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THE FUTURE TEACHER-PSYCHOLOGIST TRAINING FOR THE PREVENTION OF SUICIDAL BEHAVIOR IN ADOLESCENTS

Abstract

Today it is obvious that the prevention of suicides among minors requires the use of an integrated, systematic and holistic approach in the process of future specialist training from the perspective of organizing preventive work with schoolchildren.

The relevance and social significance of the issue allowed the authors to investigate it in the aspect of future specialist training in the psychological and pedagogical direction, to model ways of improving their readiness to solve the task. According to the authors, in the system of future teacher-psychologist training to work on the prevention and precaution of suicidal behavior of schoolchildren, an important role should be given to highlighting the issues of psychological profiling and the content of metaprograms, as well as practical instrumentation in the context of organizing preventive work with adolescent schoolchildren.

Based on the results and conclusions obtained in the course of previous research, the author proposes the author's program of the elective course "Prevention of psychological health and prevention of suicide", reveals the goal, objectives of the discipline, content of modules and topics of the course, forms and methods used during the course. The effectiveness of the proposed elective course is ensured by the introduction of a phased system of interrelated and complementary psychological and pedagogical influences, implemented in the process of preventive and corrective work.

The practical conclusions and the results obtained can be used in the system of secondary and higher professional education in the process of future teacher-psychologists.

Keywords: *suicide, teacher-psychologist, university, training, behavior, prevention, work, adolescents*

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БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГТЫ ЖАСӨСПІМДЕРДІҢ СУИЦИДТІК МІНЕЗ-ҚҰЛЫҚТЫ АЛДЫН-АЛУ БОЙЫНША ЖҰМЫСҚА ДАЯРЛАУ

Аңдатпа

Бүгінгі таңда кәмелетке толмағандар арасындағы суицидтің алдын алу мақсатындағы мектеп оқушыларымен профилактикалық жұмысты ұйымдастыру үшін болашақ мамандарды даярлау процесінде кешенді, жүйелі және тұтас тәсілді қолдануды талап ететіні анық.

Мәселенің өзектілігі мен әлеуметтік маңыздылығы авторға оны психологиялық-педагогикалық бағыттағы болашақ мамандарды даярлау аспектісінде зерттеуге, олардың мәселені шешуге дайындығын жетілдіру жолдарын модельдеуге мүмкіндік берді. Авторлардың пікірінше, болашақ педагог-психологтарды оқушының суицидалды мінез-құлқының алдын-алу және түзету жұмыстарына дайындау жүйесінде психологиялық профайлинг пен метапрограмманың мазмұны, сондай-ақ жасөспірім оқушыларымен алдын-алу жұмыстарын ұйымдастыру контекстіндегі практикалық құралдар маңызды рөл атқаруы керек.

Авторлардың бұрын жүргізілген зерттеулер барысында алынған нәтижелер мен тұжырымдарға сүйене отырып "Психологиялық денсаулықтың сақтау және суицидті алдын-алу" атты элективті курс бағдарламасын ұсынады, сонымен бірге пәннің мақсаты мен міндеттерін, курстың модульдері мен тақырыптарының мазмұнын, курс барысында қолданылатын формалар мен әдістерін сипаттайды. Ұсынылған элективті курстың тиімділігі алдын-алу және түзету жұмыстары процесінде жүзеге асырылатын өзара байланысты және бірін-бірі толықтыратын психологиялық-педагогикалық әсерлердің кезеңдік жүйесін енгізумен қамтамасыз етіледі.

Зерттеу барысында алынған нәтижелер мен жасалған тұжырымдар болашақ педагог-психологтарды даярлау және қайта даярлау, біліктілігін арттыру жүйесінде пайдалануға ұсынылады.

Кілт сөздер: суицид, педагог-психолог, ЖОО, даярлық, мінез-құлық, алдын -алу, жұмыс, жасөспірімдер

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ПОДГОТОВКА БУДУЩЕГО ПЕДАГОГА-ПСИХОЛОГА К РАБОТЕ ПО ПРОФИЛАКТИКЕ СУИЦИДАЛЬНОГО ПОВЕДЕНИЯ ПОДРОСТКОВ

Аннотация

Сегодня очевидно, что профилактика суицидов среди несовершеннолетних требует применения комплексного, системного и целостного подхода в процессе подготовки будущих специалистов в ракурсе организации профилактической работы со школьниками.

