



DOI: 10.54919/physics/55.2024.163vh1

Creation of a system of psychological support for schoolchildren and students in order to prevent emotional burnout and reduce the level of suicidal attitudes among teenagers

Tetiana Shcherban

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Iryna Bretsko*

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Taisa Yamchuk

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Viktoriya Varha

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Olha Voronova

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Abstract

Relevance The relevance of conducting research in this area is due to the fact that, nowadays burnout syndrome and suicidal mood are observed among a larger number of teenagers, which causes an increase in the level of mental disorders and fatal outcomes by committing suicide among young people. These problems include a complex of special mental disorders.

Purpose. The key goal of this article is to highlight the methods and preventive measures of psychological guidance that will reduce the level of occurrence of these problems. The main task is to reveal the concept of emotional burnout and suicidal mood and to identify factors that contribute to the spread of these phenomena.

Methodology. Among the methodological approaches thanks to which the main tasks were achieved, it is worth noting the systematic approach, person-oriented, competence-based, informational, activity-based approaches.

Results. In the course of this research, problems were identified that lead to the spread of emotional burnout and suicidal moods among students and pupils. It also shows the features of conducting psychological prevention activities with students. It was proven that during the formation of the syndrome of emotional burnout and suicidal moods in students, indicators of emotional detachment, emotional and moral disorientation, experiencing psycho-traumatic circumstances and inadequate emotional and selective response increase. Methodical recommendations aimed at preventing these

Suggested Citation:

Shcherban T, Bretsko I, Yamchuk T, Varha V, Voronova O. Creation of a system of psychological support for schoolchildren and students in order to prevent emotional burnout and reduce the level of suicidal attitudes among teenagers. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):1631-1639. DOI: 10.54919/physics/55.2024.163vh1

*Corresponding author



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syndromes were also developed. The article revealed the general principles of the problem of suicidal behaviour, as well as the main signs of suicidal tendencies of teenagers.

Conclusions. The practical value of the considered main components of socio-pedagogical prevention and the analysed main methods from a psychologist to prevent the problem of suicide in adolescence will contribute to reducing the occurrence of these phenomena.

Keywords: emotional state; suicidal tendencies; psychological prevention; mental trauma; psychologist.

Introduction

Suicide is a rather complex and multifaceted phenomenon that accumulates philosophical problems, for example, the loss of the meaning of life; psychological, such as frustration, and psychological maladaptation; social, that is, dissatisfaction, loss of status, social unrest, as well as legal, moral and medical, among which it is worth noting serious illness and mental disorders.

I. Bretsko [1] noted that the most important period in a person's life is adolescence. The adolescent period in young people is characterized by some gender changes. For example, girls' appearance changes, the figure becomes more refined, the menstrual cycle begins, while boys become more manly and start having sexual relations. During this period, the psyche of teenagers changes from childlike to adult, which makes a carefree life a little more difficult. In adolescents, cases of suicide occur more often than in adults, because thoughts about suicide come unconsciously, because teenagers do not consider death to be the real end of life. There are a lot of reasons that lead to these actions. To reduce the number of cases, it is necessary to understand them well. Z.S. Elov and D.S. Berdiyeva [2] expressed the opinion that one of the reasons is the insufficient amount of attention from parents who spend a lot of time at work, doing household chores and leaving the child alone, who at that time may need help or just a soulful conversation with the parents. Next, a fairly common reason is peers with whom it is difficult for a teenager to find a common language. Very often there is bullying on their part. Unrequited love in adolescence is the sincerest, but it is not always reciprocated, because of this, the child thinks that she has flaws, no one will love her and no one needs her.

S. Bader et al. [3] highlighted that modern youth cannot see life without the Internet. It is he who carries considerable danger, in the same way that there are many suicide games and groups used by teenagers. Also, strong shocks are a frequent cause, for example, the death of a loved one, a beloved animal, rape, and many others. Next, the syndrome of emotional burnout, abbreviated as SEV, will be considered. This state can be described with such words as emotional exhaustion. Its main characteristics are mental, physical and moral fatigue, irritability, and lack of interest in hobbies. This condition leads to apathy, loss of joy, and lack of feelings. Nowadays, the number of cases of burnout syndrome among teenagers has increased. There are more than 100 signs that signal the development of this syndrome. The most important of them are conflict, depression, loss of concentration, fatigue, stress, and irritability. I. Melnychuk [4] proved that the syndrome of emotional burnout manifests itself in students and schoolchildren. This is influenced by such psychological aspects as learning difficulties, new surroundings, different social environment and many others. The state of the

student's mental health will have a great impact on the future career, academic performance, and lifestyle, because the future professional is formed during the student period. Based on the above, the question of a detailed analysis of the phenomena of emotional burnout and suicidal mood and the selection of recommendations to prevent the spread of these phenomena deserves special attention in this study. This can be achieved thanks to the fact that the concept of emotional burnout and suicidal mood will be revealed.

