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PROBLEMS OF HEALTHY STYLE OF LIVING

Magapu Veera Venkata Akhil, Sarkis-Ivanova V.

This review is designed to give tips about how it's possible to improve or augment actions in one's own life to have a healthy life style; it is not meant to be all inclusive but will include major components that are considered to be parts of a lifestyle that lead to good health. In addition to the tips about what people should do for healthy living, the article will mention some of the tips about avoiding actions that lead to unhealthy living

"Healthy living" to most people means both physical and mental health are in balance or function well together in a person. In many instances, physical and mental health are closely linked, so that a change (good or bad) in one directly affects the other. Consequently, some of the tips will include suggestions for emotional and mental "Healthy living"

Our lifestyle can have a big impact on how we feel. When we don't take care of ourselves, we can experience a number of problems, including sleep difficulties, fatigue, low energy, trouble concentrating and increased tension and stress. These problems can leave us vulnerable to anxiety.

Set a Routine: Establish a routine by setting specific times per meals, work, house work, quiet time, and bedtime. We feel more secure when there is some predictability to our day. It also helps us to get things done and reminds us to take time for ourselves. Having a routine can help you to set the stage to better manage your anxiety

Become Active: Regular exercises can have a positive impact on both your emotional and physical health. In fact, exercise is one of the most powerful tools for managing stress and anxiety. However, it can be hard to start a regular exercise program. So, start small and work your way up. Aim for at least 20 minutes of physical exercise three to four times a week. You'll be more likely to stick with a program if you choose something you enjoy (such as skiing, hiking, gardening, or dancing). Find little ways to increase your physical activity. For example, park further away from the door, or take the stairs. For some ideas on how to set goals around exercise, see guide to goal setting

Eat Healthy: Having a well-balanced and healthy diet can make you feel better, eat consistently throughout the day and don't skip meals. Personal nutrition should include a variety of foods. Wondering how to eat healthier? Try to reduce

your salt and sugar intake, eat more fruits and vegetables, and drink more water. Aim for three meals a day and one to two snacks. For more ideas on how to improve your diet talk to your doctor

Get a Good Night's Sleep. Sleep difficulties can contribute to anxiety problems and make it difficult to cope. Aim to get about seven to eight hours of sleep a night. However, this is just an estimate. People differ on how much sleep they need and this amount can change with age. if your experiencing sleep problems talk to your doctor. For more information on dealing with sleep problems see getting good night's sleep.

Establish Social Supports. It is important to have people in life that you can count on. It helps to be able to talk to a friend when you have had a bad day or are struggling with a problem. Having a good social network has been linked to greater well-being. Having at least one good supportive friend can make a difference. Unfortunately, it can be hard to make friends.

Learn to Relax: Using relaxation strategies can help lower your overall tension and stress levels. However, relaxation is more than just sitting on the couch watching television. What makes a difference is "deep" relaxation, which is the opposite of what your body experiences when it is under stress. For more information about various relaxation exercises, see how to do progressive muscle relaxation

Manage Your Time: Learning to manage your time more effectively can reduce stress. Use a day planner to schedule your activities. This will help you see if you're taking on too much, and help you make time for the things you need to do. remember to make sure to schedule some time for relaxation and fun activities each day

Reduce Stimulants: excessive caffeine can lead to sleep problems and heightened anxiety. Try to reduce your caffeine intake. This include coffee, some teas, soda, and chocolate. If you drink a lot of caffeinated beverages , it's better to gradually reduce the amount of caffeine that you have every day. Smoking is also a strong stimulant. In addition to the health benefits, quitting smoking may also leave you less prone to anxiety.

Avoid Alcohol and Drugs. It is never a good idea to use alcohol or drugs to help you cope with anxiety- this just leads to more problems. If you have problems with anxiety, try to avoid using drugs and alcohol as a way to cope with negative feelings.

Reduce Stress. Sometimes life's demands becomes too much. Stress can have a negative impact on your health. Look for ways to reduce stress. Deal with problems, lean on supports, and take time for self-care. For instance, plan some time yourself each day to read a book, go for a walk, watch a favorite TV program or relax!

Helpful hints: Start small. Making small changes can have a large impact on your life. Don't try to do everything all at once. Instead, pick one or two things and try them consistently. Try adding a new strategy. Set goals. Identify some things you want to work on and set some realistic goals. See guide for goal setting. Be patient. These strategies can take time to have a positive effect.

EXCELLENT STUDENT SYNDROME STRESS AND SUFFERING

Fawzia Mohamed Abdel Elzaher, Sarkis-Ivanova V.