Актуальность и социальная значимость проблемы позволили авторам исследовать ее в аспекте подготовки будущих специалистов психолого-педагогического направления, смоделировать пути совершенствования их готовности к решению поставленной задачи. По мнению автора в системе подготовки будущих педагогов-психологов к работе по предупреждению и профилактике суициального поведения школьника важная роль должна отводиться освещению вопросов психологического профайлинга и содержанию метапрограмм, а также практической инструментация в контексте организации профилактической работы со школьниками подросткового возраста.

Авторы основываясь на результатах и выводах, полученных в ходе проведенных ранее исследований предлагает авторскую программу элективного курса «Профилактика психологического здоровья и превенция суицида», раскрывает цель, задачи дисциплины, содержание модулей и тем курса, формы и методы, используемые при прохождении курса. Эффективность предлагаемого элективного курса обеспечивается внедрением поэтапной системы взаимосвязанных и взаимодополняющих психолого-педагогических воздействий, реализуемых в процессе превентивно-коррекционной работы.

Практические выводы и полученные результаты могут быть использованы в системе среднего и высшего профессионального образования в процессе подготовки и преподавания, повышения квалификации педагогов-психологов.

Ключевые слова: суицид, педагог-психолог, вуз, подготовка, поведение, профилактика, работа, подростки

Introduction

Social transformations that are rapidly taking place in the modern world also actualize a whole range of psychological and pedagogical problems that require their solution. One of such urgent problems of the world community is the problem of suicide, especially among children and adolescents.

An analysis of the suicidal manifestations of adolescents showed that suicidal behavior at this age, although it has much in common with similar behavior in adults, still carries an age specificity [1;2]. This is due to the specificity of physiological and psychological mechanisms inherent in a growing organism and personality during the period of its formation.

As shown by the materials of studies [3-5], cases of suicidal behavior in children, for example, suicidal statements, can be noted as early as at the age of 5-6, then at the age of 7-10 and older, along with suicidal statements, children can also commit suicidal attempts, which sometimes, unfortunately, end in the death of the child. The studies have shown that suicidal activity increases sharply in adolescence age of 14-15 and reaches its maximum at the age of 16-19.

Modern science interprets **suicide** as actions containing, in an explicit or implicit form, the intention to take one's own life. There is also the term "pubertal suicide". They designate a whole phenomenon, these are teenage suicides.

A number of researchers (A.G. Ambrumova, E.M. Bruno, N.D. Kibrik and others) note the fundamental difference between adolescent suicide and adult suicide. According to the concept of A.G. Ambrumova, **suicide** is seen as a consequence of the socio-psychological maladjustment of the individual in the conditions of the microsocial conflict he/she is experiencing. Along with this, suicides (true suicides) and suicide attempts (incomplete suicides) are highlighted. Brooksbank talks about suicide and parasuicide [6]. He defines suicide as intentional suicide and parasuicide as an act of intentional self-harm that does not result in death.

Suicidal behavior is a manifestation of suicidal activity. It includes suicidal thoughts, intentions, statements, threats, suicidal attempts. In true suicidal behavior, the intention to take one's own life is not only deliberate, but often "nurtured" for a long time [7;8].

The causes of suicide are very complex and numerous. They can be found in the biological, genetic, psychological and social spheres of a person. Despite the fact that adolescents usually commit suicide in extreme situations, such as public humiliation, academic problems, betrayal, most experts () suggest that this is more a reason for committing suicide than its cause [9].

Suicidal adolescents, in general, are often driven by ambivalent feelings. They experience hopelessness and at the same time they hope for salvation. Often the desires for and against suicide are so balanced that if relatives at these moments show warmth, care and discernment, the scales can tilt towards the choice of life. Therefore, it is very important to know when talking with a suicidal teenager about the special keys and warning signs of suicide.

As studies have shown [10], there is a definite dependence of the personality propensity for suicidal behavior, depending on its typological characteristics. Thus, statistics show that in 36% of cases hysterics commit suicides, in 33% - infantile emotionally labile subjects, and in 13% - subjects had asthenic features.

Today it is obvious that the prevention of juvenile suicide is possible under the condition of an integrated, systematic and interdisciplinary approach. Since the problem of suicide takes the leading positions on a global scale. In this regard, a number of projects and programs are being

implemented in the Republic of Kazakhstan, however, according to the General Prosecutor's Office of the Republic of Kazakhstan, the dynamics of the growth of adolescent suicide can be traced.

In this regard, the future teacher-psychologist training for the preventive work of the suicidal behavior of schoolchildren is of particular importance, since it is the preventive work that turns out to be an effective form in the current situation.

