the overuse of mobile phones leads to the frequent occurrence of "people who bow their heads". The survey shows that teenagers generally have a longer Internet age. 25.8% of teenagers are over 8 years old, 54.7% are 4-8 years old, 17.2% are 1-4 years old, and only 2.3% are under 1 year old. The first time that these teenagers touch the Internet is mainly in primary school and junior high school. This also shows that the age of Internet users in China is becoming younger and younger, and more and more young people are becoming the main use force of the Internet.

**Conclusion.** In the new media environment, although the research on the relationship between new media and teenagers has made rich results, there is not much relevant literature on the spiritual growth of young people, and there is no clear definition of the concept of "new media", which lacks in the theoretical level, and there are still many shortcomings in the article.

First, the study had a limited number of samples due to the various subjective and objective conditions of survey time, manpower and funding. At the same time, the survey of this study is limited to Zhengzhou area. Due to the different economic development degree, social atmosphere and regional culture of different regions and cities, the dimension of this survey is slightly single, so whether the countermeasures are universal needs to be confirmed by further research. Secondly, because the researchers should return the limited ability and level of the data analysis with the help of the relevant theoretical research results, the data in this paper is deeply discussed and analyzed.

1. Motorin, V.N. Ob ispol'zovanii komp'yutera v pedagogicheskom processe / V.N. Motorin // Doshkol'noe vospitanie. – 2001. – № 12– P. 26 – 29.

## **СОВЕРШЕНСТВОВАНИЕ ПРОФИЛАКТИКИ ПРАВОНАРУШЕНИЙ ОБУЧАЮЩИХСЯ ПРОФЕССИОНАЛЬНЫХ ЛИЦЕЕВ И КОЛЛЕДЖЕЙ ПОСРЕДСТВОМ ПЕДАГОГИЧЕСКОЙ ПОДДЕРЖКИ**

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Проблема правонарушений обучающихся профессиональных лицеев и колледжей сохраняет свою актуальность, несмотря на фиксируемое в последние десятилетия снижения уровня противоправного поведения молодежи. По данным статистики МВД Республики Беларусь, более половины правонарушений и преступлений, совершаемых учащейся молодежью, приходится на обучающихся профессиональных лицеев и колледжей. Совершенствование профилактики в учреждениях профессионально-технического и среднего специального образования связано с разработкой и внедрением средства педагогической поддержки, направленной на создание условий помощи воспитанникам, испытывающим трудности социальной адаптации и проявляющим риск противоправного поведения.

В науке о воспитании педагогической поддержке как средству саморазвития и решения жизненных проблем обучающихся уделялось внимание в работах О.С. Газмана, Н.Б. Крыловой, Н.Н. Михайловой, С.М. Юсфина, Л.Я. Олиференко, Т.С. Кондратовой, А.В. Торховой, И.А. Царик и др. Вместе с тем педагогическая поддержка профилактики правонарушений обучающихся профессиональных лицеев и колледжей до настоящего времени не становилась предметом научного исследования.

Цель работы заключается в теоретическом обосновании, разработке и экспериментальной апробации модели процесса педагогической поддержки профилактики правонарушений обучающихся профессиональных лицеев и колледжей.

**Материал и методы.** Для достижения цели были использованы теоретические, эмпирические методы, педагогический эксперимент, методы математической статистики. В исследовании приняли участие 252 обучающихся юношеского возраста (16-17 лет) УО «Витебский государственный индустриально-технологический колледж» г. Витебска и УО «Оршанский государственный политехнический профессионально-технический колледж».

**Результаты и их обсуждение.** В результате проведенного исследования сформулирован ряд положений, выносимых на защиту.

1. *Теоретические основания педагогической поддержки профилактики правонарушений обучающихся в профессиональных лицеях и колледжах*, включающие: сущность понятия «педагогическая поддержка профилактики правонарушений обучающихся профессиональных лицеев и колледжей», которое представляет собой воспитательно-профилактическую деятельность педагогов-наставников по организации в учебно-воспитательном процессе поддерживающего пространства, обеспечивающего помощь обучающимся с риском противоправного поведения в решении проблем их социальной адаптации, структурно включающего в себя превентивно-компетентностную, гуманно-средовую, ценностно-ориентационную и субъектно-