There is growing awareness many subgroups of youth experience high levels of chronic stress, to the extent it impedes their abilities to succeed academically, compromises their mental health functioning, and fosters risk behavior. Furthermore, this chronic stress appears to persist into the college years, and researchers warns it may contribute to academic disengagement and mental health problems among emerging adults.

School, homework, extracurricular activities, sleep, repeat—that's what it can be for some of these students.

Academic, athletic, social, and personal challenges have been regarded as domains of “good stress” for high school aged youth. However, there is growing awareness that many subgroups of youth experience high levels of chronic stress, to the extent that it impedes their abilities to succeed academically, compromises their mental health functioning, and fosters risk behavior. Furthermore, this chronic stress appears to persist into the college years, and it may contribute to academic disengagement and mental health problems among emerging adults.

Students in these selective, high pressure high schools can get burned out even before they reach college.

Among the differences, families pay substantial tuition rates for a private education and most students are affluent, and “such factors result in a unique set of pressures, expectations, norms, and resources. The study focuses on students in the

eleventh grade. Chronic stress tends to be particularly high for this cohort, as it is generally the point at which students consolidate their portfolios in preparation for college applications.

Nearly half (49%) of all students reported feeling a great deal of stress on a daily basis and 31 percent reported feeling somewhat stressed. Females reported significantly higher levels of stress than males (60% vs. 41%). Grades, homework, and preparing for college were the greatest sources of stress for both genders. A substantial minority, 26 percent of participants, reported symptoms of depression at a clinically significant level.

Another researches of mental health on college campuses shows that: one in four students have a diagnosable illness; 40% do not seek help; 80% feel overwhelmed by their responsibilities; 50% have been so anxious they struggled in school.

While there are certainly growing concerns over other mental health issues affecting college students today, this review covers the prevalent issues of depression, anxiety, suicide, eating disorders and addiction.

SCHOOL DISEASES AND INFECTIONS **Korkor Hussein Ahmed Ali, Sarkis-Ivanova V.**

Infection in school children are common. Schools are ideal places for the spread of infectious diseases because of the large numbers of young people of different ages in close contact with each other some of whom may not have developed good personal habits or immunity to various diseases. Understanding the way different infectious diseases spread allows the correct preventive measures to be applied.

School staff should therefore assume that all blood is infectious, regardless of its source. Basic good hygiene precautions should be applied on a routine basis, rather than relying on the identification of infectious pupils or staff. There are some ways to guarantee a safe environment for staff and pupils.

Hand washing is the single most effective way to prevent the spread of infection; its purpose is to remove or destroy germs that are picked up on the hands. Germs can be picked up in lots of ways including when we touch other

people, animals, contaminated surfaces, food and body fluids. Many infections are spread by the faecal-oral route due to inadequate hand washing after using the toilet or before preparing, handling or eating food. Pupils of all ages should be encouraged to wash their hands and school staff should avail of every opportunity to emphasise the importance of clean hands to pupils in the prevention of the spread of infection. School staff should 'lead by example'. Good hand washing habits should be taught to young pupils as early as possible. This can be done by showing children a good hand washing technique, supervising and assisting young pupils to wash their hands, always leading by good example. Basic protective clothing (i.e. gloves) is required for situations where contact with blood or body fluids is likely and a barrier is needed to prevent a person with open cuts, sores or cracked (non-intact) skin and their eyes, nose or mouth (mucous membranes) from having contact with another person's blood or body fluids. This includes dealing with non intact (broken) skin. Disposable gloves should be worn when dealing with blood, body fluids, broken or grazed skin, and contact with mucous membranes (e.g. eyes, nose and mouth).

Prevention and Control of Infection Management of Infectious Disease in Schools . Respiratory hygiene and cough etiquette are effective ways to reduce the spread of germs when coughing and sneezing. Everyone should be encouraged to turn away when sneezing or coughing. Everyone should cover their mouth with a tissue (or their sleeve if there are no tissues available) when they cough or sneeze and wash their hand afterwards. Everyone should put their used tissues in a bin and wash their hands after contact with respiratory secretions. In addition: older children should be encouraged to keep a box of disposable paper tissues in their schoolbags for use as needed. For younger children, or where this is impractical, a plentiful supply of disposable paper tissues should be available in classrooms especially during the 'flu season'. Foot operated pedal bins that are lined with a plastic bag should be provided for disposal of used tissues.