A. Lomova [5] singled out their features and problems that lead to their spread. Suicide statistics are quite complicated at the moment. Several statistics can be cited. About a million teenagers commit suicide every year, and about twenty million people attempt suicide [6]. Suicide is the number one cause of violent death. It is worth noting that suicides are several times more than murders. In recent years, according to statistical data, the rate of teenage suicide and suicide attempts has increased by 35-37%. Every month, doctors go to 3-5 calls for suicide attempts among teenagers. Children aged 10-14 from well-to-do families are the most likely to commit suicide [6]. This necessitates the development of special measures that will reduce these indicators. Also, it is worth providing methods from professional psychologists to prevent these problems and create a system of psychological support for schoolchildren and students. The analysed aspects of the theoretical and practical content will help to reveal this problem in the widest and deepest way, which in turn provides an opportunity to determine the most effective means of its prevention, reduce the level of suicidal cases among teenagers, suicide attempts and increase the level of the emotional background of young people.

Materials and Methods

This study in the field of creating a system of psychological support for schoolchildren and students in order to prevent emotional burnout and reduce the level of suicidal moods was conducted using methodological approaches. One of them was a systematic approach, which allowed analysing the concepts of emotional burnout and suicidal mood, and to identify the problems that lead to their spread. With the help of the competence approach, it was investigated which indicators grow in teenagers who have a tendency to these syndromes. Next, it is worth mentioning the person-oriented approach, with the help of which the practical value of the main components of socio-pedagogical prevention was considered and the main methods of the psychologist to prevent the problem of suicide in adolescence were analysed. One of the main approaches was informational, which made it possible to develop methodological recommendations aimed at preventing the syndrome of emotional burnout and suicidal mood among teenagers. In turn, the activity approach helped to identify

the underlying factors that contribute to the spread of the phenomenon of emotional burnout and suicidal moods among students, as well as to identify methods of psychological guidance that will reduce the level of occurrence of these problems. The statistical methodological approach made it possible to analyse the results of statistics, which showed the percentage increase in the number of deaths by suicide among teenagers. In the course of using the deduction method, it was established that the correct interpretation of the symptoms, as well as the consequences of the manifestation of the syndrome of emotional burnout and suicidal moods in relation to other negative mental states, is the key to effective preventive work. Also, in this study, the induction method was used, which helped to establish that timely identification of the problem, i. e. suicidal mood, and professional help can save many lives. With the help of the synthesis method, it was proved that during the formation of the syndrome of emotional burnout and suicidal moods, indicators of emotional detachment, emotional and moral disorientation, experiencing psycho-traumatic circumstances, and inadequate emotional and selective response in students' increase. Using the method of analysis, the features of socio-psychological factors of suicidal behaviour of teenagers were analysed. Thus, this research will be conducted in several stages:

1. The first stage consisted in the study of the theoretical aspect, as well as in the disclosure of the concepts of emotional burnout and suicidal mood, highlighting their features and problems that lead to their spread.

2. The second stage allowed investigating what indicators are growing in teenagers who have a tendency to these syndromes, to determine the consequences that lead to a state of emotional burnout and suicidal mood. The correct interpretation of the symptoms was established.

3. The basis of the third stage was the provision of methods from professional psychologists, which will reduce the level of these symptoms. Also, an analysis of the results of statistics, which showed the percentage increase in the number of deaths by suicide among teenagers. Creating a system of psychological support for schoolchildren and students to reduce the level of emotional burnout and suicidal mood.