The relevance, high social significance of the problem made it possible to identify the research problem. The idea of which is to develop a system for future teacher-psychologist training for work on the prevention and precaution of suicidal behavior of a schoolchild. The effectiveness of the system developed by us is ensured by the introduction of the technology of psychological and pedagogical support of the individual, consisting of interrelated and complementary psychological and pedagogical influences, implemented in the process of preventive and corrective work, which provide a synergistic effect and the achievement of effective outcomes.

Thus, **the aim of the study** is to develop a scientific-methodological and practical toolkit to train future teacher-psychologists for the prevention of suicidal behavior in adolescents based on the use of psychological methods of diagnosis and correction.

Methods and materials

The methods of collecting primary (initial) information are articles devoted to the issue of suicide among adolescents in Kazakhstan. In the last 8-10 years, the number of articles on this issue has increased significantly, since the authors of these articles are specialists from different parts of our state and they consider problems from different "angles", then when studying such sources, it is possible to some extent to imagine the scale of the problem being studied.

We also note that the projects aimed at diagnosing and preventing suicidal behavior of adolescents, which began to be implemented in 2012, when the Government of Kazakhstan recognized suicide among adolescents as a national problem and launched a series of educational courses in the republic on the prevention of suicidal behavior among adolescents.

To achieve the goal of the project and solve the assigned tasks, we applied the following research methods:

- 1) Questioning (to determine the real state of preparedness of future teacher-psychologists from the perspective of the problem);
- 2) Testing (to identify the levels of formation of professional competencies "initial cut", as well as based on the results of the experimental work);
- 3) Analysis of written and oral answers of students, completed tasks of the SIW, and portfolio based on the results of experimental work;
- 4) modeling and experiment.

In the present circumstances psychological and pedagogical support of development of a schoolchild has a growing role, which importance is actively discussed among scientists, teachers, educators, representatives of the education management department and parent society. We believe that it is based on the *principle of humanization*, the point of it is to understand value of each personality of a schoolchild, its needs, inner world, goals and values, also social-preventive and correctional-educational approaches. Considering the conceptual significance, we will cover the content of the above-mentioned approaches.

Since one of the reasons for choosing a suicidal way of solving problems is the inadequate attitude of children and adolescents to death. The child does not have the idea that death is irreversible. The child perceives his/her "temporary" death as a way of influencing significant relatives - to arouse sympathy, to punish. It is only by the end of adolescence that the correct concept of death is formed as an irreversible end of life. Due to immaturity of judgments and lack of life experience, even an insignificant conflict situation can be perceived by adolescents as hopeless, and therefore becomes extremely suicidal.

Attempted suicide can be an imitation of behavior shown on television or on destructive websites on the Internet, where depressive attitudes and auto-aggressive behavior are encouraged.

In teenage companies, there is an increased interest in the topics of death and suicide, their "mystery" and "beauty" are discussed. In addition, adolescents who abuse alcohol and drugs, suffering from mental and physical illnesses show a pronounced tendency to suicidal behavior.

In this regard, in conceptual context, it is necessary to reveal *social-preventive approach*, which is based on formation of behavior experience of children and adolescents in difficult situations, moral norms of behavior in the society in the system of social learning, and by means of social media, cinema, theatre, computer programs, artistic literature, etc.

Analyzing the feelings behind suicidal actions, researchers identify the following reasons for suicide:

- isolation (feeling that no one understands you, nobody is interested in you);
- helplessness (feeling that you cannot control your life, everything does not depend on you),
- hopelessness (when the future does not bode well);
- a sense of their own insignificance (wounded self-esteem, low self-esteem, feelings of incompetence, self-shame).

This approach is associated with the development of habits of behavior in difficult life situations in order to strengthen the protective factors of personality and the formation of a positive self-assessment.

Also important is the *correctional-educational approach*, which consists in the development of the personality of a schoolchild with suicidal behavior, especially of his/her well-behaved and volitional qualities.

Since the researchers note that more than half of adolescent suicide attempts are demonstrative, i.e. with no real intention to die. However, it is not always easy to distinguish between true and demonstrative attempts.

The cause of adolescent suicide is most often a long-term conflict situation in the family, where prevailing: oppressive upbringing style, and in the form of punishments, humiliating statements are used that are painful for self-esteem and reduce the adolescent's self-esteem; crisis situations such as the death of close relatives, divorce of parents or the departure of one of the parents from the family, such stress factors as the experience of physical or sexual abuse.