Handwashing is one of the most important ways of controlling the spread of infections, especially those that cause diarrhoea and vomiting, and respiratory disease. The recommended method is the use of liquid soap, warm water and paper towels. Always wash hands after using the toilet, before eating or handling food, and after handling animals. Cover all cuts and abrasions with waterproof dressings. Coughing and sneezing Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover their mouth and nose with a tissue. Wash

hands after using or disposing of tissues. Spitting should be discouraged. Personal protective equipment (PPE) Disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons must be worn where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing). Goggles should also be available for use if there is a risk of splashing to the face. Correct PPE should be used when handling cleaning chemicals. Cleaning of the environment, including toys and equipment, should be frequent, thorough and follow national guidance. Monitor cleaning contracts and ensure cleaners are appropriately trained with access to PPE. Cleaning of blood and body fluid spillages All spillages of blood, faeces, saliva, vomit, nasal and eye discharges should be cleaned up immediately (always wear PPE). When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface. Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spill

School is a common place of catching infections due to the less knowledge of the children and the high number of them that's why we have to teach them and inform them about what they should do and also the staff by providing guidelines for them.

EDUCATIONAL STRUCTURE IN DIFFERENT STATES OF INDIA

Himpreet Babbra, Gerasimenko O.

There are some relevant problems faced by education system in India:

1. Lack of infrastructure: approximately 95.2 per cent of schools are not yet compliant with the complete set of RTE infrastructure indicators. They lack drinking water facilities, a functional common toilet, and do not have separate toilets for girls. Number of boards causes non uniformity of curriculum throughout India so maintenance of quality standard is quite difficult.

2. Poor global ranking of institutes: only 4 universities are featured in first 400 .This is largely because of high faculty-student ratio and lack of research capacity

3. System of education: education is information based rather than knowledge based. The whole focus is on cramming information rather than understanding it and analyzing it.

4. Gap between education provided and industry required education. Industry faces a problem to find suitable employee as education provided is not suitable for directly working in industry so before that a company is required to spend large amount on providing training for employee.

5. Gender issues: traditional Indian society suffers from many kind of discrimination so there are many hurdles in education of unprivileged sections of society like women, SC, ST and minority.

6. Costly higher education: very minimal amount of subsidy is provided for higher education so if student seeks to get chances of higher education still he misses out because of lack of economical resources.

7. Inadequate government Funding: the demand for financial resources far exceeds the supply. Very small amount is available for innovative programs and ideas.

For solving of these problems it's necessary, firstly, provide adoption of technology, because effective use of technological tools in teaching has many benefits. It will solve the many problems of infrastructure, quality. Secondly it's teachers' training which remains one of the most chaotic, neglected and deficient sectors of India's vast education system. This needs to be changed as they virtually hold the destiny of the future generations in their hands. More government spending whereas India targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Also funding is needed to be spend on building infrastructure. One of most actual problems is inclusive education system. Growth in education sector should incorporate all sections of society like rural, urban the poor, woman Backward classes etc. Quality education provided should meet needs of student. e.g. education provided to hearing impaired or slow learners. It should allow them to enhance their skills and get better employment options. Public-Private sources and to encourage the active participation of the private sector in national development. It is more forcefully advocated when public resources are projected to be inadequate to meet needs. An All India Education Services should be established which will decide the policies of education in consultation with educationalists.

Educational policy need frequent update. It should cover personality development aspect of student It should also imbibe values of culture and social services.

Among of the problems faced by first generation school goers it may be appropriated family background and support, different socio-economic opportunities, too much pressure on school goers, lack of guidance at home, feeling of insecurity.

Family background is quite different for such children. They might not get same support as other students have and that will have huge psychological impact .Sometimes their family can not fulfill their resources need. First generation school-goers might come from poor or lower middle class so less socio-economic opportunities are there for them as compared to other students. First generation school-goers undergo a lot of pressure as their family has a lot of expectations from them. Lack of guidance at home: nobody is able to solve the problems in their studies at home as other members of family are illiterate. In that case they have to rely largely on guidance at school. And finely Approach toward them might be different that will cause insecure feeling among them.

What is needed to be done to help them? According of analysing information it should be change in approach, removing psychological bias towards them and encouragement through scholarships.

PECULIARITIES OF SCHOOL TIME-TABLE IN INDIAN SCHOOLS

Simran Goraya, Gerasimenko O.

In India, students from ages 14 to 17 study in Secondary School. These schools may be affiliated to national boards or various state boards. Education is compulsory until age 14. Although most are stand-alone day schools, some popular schools are residential. Traditional second stage in formal education, typically beginning at ages 14-16 and ending at 16-18.

The subjects that are offered are divided into three groups. Group 1 includes Compulsory Subjects – English, History and Civics, Geography, and Indian Language. Group 2 includes any two from Mathematics, Science (Physics, Biology, Chemistry) as separate subjects, Environmental Science, Computer Science, Agricultural Science, Commercial Studies, Technical Drawing, a Modern Foreign Language, a Classical Language and Economics. Group 3 includes has

anyone from Computer Applications, Economic Applications, Commercial Applications, Art, Performing Arts, Home Science, Cookery, Fashion Designing, Physical Education, Technical Drawing Applications, Yoga, and Environmental Applications. All subjects have components of internal assessment, that are carried out by schools, on the basis of assignments or project work, practicals and coursework. There is 20 % weightage for internal assessment in group I and II and 50 % weightage for group III.