Results and Discussion

Turning to research in modern psychology, it should be noted that emotional burnout was classified as a state of complete exhaustion. Psychosomatic, somatic, and psychopathological symptoms and signs of social dysfunction are characteristic of people with this syndrome. Emotional burnout is characterized by such signs as sleep disturbances, chronic fatigue, memory and attention disorders, and personality changes. The possibility of developing anxiety and depressive disorders, a tendency to suicide and addiction to psychotropic substances should also be noted. I. Mudrenko [7] highlighted that the most important symptoms are considered personal changes, such as low self-esteem, and anxiety, high neuroticism. Based on this, it is possible to conclude that currently there are no single criteria for the diagnosis of this syndrome. Persons who set high criteria for self-esteem are at the highest risk of emotional burnout

[8]. There are three more types of people who are at risk of developing this syndrome. The first of them is pedantic. This type is characterized by such characteristics as painful accuracy, excessive conscientiousness, the desire to achieve the best result in any matter, even to the detriment of oneself. Such people are often too attached to the past. People of this type are most often bothered by such symptoms as apathy, sleepiness, and overfatigue. The second type of people is demonstrative. This type of people is characterized by the desire for primacy in all matters, to always be in the centre of attention. People of the second type are characterized by such symptoms as irritability, and anger, because of these symptoms, the pressure may rise, and there may also be problems with falling asleep. The third last type is emotional. People of this type are too sensitive and vulnerable. They perceive other people's pain as their own, which borders on pathology. The main symptoms are insomnia, and increased anxiety [9].

O. Olaya [10] analysed the main symptoms of emotional burnout syndrome, sleep disturbances, inattention, loss of sense of humour, irritability, feelings of overtiredness, guilt, alcohol, and nicotine abuse and many others should be highlighted. A period of increased activity causes the development of emotional burnout syndrome. It leads to the exhaustion of a person when he forgets his needs, completely absorbed in the learning process. A sign of exhaustion is characterized by a feeling of overexertion, exhaustion of emotional and physical resources, as well as fatigue that does not go away even after a good night's sleep. Personal detachment is the second symptom of emotional burnout. The main characteristic is unemotionality, when a person does not care about anything, circumstances do not cause either positive or negative. The third sign is a decrease in the level of self-efficacy or a decrease in self-esteem. This sign is characterized by the fact that a person does not see prospects in the further process of education, is not satisfied with himself, does not believe in his own potential.

There are three main factors that play a significant role in the syndrome of emotional burnout. The first is a personal factor. Age, work experience, and marital status have no influence on emotional burnout. Further, the organizational factor, intense psycho-emotional activity is the development of this syndrome. Its characteristic is intense perception, as well as communication, which is supported by emotions, processing of received information and decision-making. The second factor that contributes to the development of emotional burnout is a destabilizing organization of activities and an unfavourable psychological atmosphere, in other words, it is not a sufficiently clear organization of activities, as well as planning of life activities or many hours of educational activities that carry a sufficiently heavy measuring content. Another factor is the presence of conflicts between students in the teacher-student system. Another factor is the presence of a psychologically difficult contingent with whom it is necessary to deal with in the field of communication, i.e. conflict students and others [11; 12].

From the point of view of the modern formation of criminology, the term suicidal behaviour should be defined as a deliberate violent deprivation of one's own life, which occurs due to mental disorders and is not caused by any

external factors. It is worth noting that suicide should not be marked as a criminal illegal act, as a subject whose act does not carry any criminal legal consequences. The mortality rate among teenagers is more likely to be a temporary phenomenon. Adolescents have no idea about the phenomena of death and what consequences this action causes, so this period is formed over a long period of time. Loss of the meaning of life is one of the main reasons for taking life by suicide. It should be noted that hatred, rudeness, and aggression can deeply hurt the feelings of teenagers, and this is another reason for committing suicide. Among other reasons for committing suicide among teenagers, it is worth noting such common ones as an arbitrary desire to die, avoiding difficult family situations and fear of it. There are numerous signs that lead young people to end their lives by suicide. It is worth paying attention to changes in nutrition or its disappearance, lack of sleep, inadequate behaviour, distance from loved ones, changes in behaviour, lack of energy, indifference to things that were previously a priority, quite frequent interest in death, irritability, aggression, problems with concentration, increasing the level of absenteeism and the level of efficiency during the implementation of the learning process. Among the main signs that can show a person's tendency to commit suicide, distance from their usual circle of surroundings and lifestyle stands out, thus teenagers are preparing to commit suicide.

