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**PROPHYLAXIS AND PREVENTION OF SUICIDE BEHAVIOR**

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Nowadays the Ukrainian authority does not take appropriate preventive measures to prevent suicide. According to the WHO international statistics, more people die of suicide than of domestic homicide. In modern reality, there are contradictions between the needs of society in the formation of a psychologically healthy personality and social conditions, which generates suicidal behavior; the need for scientific development of psychological support of the individual, the tendency to suicidal behavior and lack of openness of the information provided; the individual need for self-preservation and destructive forms of behavior that provoke the instinct of self-destruction. The relevance and practical significance stipulate the need to study the topic: "Prophylaxis and prevention of suicidal behavior" in different countries.

The object of our study is a person prone to suicidal behavior.

The methods and measures of prevention and psychological support of a person prone to suicidal behavior are the subject of the study.

The aim of the study is to identify measures counteracting suicide, methods of prevention and psychological support of individuals prone to suicidal behavior.

According to the purpose and subject the following tasks of research are defined: to characterize factors of suicidal behavior prevention of the person; explore the effective methods and measures to prevent suicidal behavior in different countries; reveal the components of prophylactic levels of suicide prevention.

The following scientific works are the methodological and theoretical basis of the study: personal theories of suicidal behavior (A. Adler, K. Manninger, K. Rogers, G. Sullivan, Z. Freud, K. Horney, K. Jung, etc.); phenomenological approach focused on individuals with suicidal manifestations, which helped to identify common features of suicide (J. Wagin, E. Durkheim, E. Schneidman, etc.); existential approach, the central problem of which is the meaning of life and death (A. Camus, A. Schopenhauer, W. Frankl, etc.). Certain scientific issues of reproduction of suicide as a background phenomenon for crime were raised in scientific articles, chapters of monographic works by S. V. Borodin, J. I. Gilinsky, V. M. Kudryavtsev, O. R. Tsoi, V. V. Shkuro and some other scientists.

Thus, the main purpose of psychological prophylactic work is to prevent the likelihood of suicidal tendencies, timely detection of conditions that pose a potential threat of suicide and the elimination of conditions causing them.

The study of effective methods and measures for the prevention of suicidal behavior in different countries reveals the possibilities of expanding the system of suicide prevention and should include the following measures: identification of persons at risk of suicide; determining the causes of difficulties; psychological education of teachers and parents; psycho-corrective measures for people at an increased risk of suicide; work with parents of children who are at an increased risk of suicide.

The components of the general prophylactic levels of suicide prevention are determined. The task of general prevention of suicidal behavior is to promote successful social adaptation of pupils and students, increase group cohesion of teams, create a positive psychological climate.

However, despite the fact that this topic has a high social significance, insufficient attention is given to the analysis of suicide cases and this study partially fills this gap.

**Voytkevich N.I.**

**SPEAKING ACTIVITIES FOR POSTGRADUATE ENGLISH LEARNERS**

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The frame of international exams FCE (First Certificate in English, Cambridge English), IELTS (International English Language Testing System), TOEFL (Test on English as a Foreign



Language), APTIS (All-Purpose Ticket-Issuing System) to get a B2 certificate usually includes all the aspects in learning English essential for communication in its various types. These include Reading, Writing, Use of English with Grammar, Listening and Speaking. The first four activities are so to say “do-it-yourself-work”. The latter is complicated due to certain reasons, especially when you deal with adult learners. As a rule, people are afraid to be misunderstood and made fun of. First of all, in order to achieve progress in speaking the whole surroundings should be friendly and helpful. It is one of the main psychological factors. Well-disposed working atmosphere will promote English learners (ELs) to participate in team work, feel free while discussing something or expressing one’s own opinion without being mocked at. Another important factor is an accurate and definite organization of the English class. Every kind of work should be provided with clear and staged instructions. The teacher must be prepared for different level of English among his ELs. If it is necessary, he should pre-teach some language (grammar/ vocabulary/ functional language) before ELs start speaking. Enough preparation time should be provided considering the following fact: the lower the level of students is, the more preparation time has to be provided. A clear signal for stopping is necessary to avoid interruption and losing one’s train of thought. Let’s imagine that you have a practical lesson with a group of medical postgraduates from different branches of medicine. The subject of the lesson is “Traits of Character” or “Human Nature” or something. All the learners are already familiarized with basic vocabulary. The task is to activate it in various situations and prepare learners for unprepared communication. For this purpose you can provide your group with thought-provoking pictures (e.g. an old family couple walking in the park, a man embracing a baby in his arms, a crying child, a homeless lying somewhere in the side of the road etc.). You give enough preparation time, at least two minutes to prepare a story. In case some of your learners experience certain difficulties you may ask concept checking questions (CCQs) to help them concentrate. CCQs exclude questions like “What/Who do you seen in this picture?” or “Do you understand?” These should be yes/no, either/or questions instead. Inform your learners that they will need to talk for two minutes as soon as their preparation time is over, so they know the length of the story to be prepared. Meanwhile, if there are any learners with elementary or low intermediate level of English they will be listening to a story their group-mates have prepared which they are going to retell afterwards. By this, your learners will know that they need to listen very carefully. When preparation time is up, learners with stories begin to retell their versions. They are also encouraged to ask leading/prompting questions each other. When all the “speakers” are over with their stories you may ask “listeners” to reproduce what they have caught and remembered. This method allows everyone to participate in discussion and improve skills in speaking. Moreover, you will get a kind of feedback – learners with insufficient speaking skills repeat what they have heard and, naturally, the stories will be changed and supplied by new details while going round and around. This part brings a lot of enjoyment. Depending on the topic of your lesson, you might need to focus on errors that learners have made during the activity, i.e. if you asked your learners to tell stories about past habits of people on the pictures, focus on the errors that they have made with used to+infinitive/ would+infinitive/ past simple.

The activities we’ve offered will reduce teacher talking time and increase the amount of time your learners do the hard work. They will also make your classes as interactive, engaging and productive as possible!

**Yerokhova A.A.**

**FORMATION OF MOTIVATION FOR PHYSICAL EDUCATION  
THE CULTURE OF STUDENTS AT SCHOOL**

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A physical education lesson is the main form of work on physical culture, in which students master the program material and acquire minimum required knowledge, skills and abilities, which should provide them with the best development, health promotion. Mastering various motor actions