The average eighth grader in India spends a cumulative 130 hours more in school in an academic year than his or her peers in an OECD (Organization for Economic Cooperation and Development) country, reveals an analysis of global data. In other words, Indian secondary students pack in nearly 21 days of six-hour classes more than those in advanced countries.

Education Act mandates that schools needed to adhere to certain minimum hours of instruction time. The act requires students from first to fifth grade to spend 200 days involving 800 instructional hours in school and those from sixth to eighth standard to receive 1,000 instructional hours over 220 days. In contrast, OECD primary and secondary students spend 749 and 873 hours on compulsory education on an average. Primary school students in India are better off than their secondary counterparts, but still spend 51 hours more in classrooms than their OECD counterparts.

Arriving at ideal school hours has remained a contentious issue around the globe. Parents in cities like Mumbai are dreading the prospect of sending their children to school on weekends ever since the Maharashtra government brought out the rule book. Ironically, India's longer school hours have been cited by US authorities to make a case for keeping their schools open for longer. US' education secretary Arne Duncan had in 2009 stated that US students were at a "competitive disadvantage" as their students stayed in school for shorter hours than Indian and Chinese students.

Schoolhours then vary significantly across the globe with secondary students in countries like Finland spending as little as 777 hours in a year to those in Mexico spending up to a grueling 1,167 hours per year.

Longer school hours may not have any correlation with better education. It shouldn't be regarding school hours as the only time of learning or think that keeping children in classrooms will help them learn. Today children learn informally on their gadgets and education system needs to find ways to guide and

facilitate such learning. Nowadays children need to take ownership of their learning and the education system needs to move from teaching to learning.

India's education system needs to focus more on the quality of education than the hours spent in school. It is more important that existing working days are planned properly and time well utilized than extending the hours of school.

DEVELOPMENT OF SCHOOL COUNSELING SYSTEM

Jgounni Mohammed Ikbal, Gerasimenko O.

School counseling is an integral part of the education system in countries representing over half of the world's population and in other countries it is emerging as a critical support for elementary, middle, and high school learning and/or student health concerns. The four main school counseling program interventions include school counseling curriculum classroom lessons and annual academic, career/college access/affordability/admission, and social-emotional planning for every student; and group and individual counseling for some students.

An outdated term for the profession was guidance counselor; school counselor is preferred due to school counselors' role in advocating for every child's academic, career, college readiness, and personal/social success in every elementary, middle, and high school. In the Americas, Africa, Asia, Europe, and the Pacific, some countries with no formal school counseling programs use teachers or psychologists to do school counseling with a primary emphasis on career development.

Countries vary in how a school counseling program and services are provided based on economics (funding for schools and school counseling programs), social capital (independent versus public schools), and school counselor certification and credentialing movements in education departments, professional associations, and national and local legislation. In 2016, school counseling is established in 62 countries and emerging in another seven.

An international scoping project on school-based counseling showed school counseling is mandatory in 39 countries, 32 USA states, one Australian state, 3 German states, 2 countries in the United Kingdom, and three provinces in Canada. The largest accreditation body for Counselor Education/School

Counseling programs is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). International Counselor Education programs are accredited through a CACREP affiliate, the International Registry of Counselor Education Programs (IRCEP). School counseling services are delivered by school psychologists with a ratio of 1 school psychologist to every 3,080 students.

In some countries, school counseling is provided by school counseling specialists (for example, Botswana, China, Finland, Israel, Malta, Nigeria, Romania, Taiwan, Turkey, United States). In other cases, school counseling is provided by classroom teachers who either have such duties added to their typical teaching load or teach only a limited load that also includes school counseling activities (for example- India, Japan, Mexico, South Korea, Zambia).

School counselors are certified/ licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

School counselors serve a vital role in maximizing student success. Through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program. The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250. The School Counselor's Role School counselors have a minimum of a master's degree in school counseling, meet the state certification/ licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability. School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies

and are delivered with identified professional competencies. Program Focus – To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement that defines what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement that aligns with their school's mission and develop program goals that define how the vision and mission will be measured.

INFLUENCE OF EXTRACURRICULAR ACTIVITY ON LIFESTYLE OF SENIOR PUPILS

Ponomaryova A., Gerasimenko O.

Extra-curricular activities of high school students have great educational and learning importance. They are aimed at the use of educational materials in life situations, it creates conditions for the realization of abilities, expands the methods of activity, and encourages self-education and self-improvement. Extra-curricular activities should satisfy the constantly changing interests of adolescents, create ample opportunities for doing what they like.