One of the characteristics is considered to be the cessation of communication with friends and family, as well as things that were previously a priority become things that do not make sense. The reason for suicide for a teenager can be the desire to change the circumstances of his life, to get away from traumatic conditions, to get rid of experiences, to evoke sympathy and pity, as well as to draw attention to personal problems [13; 14]. Also, suicidal behaviour can be coloured by a feeling of revenge on the offenders, who must regret after this event. It has been studied that 92% of suicide cases among pupils and students occur because of school and family. Before the end of life by suicide, it can be due to parents' upbringing of a sense of guilt, and a lack of a sense of self-respect. Lack of life experience and inability to determine life guidelines, these factors most often lead to the emergence of suicidal behaviour syndrome. In addition to these factors, there are reasons such as the loss of a loved one or an open feeling of love, as well as overtired alcohol and drug addiction [15; 16].

Having identified the range of negative consequences of emotional burnout and suicidal moods, it is worth noting the need to consider ways to eliminate them. Students spend most of their lives in educational institutions. All factors implemented during the educational process have a direct impact on the student's well-being [17; 18]. In order for the state of emotional burnout not to catch up with students, simple rules should be followed. Firstly, it is required to listen to oneself and not blindly follow the advice of society. It is always worth listening to the inner voice and making the own professional choice, relying on one's abilities. The best prevention of emotional and professional burnout is doing what one loves. Do not forget about rest. It is necessary to establish a balance between study and rest and adhere to it [19]. An effective method to

prevent the syndrome of emotional burnout is to increase the quality of rest, which is ensured by the maximum switching of the nature of the activity. For example, sitting at lectures should be replaced by sports during rest. Not being afraid of changes is one rule. If the soul is not in the work, even when it brings income, it is time to change it and not be afraid that something will go wrong. It is important to do what one likes. It is necessary to highlight perfectionism, which has a bad effect on well-being and realization. Such people, due to the state of error, usually achieve little in life or do not start a new business at all. In order to avoid the syndrome of emotional burnout, one should develop self-organization skills, as well as be able to objectively evaluate the results of one's own activities and properly manage one's own resources [20].

After analysing the concept of "suicidal behaviour" and its aspects, it was found that there are three types of this syndrome. The first is demonstrative, its characteristics are drawing attention to oneself by acting out scenes of parasuicide; the purpose of this act is the hope that the individual will be saved if they are prevented. It is necessary to pay attention to such behaviour in teenagers, because it can lead to a fatal end. The second type is affective; it is the state of short-term affect that leads to an attempt to end life by suicide, in other words – affective behaviour. Most often, under this condition, a person has the idea of committing suicide as a way to express oneself, to blame someone or because of the desire for one's own death. The latter is a true type; it is characterized by a thought-out and justified intention to end life by suicide [21]. Unfortunately, nothing will stop people who have dared to take this step, as they think through all the actions in sufficient detail. In most cases, the individual blames himself in his suicide notes, asks for forgiveness from people close to him, and writes that no one is to blame for the cause of his suicide. This tragedy can be helped, so it is worth following some advice that was given by professional psychologists. Prevention of adolescent suicide will help to avoid the death of a child [22]. Parents' attention to changes in the child's behaviour is the main factor in preventing suicide attempts. Various little things, such as suspicious behaviour or an accidentally spoken phrase, often become the first alarm bell. So Ya.V. Sinelnichenko [23] proved that it is necessary to pay close attention to factors such as sick fantasies or conversations about suicide, as well as strange conversations about love, focusing attention on suicide scenes in films, trying to finish plans as soon as possible, the child's conversations about, that no one needs it, because these factors can indicate a possible suicide.

One of the most important stages of education is personality formation. From an early age, it is necessary to be interested in the child's life and support him in all his endeavours. It is necessary to prove to the child that life is beautiful, to show that there are no hopeless situations and that everything can be solved. If a person observes psychological distress in a child, he/she should contact a psychologist as soon as possible. It is very important to trust and give freedom to the child, as in adolescence people feel like adults; there is no need to tell them that they are still children – it might offend them. It is necessary to learn to carefully find out where the teenager is going and what he will do. Spend more free time with children in

the fresh air, do sports and favourite hobbies together, and support, and then she will never have suicidal thoughts.

