

Actions aimed at preventing burnout include both self-help and external professional assistance. In the first case, employees need to learn to recognize and cope with psychological stress, master a wide range of techniques of self-regulation and overcoming the first symptoms of stress at work. If such help is not enough for oneself, then professional and psychological help will be needed to prevent and overcome the burnout syndrome [3].

Psychological assistance should be focused on optimizing work motivation, reducing or increasing the importance of meeting the requirements of a particular area: professional, job, status-role, etc. In other cases, psychological assistance can be aimed at improving the adequacy of employees' perception of situational (actual) requirements, taking into account job status and self-confidence, resources, abilities [3].

Thus, factors in preventing emotional burnout in future practical psychologists are awareness of psychological stress, trying to manage the same stress, developing self-regulation to overcome the first symptoms of burnout or seeking psychological help if circumstances require. Directly, the psychological work itself is to determine the cause of emotional burnout, study the factors influencing the problem, eliminate these factors, increase self-confidence and the development of motivation for further success.

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*Scientific adviser: Smolinchuk L.S.,  
PhD, Associate Professor*

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**Shapenko N.V., Kokarieva A.M.**  
*National Aviation University, Kyiv*

### **THE CANISTHERAPY INFLUENCE ON PRIMERY SCHOOL AGE CHILD**

The child development in the primary school period age is special, it needs considerable attention from parents and teachers, and therefore needs more thorough research. One of the effective means (methods) of influencing the socialization level of a child, the knowledge acquisition, skills and abilities to communicate in the animal world, and later in society is canistherapy.

The initial period of school life is in the age range from 6-7 to 10-11 years (I-IV grades of school). Early school age is called the peak of childhood. During this period, the child retains many childish qualities - frivolity, naivety, looking at an adult from the bottom up. At the same time, the early school age is the time when the child has a

another logic of thinking, loses the child's spontaneity in behavior, awake new interests and the first landmarks of an active life position are formed. Learning is a significant activity for a child. At school, the child acquires not only new knowledge and skills, but also a certain social status. The interests, values of a child, the whole way of student's life change [1]. Thus, the child of primary school age is in a new social status, which has its own characteristics and the proper child development in this status requires not only mastering the content of the general school curriculum, but also understanding and perception of reality, life rules and laying personal values.

Having a significant physical and psychological pressure, the primary school age child can not always get used to the new "role", to adapt to the difficulties of school life. Overcoming school maladaptation and related problems is possible through well-balanced support from family and teachers. However, such approaches are often insufficient due to the individual characteristics of the child's psycho-emotional development, which necessitates recourse to other means (methods) of influencing the child's development, including a very popular psychophysical rehabilitation method – therapy dog. After all, canistherapy is one of service cynology types, the most interesting and effective method of influencing human behavior and psyche [2]. Canis therapy (Latin "canis" - dog and Greek. "Therapeia" - treatment, recovery), so in translation it means treatment with a dog.

As for the official use of such treatment, in Poland this method is regulated and approved by the Canon of canistherapy, which was first published in 2006. According to this document, canistherapy is a method that enhances personality development, education and rehabilitation, where the motivator is a specially selected and trained dog, which is managed by a qualified canis therapist. Canistherapy in Poland includes the following types of activities: - meeting with a dog; - training with a dog; - therapy with a dog [3]. Each of these activities has a positive effect on the emotional state, mental activity and physiological development of the child. A. Subbotin and L. Rashchevskaya distinguish passive and active activities with the participation of animals. Passive is a simple observation of the behavior of dogs, their communication with other people (for example, with the parents of children) and so on. Active activity is a joint activity of clients and dogs: games, feeding, joint physical exercises, etc. The therapeutic effect depends on such activity. Such therapy requires specially selected and trained dogs, as well as trained specialists (psychologist or psychotherapist and trainer) [4, p. 4].

During canistherapy, depending on the specific task, a dog of different breeds is selected, which is classified at the level. Beregoenko O. divides them into 4 levels:

- I level: the dog that entertaining people with its appearance and behavior, causing positive emotions;
- Level II: the dog that replaces the child / person lost family feelings, blocking the manifestations and consequences of loneliness and encourages to get out of these states (emphasis is on the stimulating function of the animal, as "non-social" dog with phobias and fears on the contrary deepen acquired or the owner's forced detachment from social contacts);
- Level III: the dog, which as an auxiliary living "tool" in the hands of the guide, participates in educational programs and children's knowledge of the world, the

formation of communication, skills development in various areas; can take the lead in easy behavioral correction programs through stimulus and examples;

- Level IV: the dog testing the behavior and reactions of special children or adults with disorders of adequate reactions and mental characteristics, and in the complex under the guidance of experts contributes to future psychological reformatting [2].

Taking into account the social status of the child of primary school age, the properties of which include obtaining: knowledge, skills and abilities in general school subjects, communication and interaction skills; knowledge of basic moral rules of conduct, etc. It should be noted that development period of a child of primary school age is often accompanied by negative physiological, psychological and emotional expressions. Canistherapy is an effective method, the use of which will achieve the status of a child of primary school age of better quality and in a shorter period of time, as well as overcome the negative expressions of a child of this age, facilitate its social adaptation in school, help the child get over the crises and depression condition.

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**Shven Yu.R.**

*National aviation university, Kyiv*

### **SOCIO-PSYCHOLOGICAL DETERMINANTS OF ADOLESCENT SUICIDAL BEHAVIOR**

In the XVII century, the philosopher Thomas Brown introduced the concept of "suicide". Suicide is a conscious act of death under the influence of traumatic situations, in which one's own life as the highest value loses its meaning for the individual due to personal mental deformities, socio-economic and morally destabilizing factors [3].

In general, suicidal behavior is a psychological phenomenon that has many different socio-psychological determinants and each of them can be the last point in making such an important decision. Suicidal behavior is a consequence of socio-