Such methods as psychological testing, interview, conversation, screening test can be used to study the influence of extracurricular activities on the way of life of high school students.

Modern society needs well-educated, enterprising, all-round individuals who can make decisions quickly and confidently in a difficult situation. To meet such requirements, it is necessary to expand schoolchildren activities both in classes and during after-hours. During growing-up years, the control over one's behavior and emotions is increasingly developing, and, when engaging in activities, senior pupils are guided by their own points of view and experience. Therefore, educational work carried out after classes should help supplement and consolidate skills and abilities obtained during learning activities. The purpose of this work is to form moral, spiritual and aesthetic values of senior pupils, to assist in determining the abilities for one or another type of activity, to develop social activity. Involved are various forms of students' organization: hobby groups, sports classes, lectures or talks, excursions, etc. Team work of high school students has

great advantages. Firstly, group experience helps solve interpersonal issues and prevents from becoming self-absorbed. Secondly, team work simulates such vital situations in which a student can test his knowledge and skills. Various forms of personal education create conditions under which each senior student can efficiently accumulate his or her own personal experience. They also promote independent perception of universal human values; give students the opportunity to show their initiative, creativity, independence; inspire their natural self-expression and self-realization, which, in turn, facilitate the full personality development.

At the present time, afterschool activities are considered to be the main links in the continuing educational process of upbringing an all-round personality, creating conditions for development and maintenance of abilities in science, technology, art, etc. At the same time, creation of conditions for free choice of the activities, which a student is interested in, paves the way for manifesting one's personal abilities.

PECULIARITIES OF MOTIVATION FORMING IN STUDENTS OF SENIOR SCHOOL

Makarenko N., Gerasimenko O.

Education at school, college, university is a complex mechanism for the "personality's building-up". For sure, any design includes many subsystems, relationships, rules, which form the basis for the rise of various "failures" that violate its basic functions. One of the problems which often occurs among students is the gap between claims and real opportunities. People with a realistic level of claims are distinguish by their confidence, commitment to success, greater efficiency compared to those people whose level of claims doesn't agree with their abilities and capabilities. Consequently, the level of claims is closely related to one's self-esteem and motivation of success in various types of activities.

For examination the levels of different directions of motivation it was used the modified form of questionnaire by V.K. Gorbachevsky. It helped carry out diagnosis of components of personality motivational frame and comprises 42

questions integrating into 15 components which are classified into 4 groups, following the response handling. The research study was performed at Kharkiv Secondary School number 123. 20 students of 9 – 11th Forms, aged 15 – 17, were asked.

After analyzing the first group of these components which are regarded as the center of the motivational sphere of personality, it was founded that 75 % of schoolchildren had a medium level of intrinsic motive and 25 % - a high level. According to results of cognitive motive estimation which characterizes person's attitude to results of its activity, it was observed that 35 % of respondents have medium level of manifestation, and 65 % - high. By avoiding motive results were followed: 5% of schoolchildren showed a below medium level, 35 % - medium, and 60 % - high. By competitive motive: 10 % of respondents shows low level, 20 % - medium, 70 % - high. 60 % of pupils have medium motivation to change current activities, and 40 % - high motivation. Self-esteem motive which is expressed by person's desire to set more and more complicated purpose in daily life, for 10 % of respondents was estimated as low, for 25 % - as medium, and for 65 % - as high. The second group consists of components associated with the solution of complex tasks. They are as follows: manifestation of strong will (10 % of pupils – low level, 60 % - medium level, and 30 % - high level); estimation of attained results (10 % - low level, 80 % - medium level, 10 % - high level), potential assessment (5 % - low level, 30 % - medium level, and 65 % - high level of this motivational direction). The third group contemplates assessment of the student's performance. The study showed that expected level of performance results for 15 % of respondents was low and for 85 % - medium. The fourth group of components considers causational factors of the relevant activity. It includes such components as "consistent pattern of results" (which expresses the subject's understanding of his (or her) own abilities to achieve the set goals), and "leadership role" (which shows individual's manifestation of initiative and inventiveness in solving set tasks). At first of them most of pupils show medium (50 %) and high (40 %) level of display, and only 10 % - low level. In regard to leadership role

most of senior pupils have high level of motivation (65 %) or medium (35 % of respondents).

Thus, the study has demonstrated that the majority of adolescent students have a high level of enthusiasm for job, fear of gaining low results of any activity, and potential assessment. However, at the same time, we observe a low level of choice of task complexity, degree of manifestation of strong will in achieving complex tasks, and expected level of results. Such results of motivational sphere assessment should be taken into account with the aim to hold school activities and to prevent depressed state of the students.