A school is a place where a student will develop self-assertion and will not have thoughts of suicide. It is necessary to create a positive psychological climate. For example, to involve students in social activities. Sports competitions, camaraderie in the club are an excellent way to distract children from suicidal thoughts [24-26]. D. Wasserman et al. [27] conclude that it is necessary to pay attention to extracurricular educational work, as well as the interaction of the educational institution with the families of students for effective organization, and socio-pedagogical prevention in the educational institution. It can be concluded that suicidal behaviour is a rather serious socio-pedagogical problem that requires special attention, care, and support from parents, loved ones, and teachers of general educational institutions. These theoretical aspects determine the need to determine the elements of the system of psychological support for adolescents. A. Lomova [5] noted that in order to reduce the amount of suicidal behaviour among teenagers, the prevention work system

should consist of psychological enlightenment of teachers, parents and students, systematic control of student behaviour, psychological and pedagogical diagnosis of suicidal mood and psychological climate in the educational institution.

Firstly, one of the important elements of psychological support is the training of pilots to experience discomfort, crisis, and conflicts. To learn to find positive ways to solve the problem, using personal and environmental resources. The principle on which the system of psychological support should be based should include openness in revealing personal problems, learning not to run away from the fear of getting close to people, the ability to recognize one's own and other people's rights in the middle of relationships. An experiment was conducted that made it possible to detect a tendency to suicidal behaviour. According to the results of the first experiment, it was found that 40 teenagers have a low level of suicidal behaviour, 35 have a medium level, and 25 have a high level (Figure 1).

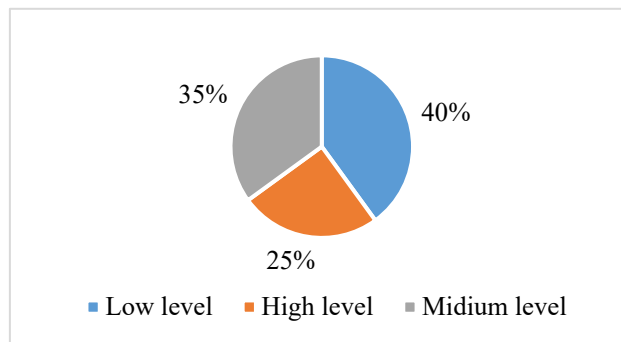


Figure 1. The adolescents' tendency to suicidal behaviour
Source: V. Batyrgareeva [21].

Analysing the data shown in the diagram, it can be concluded that among the three indicated levels of suicidal behaviour, the largest number of participants was divided between medium and low levels of suicidal behaviour. The results of the study can show that teenagers with an average level of expression of suicidal behaviour do not have a persistent tendency towards the pointed indicator. This suggests that if these respondents find themselves in an unfamiliar situation, the level of tendency to suicidal behaviour increases. At that time, adolescents with a low

level of suicidal behaviour can independently cope with the difficulties that arise at this stage of life. At the same time, teenagers with a high level of tendency to suicidal behaviour make up a quarter of the participants. This indicates a lack of strength to counsel with problems and an excessive focus on one's own negative experiences. The analysis of indicators of the number of suicides among teenagers in Ukraine becomes important, which will help to better reveal the spread of this problem (Figure 2).

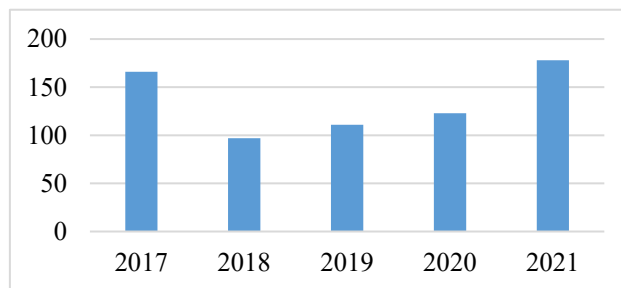


Figure 2. Number of suicides among teenagers in Ukraine

Source: "Death groups" and adolescent suicides in Ukraine: How to protect a child from tragedy [28].

After analysing the given data, it is worth noting that the indicator of the number of suicides among teenagers in Ukraine increased significantly from 2017 to 2021. This suggests that the problem of suicide is spreading, and the methods of combating this phenomenon and methods of prevention are ineffective, which makes it necessary to

consider and create a system of psychological support for adolescents.