STRESSFUL FACTORS THAT AFFECT THE PSYCHOLOGICAL CONDITION OF THE GRADUATING CLASS

Knigin M., Katelevska N.

Literature analysis shows that the problem of stress-factors for the students of senior classes is extremely many-sided and appears actual presently. The mechanism of human reaction to a stress impulse is difficult. It includes various types of adaptation reactions. However, with prolonged and constant exposure to stressful factors, the body's reserves are depleted, which ultimately leads to the development of many chronic diseases. Knowing the nature of stress, it is important to apply this knowledge to assess the state of a schoolboy - a teenager, because during this period in a relatively short time there are various morphological and functional changes in organs and systems.

In fact, the life of a high school student is very rich in various kinds of experiences. They are faced with the task not only to finish the school well and receive a worthy certificate, but also to enter a prestigious university in the specialty that they have chosen. As a rule, the last year in school becomes the most important time of their stay there, they work, practically, every day in order to achieve their goal. Their nervous system is constantly tense, because they are beginning to be pressured by teachers and parents, because each school wants to

boast a rating of external independent evaluation, and parents want their child to enter a good university. From the beginning, children are frightened by exams that await them after graduation, which according to teachers are more and more complicated every year. This is what negatively affects their nervous system and leads to frequent nervous breakdowns of adolescents. They start to think about it seriously, and under the influence of these factors, psychological traumas develop in children who do not stand such pressure from others.

From the above, we can conclude that high school students are too prone to emotional breakdown, due to final exams and obtaining a normal certificate, which can lead to serious consequences associated with the psyche. In order to avoid this, we should hold talks, both for parents and teachers with children, to increase the psychological preparation of high school students, that is, to let them know that everything is possible with conscientious preparation and that everyone passes through it.

RISK FACTORS FOR THE DEPRESSION IN TEENAGERS

Mbamalu Chintere Margaret, Katelevska N.

Features of the course of the age-related crisis accompanying teens, which is a transitional stage of the physical and mental formation of an adult, according to the opinion of leading psycho-hygienists, requires increased attention. It is at this time that the child has a total change, both social and physiological systems of interaction with the environment.

As a rule, this leads to a change in attitude towards oneself, and in most cases to the emergence of a less favorable image of one's own personality, which in turn can lead to a decrease in mood and development of depressive states. In addition, there is also an awareness of their sexual needs in the absence of the possibility of their discharge in combination with the first undivided love leads to a rejection of relations with others and a decrease in self-esteem. A considerable role

is played also by frequent conflicts with parents or persons from the nearest social environment. The opinion that it is impossible to find a common language with them gives rise to a persistent feeling of helplessness in a young man.

During the ripening period, various dramatic events, internal and external, can lead to the development of a depressive syndrome. Sometimes the lack of confirmation of yourself in the role of a man or woman, your own social or financial insolvency, full dependence leads to suicidal thoughts.

The risk of depression applies equally to boys and girls. However, when they enter into adolescence, the likelihood of disorders in girls is doubled and this remains until the middle years of adulthood. At the same time, depression in adolescent boys is often deeper and more protracted. Depression in adolescence, often accompanied by other mental disorders, which include: eating disorders, anxiety disorders, substance abuse, post-traumatic stress disorders. Thus, the development of depression in adolescents is affected by a number of factors: genetic, hormonal, psychological and social. A special danger of depression concerns adolescents who: experience intense stress, experienced violence, emotional use or negligence, survived the death of one of the parents or another close person, experienced separation from someone important in their life, suffer from a chronic illness, have a genetic predisposition to Mental illness or suffered from various borderline mental states at an early age, exhibit behavioral disorders or have learning difficulties.

METHODS FOR PREVENTING STRESS IN HIGH SCHOOL STUDENTS

Amoo-Mensah Amanda, Katelevska N.

The problem of stress in recent years is becoming one of the most urgent topics in the world of psychological science and practice. As analysis of the

literature shows, examination stress is one of the possible causes of deterioration of mental health of adolescents in educational institutions.

The most vulnerable to stress are schoolchildren with weakened health, suffering from chronic diseases, or having deviations from the norm in the nervous and mental terms. The type of temperament of the student, and the degree of his social adaptation, are also important. The risk group includes teenagers with a low level of self-esteem, so stress can knock down not only those who do not have time, but also seemingly well-off children with good training and a high sense of responsibility.

Regardless of the character and performance, children are in a stressful state due to increased anxiety, which is noted in the overwhelming number of modern schoolchildren.

Prevention of exam stress is a multicomponent complex of various activities that include:

- Improving control over their emotions by the schoolchild, reducing the level of anxiety, increasing confidence in one's own strengths and knowledge, improving self-esteem and correcting priorities;
- Correction of organization of the educational process and examinations for senior pupils by the heads of educational institutions and teachers;
- Family mental and organizational assistance.

Thus, prevention of stress among older students is a multicomponent complex of measures aimed at strengthening resistance to stress, improving adaptive abilities and reducing anxiety.

HYPODYNAMIA IN HIGH SCHOOL STUDENTS AS A HYGIENIC PROBLEM

Asante Mary-Yaa Acheamtomaa, Katelevska N.

Features of the formation of the health of children and adolescents determine the formation of their health in adulthood. Special importance is attached to a sufficient level of physical activity. At the same time, social progress, increasing the time used to work with mobile phones and computers, socio-cultural traditions and the life of parents cause the formation of hypodynamia in modern adolescents.

Hypodynamia is a restriction of motor activity, conditioned by lifestyle, professional activity, prolonged bed rest, a person's stay in conditions of weightlessness (long space flights), etc. In children, the development of hypodynamia is often associated with a mismanagement of the day of the child, overload and training, which leaves little time for walking, playing, and playing sports.

Hypodynamia sharply delays the formation of a child's body, adversely affects the development of the musculoskeletal system, cardiovascular, endocrine and other systems. When hypodynamia, the resistance of the organism to pathogens of infectious diseases is significantly reduced: children often get sick, diseases can acquire a chronic course.

The small mobility of schoolchildren and long stay in a monotonous pose at the school desk and at the table at home cause a violation of posture, stoop, deformation of the spine; The so-called "muscular hunger" in children can lead to more pronounced impairment of functions than in adults, to a decrease not only in physical, but also in mental performance. A sedentary lifestyle inevitably leads to weight gain and obesity. Long hypodynamia, reducing the load on the bone apparatus, accompanied by a violation of mineral and protein metabolism, this can cause a decrease in the strength of bone tissue.

According to scientists, 42% of schoolchildren have such a risk factor as hypodynamia, against which 9% of students have signs of autonomic dysfunction, overweight and obesity in 27% of schoolchildren, and a 50% violation of posture.

Thus, current inactivity - is difficult to solve a hygienic problem that requires solutions, both medical and organizational issues.

FAST FOOD – HEALTH RISKS FOR TEENS

Manpreet Singh, Katelevska N.

The physical and psychological state of schoolchildren is the most important problem of our time. Many medical staff are talking about the dangers of fast food for schoolchildren, because during this period the body of adolescent begins to form and the final result depends on quality nutrition. Unbalanced diet affects the weight gain and subsequent diseases. As the scientists note, the generation of modern adolescents with full certainty can be called "children of fast food". There are many reasons for this: the desire to imitate the adults, the inability to get adequate nutrition, the influence of advertising.

This type of food contains a huge amount of calories, transgenic fats, which dramatically increase the risk of getting oncology, as well as a huge amount of salt. In addition, there is a high content of fast carbohydrates and a low - protein and fiber. Often used for the preparation of various dioxides, preservatives and lipids, which increase the shelf life and contribute to the emergence of avitaminosis. Also, fast food contributes to overeating, since it initially contains a significant amount of food, and marketing promotions offer even more, but for less money.

All these factors cause the development of a number of diseases. The most common of which is obesity.

According to the results of the World Health Society studies, to date, more than 40 million children living on our planet are obese. But in addition, the number of cases of disruption of the endocrine system of children and diabetes in young children has significantly increased. Multiple studies of scientists prove that children who regularly fed fast food show poor results of schooling, studying at school, and in addition, their behavior leaves much to be desired. Scientists have found that children who regularly eat "fast food" are more likely to suffer from a syndrome of hyperactivity and reduced attention. According to many scientists, fast food also has a negative impact on children's intelligence.

Thus, the current trend, characterized by the popularization of "fast food" among teens, without adequate correction of the diet by parents and heads of educational institutions, threatens significant health problems among the younger generation of schoolchildren in the future.

RISK FACTORS FOR THE DEVELOPMENT OF EYE DISEASES IN TEENAGERS

Ashamari Futaim, Katelevska N.

Through the visual analyzer comes up to 80% of information about the world around and in the process of human evolution the organ of vision has acquired a sufficiently high resistance to various stimuli and adverse factors of influence. However, even these protective mechanisms cannot completely rid the eyes of diseases.

Visual impairment in schoolchildren reduces academic achievement, self-esteem, restrains the choice of sports and the future profession. The visual system of the child is still being formed, has plasticity and huge reserves.

Heredity. Diseases of the eyes, in particular, myopia is not transmitted at the genetic level, but the predisposition to it the child may well inherit. The likelihood of childhood myopia in the presence of this disorder in both parents

increases even more. Myopia in children with similar heredity requires increased attention from the ophthalmologist.