T. Shcherban and I. Bretsko [29] highlighted that the functioning of the psychological support system is necessary to maintain the collective spirit. Effective tips for this are holding T-groups, students have the opportunity to

participate voluntarily, because it is not possible to force a student to develop certain skills and communicate with people. Another piece of advice is to create Balint groups, participating in which results in a positive change in participants, which will teach students to positively evaluate their own educational activities and better understand other people's problems. Psychological support and self-help groups that aim to have frank conversations about feelings that other students or teachers are having. They help to understand what mechanisms affect the ability to learn effectively and hinder professional growth. Noting other components of the psychological support system, several personal attitudes should be highlighted to avoid the syndrome of emotional burnout. It is necessary to adequately assess one's capabilities, to be attentive to oneself, to stop living the lives of others, to pay enough attention to one's own resources, to be able to soberly assess the events of each day, to get enough sleep, to eat properly, not to abuse alcohol. It is necessary to single out training classes and coaching, which are used within the framework of the prevention of the syndrome of emotional burnout. In the process of classes, self-diagnosis skills, signs of stress, and ways to overcome it are acquired [30-32]. Professional psychologists suggest including elements of art therapy, such as fairy-tale therapy, isotherapy, music therapy. Thanks to the training, personal potential is revealed, the purpose of which is to increase its effectiveness in the process of professional activity. Personal coaching makes it possible to quickly achieve the desired result by mobilizing internal resources. Another type of coaching is transformational. It is characterized by a multi-level and holistic approach in order to develop the hidden resources of personal needs.

Official data World Health Organization [6], suicide ranks third as a cause of death after childhood trauma, and infectious and oncological diseases. In addition to the above-mentioned reasons that affect the increase in the number of suicide cases, one of the main ones is the online attitude of society and the Government of the state to solving this problem. One of the ways to prevent the spread of suicidal cases among young people is to regulate the Internet safety of minors, namely the establishment of network access control in computer classrooms and libraries. It is necessary to install Internet filters for safe use of the Internet, the purpose of which is to divert attention from hard content on the Internet, which contains elements of violence, and pornographic materials and which are dangerous for teenagers. It is parents who play the main role in preventing suicide among teenagers. The head of the German Society for the Prevention of Suicide, if parents notice that their child is interested in and uses suicide forums on the Internet or has withdrawn from people, it is necessary to provide the child with help, for example, talk about what worries him, and also contact a specialized counselling institution.

It is necessary to analyse a preventive measure that will reduce the level of suicidal cases among young people, this is an individual conversation. The purpose of which is to provide urgent help to a teenager who has a tendency to commit suicide and who has found himself in a difficult life situation. This conversation is the main component and mandatory part of the work on countering suicidal behaviour. It should be noted that conducting a

conversation with a person who has suicidal tendencies is a rather difficult matter, which necessitates the implementation of certain conditions. Firstly, an invitation to a conversation should not be intrusive, it should be conducted in the absence of outsiders and in an informal setting. A psychologist needs to empathize with the feelings of the interlocutor, understand the inner world, experiences, interests, create maximum mutual understanding [33-35].

The psychologist must maintain a confidential environment and not distribute the information he will receive during the discussion of the problem. The main goal is to assess the tendency to commit suicide, if the risk is high, hospitalization in a psychiatric clinic is necessary, as well as to determine the direction of psychocorrective work. The conversation consists of several stages. The first stage is the establishment of a trusting relationship between the client and the psychologist [36; 37]. At this stage, it is important to remove the negatively coloured emotional tension of the teenager. During the conversation, it is necessary to carefully listen and observe the person, and pay attention to small things, this will help to form an objective image of the interlocutor. At the preparatory stage, it is necessary to show admiration for the person, his life, and interests, which is a powerful anti-suicidal factor and will increase his life value. The second stage will help the pre-suicide victim to look at his life situation from different angles, to see not only negative, but positive aspects in it. It is important to listen carefully to a person, to show interest in his problems and condition. It is necessary to prove to a potential suicide that the first cause of his troubles and troubles in life lies in his thoughts and feelings. Keeping negativity in the soul about oneself and others will increase the number of life failures, which, on the contrary, peace of mind and harmony will lead to the establishment of life well-being. It is necessary to convince that a person is loved, valued, respected, that he has someone to live for. This situation will help the suicidal person to fill his life with meaning, to realize that he cannot do without it, to feel his own significance, to reevaluate his life, and to feel unique. At the third final stage of the conversation, it is necessary to inspire the suicidal person to realize his own sources of overcoming the crisis situation, to provide an incentive for confidence in his own capabilities, and to change his view on responding to life's troubles with the help of positivity. At the end of the interview, the professional psychologist needs to analyse the completed work, draw conclusions and think about the next steps of further work. In order to prevent the relapse of suicidal behaviour, it is necessary to inform the environment, classmates, parents, and friends about the unfavourable life situation of the teenager in order to ensure calm, friendly conditions for his activity of cooperation with close people.