Congenital defects of the eye. Children are often born with various pathologies of the cornea and lens (weak sclera or accommodation eye muscle), there are cases of the development of glaucoma at an early age. Such violations are often hidden before their manifestation under the influence of increased visual loads.

High eye strain. Due to the anatomical features of the eye, for focusing the view on nearby objects, the adolescent reflexively strains some of his departments. The more often and longer this happens, the faster the shape of the eyeball changes and the pathology of vision develops.

Inadequate diet. Deficiency in the diet of elements such as zinc, magnesium, calcium, and vitamins leads to reduced acuity and quality of vision.

Violation of working conditions. For the health of the eyes, properly selected furniture, lighting, posture when working at the table, a certain duration of work and alternating it with interruptions are important. Violation of these conditions, excessive teenagers video games, reading in the transport and other. Can provoke a visual impairment.

Special attention should be paid to the impact on the eyesight of teens of various digital devices. The intensive development of the Internet, various electronic devices has led to the fact that most children and adults are currently suffering from a particular visual impairment. Most often at school age develops myopia - or short-sightedness. This problem was first noticed in Japan, where ophthalmologists revealed a connection between the widespread introduction of computers and the increase in the number of short-sighted children and adolescents.

Thus, the development of measures to prevent diseases associated with visual impairment in adolescents should include correction and optimization of various areas of the student's life, the main of which are the formation of the correct mode of the day, metered visual loads and proper nutrition.

PROBLEMS OF SELF-PRESERVING BEHAVIOR AT TEENAGERS

Haddad Yasmineen, Gerasimenko O.

New research has brought together some of the world's experts in an attempt to understand what drives the heightened level of risk taking that is so common during adolescence. It's the same thing that drove us to do crazy stupid things. Researchers looked particularly at the risky behaviour of boys and conducted 19 studies across various research areas including psychology, neurochemistry, brain imaging, clinical neuroscience and neurobiology.

It's no secret that there are many intelligent, well-adjusted adolescents who have a self-preservation instinct so small, it could fit through the eye of a needle without any trouble at all.

The studies revealed fascinating insights into the inner mechanics of a teenage boy's brain. Teenage boys showed greater activity in the area of the brain that controls emotions when confronted with threat. This was different to the response of children and adults and strikingly different to that of adult men.

Teenage boys were mostly impervious to the threat of punishment but showed heightened sensitivity to the possibility of large gains from gambling. This means that when they are faced with a decision, they are likely to understate the potential negatives and overstate the possible gains.

In light of this, we have to wonder about the effectiveness of punishment as a way to curb risky or antisocial behaviour in boys. Highlighting the gains to be made from safer or more prosocial behaviour would seem to be a more effective response.

Fast forward to modern times and boys are genetically still primed to engage in risky behaviour and to get excited about the payoff from taking a risk, but generally the welfare of the tribe does not depend on it. Depending on the context, courage and stupidity can look the same. The primitive environment has changed, the genetics haven't. In uncovering the neurobiological basis of behaviour, this

study has highlighted the benefits to be gained from a more pro-active, rather than reactive response to our teenage boys.

There's a really good reason they do what they do. They are experimenting with the world and their place in it. It's one of their main jobs during adolescence. The growth and learning that comes from this is critical to them being able to leave the family and step into the world as healthy, well-adjusted, independent adults, but the need for this exploration and experimentation will sometimes lead them into risky situations. When it comes to the move to adulthood they'll have the wheel, but if they let us we can help them to steer. We can't control them but we can influence them. The level of that influence will ultimately be up to them, so the relationship and the connection is critical. It's more important than anything.

Even in younger adolescents, punishment that shames will likely drive behaviour that avoids consequences, such as secrecy or lying. It won't necessarily impart the values or understanding that is vital to create lasting change. For that to happen, they need to be open to our influence.

Influence won't come from control and punishment. It will come by being the one who is easy to turn to and easy to listen to. That means being someone who doesn't shame them for their mistakes or their risky moves, but by being the one who tries to understand them. It means listening more than we speak and giving them information not rules.

It's really important to have boundaries but the consequences of overstepping those boundaries have to make sense and they have to be given with openness and explanation. The more we give them in terms of trust, respect, understanding and connection, the harder they'll work to keep it. The best way to guide them towards being the person we want them to be is to treat them as though they already are.

Channelled in the right direction, risky decisions can become courageous ones and opportunities to expand the edge of their capabilities. The drive to take risks gives teens what they need to explore and experiment with the world. From this comes resilience, resourcefulness, creativity and ultimately, a well-adjusted, pretty amazing adult.

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