Conclusions

Thus, after conducting research in the field of studying the system of psychological support for schoolchildren and students in order to prevent emotional burnout and reduce the level of suicidal behaviour among adolescents, it was found that this problem contributes to the spread of mental disorders and suicides among adolescents, which necessitated the determination of ways of prevention.

Suicide is a rather complex and multifaceted phenomenon that accumulates philosophical problems, for example, the loss of the meaning of life; psychological, such as frustration, and psychological maladaptation; social, that is, dissatisfaction, loss of status, social unrest, as well as legal, moral and medical, among which it is worth noting serious illness and mental disorders. All factors implemented during the educational process have a direct impact on the student's well-being. In order for the state of emotional burnout not to catch up with students, simple rules should be followed. Firstly, it is required to listen to oneself and not blindly follow the advice of society. It is always necessary to listen to inner voice and make the own professional choice, relying on abilities. The best prevention of emotional and professional burnout is doing what a person loves. Do not forget about rest. A balance between study and recreation must be established and maintained. An effective method to prevent the syndrome of emotional burnout is to increase the quality of rest, which is ensured by the maximum switching of the nature of the activity.

One of the most important stages of education is personality formation. From an early age, it is necessary to be interested in the child's life and support him in all his

endeavours. It is necessary to prove to the child that life is beautiful, to show that there are no hopeless situations and that everything can be solved. If a person observes psychological distress in a child, he/she should contact a psychologist as soon as possible. It is very important to trust and give freedom to the child, as in adolescence people feel like adults; there is no need to tell them that they are still children – it can offend them. It is necessary to learn to carefully find out where the teenager is going and what he will do. Spend more free time with children in the fresh air, do sports and favourite hobbies together, and support, and then the teenager will not have suicidal thoughts. Identified ways of prevention will contribute to the fight against this phenomenon among teenagers and reduce the prevalence of mental disorders and suicides in this group.

Acknowledgements

None.

Conflict of Interest

None.

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Створення системи психологічної підтримки школярів та студентів з метою профілактики емоційного вигорання та зниження рівня суїцидальних настроїв серед підлітків

Тетяна Щербан

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Ірина Брецько

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Таїса Ямчук

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Вікторія Варга

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Ольга Воронова

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Анотація

Актуальність проведення досліджень у даному напрямку зумовлена тим, що на сьогоднішній день синдром емоційного вигорання та суїцидальні настрої спостерігаються серед більшої кількості підлітків, що зумовлює зростання рівня психічних розладів та летальних наслідків шляхом вчинення суїциду серед молоді. Ці проблеми включають комплекс спеціальних психічних розладів.

Мета. Ключовою метою даної статті є висвітлення методів та профілактичних заходів психологічного супроводу, які дозволять знизити рівень виникнення зазначених проблем. Основним завданням є розкриття поняття емоційного вигорання та суїцидальних настроїв, а також виявлення факторів, що сприяють поширенню цих явищ.

Методологія. Серед методологічних підходів, завдяки яким було досягнуто основних завдань, варто відзначити системний підхід, особистісно-орієнтований, компетентнісний, інформаційний, діяльнісний підходи.

Результати. У ході дослідження було виявлено проблеми, які призводять до поширення емоційного вигорання та суїцидальних настроїв серед учнівської та студентської молоді. Також показано особливості проведення психопрофілактичних заходів зі студентською молоддю. Доведено, що під час формування синдрому емоційного вигорання та суїцидальних настроїв у студентської молоді зростають показники емоційної відстороненості, емоційно-моральної дезорієнтації, переживання психотравмуючих обставин та неадекватного емоційно-вибіркового реагування. Розроблено методичні рекомендації, спрямовані на профілактику цих синдромів. У статті розкрито загальні засади проблеми суїцидальної поведінки, а також основні ознаки суїцидальних тенденцій підлітків.

Висновки. Практична цінність розглянутих основних компонентів соціально-педагогічної профілактики та проаналізованих основних методів з боку психолога щодо попередження проблеми суїциду в підлітковому віці сприятиме зменшенню виникнення цих явищ.

Ключові слова: емоційний стан; суїцидальні тенденції; психологічна профілактика; психічна травма; психолог.