In this regard, we consider this approach to be significant, which is based on the organization of leisure, cultural and educational programs, events, circles, clubs, according to interests, both in school, as well as in the microenvironment, the microdistrict. We note the technology of psychological and pedagogical support is faced with the problem of a child, peculiarities of his/her personality, educational microsociety, level of social adaptation, subject and sphere of social-pedagogical influence, possibilities of the specialists in support and many other parameters. The activity of specialists in psychological and pedagogical support is based on the idea of cooperation and is aimed at the self-awareness and self-development of a school student of suicidal behavior.

Results research

The process of future teacher-psychologist training for the activity under study, in our understanding, is a step-by-step movement towards a goal through a means to a result.

The result of this process is the formation of the readiness of the future teacher-psychologist to work with schoolchildren on the prevention and precaution of suicides by which we mean integrative personal education, which allows effective interaction with other teachers, parents of schoolchildren and specialists in the framework of the prevention of suicidal behavior of schoolchildren and is a combination of the following interrelated components: motivational-personal, learning-cognitive and action-practical.

The systematic approach allows us to describe the process of implementing the technology for the implementation of the system of future teacher-psychologist training developed on its basis as a set of the following stages:

The first stage is motivational-informational. At this stage, it is planned to create the basic foundations for the future teacher-psychologist training for the preventive work of the suicidal

behavior of schoolchildren: the assimilation of knowledge, the formation of motivation for a healthy lifestyle in school and family, the value attitude towards it, awareness of the norms of professional ethics, the development of professional and personal qualities of the future teacher -psychologist.

The second stage is operational-cognitive. This stage is characterized by familiarizing the future teacher-psychologist with the theoretical foundations of preventive work with schoolchildren to prevent suicidal behavior, the formation of a system of necessary knowledge, awareness of the effectiveness of work with parents and teachers to preserve and strengthen the psychological health of a schoolchild, the formation of diagnostic skills and correctional work with pupils and their parents as part of the prevention of suicidal behavior.

The third stage is practice-oriented - consolidation and stabilization of knowledge and skills in the process of practical activity. Consolidation of the value attitude to psychological health and a healthy lifestyle, the accumulation of pedagogical experience based on creative independence.

The pedagogical conditions under consideration also require the addition of the content of the training of future teacher-psychologists with other elements that contribute to the development of the components of the desired readiness, in particular, special courses that will provide a logical continuation of the development of the readiness of future specialists for preventive work of suicidal behavior of schoolchildren.

Since in order to implement the task of preventing suicides among schoolchildren in practice, the future teacher-psychologist must have a high level of professional training, on the one hand, and a clear idea of the organization and implementation of preventive activities to prevent suicide among pupils, on the other. In our view, the achievement of such a level is possible on the basis of taking into account the interdisciplinary connections of the module of basic disciplines and the module of major disciplines. The use of the possibilities of interdisciplinary connections of psychological and pedagogical disciplines in the formation of students' professional readiness for the studied aspect of the activity presupposes: analysis of the possibilities of the content of the sections, topics of these disciplines in the formation of students' readiness for preventive work to prevent suicides among schoolchildren.

So, for example, an important direction in the formation of the studied readiness among students at the first stage is to familiarize them with the methodology of psychological and pedagogical diagnostics of the level of development of the personality of the schoolchildren. The first-year students get acquainted with the complex of methods of studying the personality of the schoolchildren and pupil collectives in the classes on "Psychology" and "Pedagogy".

As part of the study of the disciplines of the module "Age pedagogy and psychology" and in the course of end-to-end pedagogical practice, they acquire knowledge and initial practical skills to diagnose both the levels of personal development of schoolchildren and indicators of mental and psychological health of students. In addition, using various methods of psychological and pedagogical diagnostics, they develop the skills and abilities of purposeful application of the results in preventive work to prevent suicides among schoolchildren.

The main basis for the development of the studied readiness is the discipline of the module "Diagnostics and personality correction", which concretizes the methodological, theoretical and methodological foundations of psychological and pedagogical diagnostics, which is designed to equip future teacher-psychologists with knowledge of the theoretical and methodological foundations of modern psychological and pedagogical science, as well as the skills necessary for the effective organization of the educational process for the formation of a psychologically healthy and spiritual and moral schoolchild.

So, the program of the special course "Prevention of psychological health and prevention of suicide" developed by us during the experimental work (Table 1) reveals many of the issues that arise among students, since the content of the course determines the characteristics of the development of individual qualities in children, ways and means of ensuring which are an indicator of psychological health. It regulates children's relations with adults and other children and proves

the formation of a child's psychological preparation for school, the prevention of suicide by way of getting out of depression by clearly communicating their thoughts to the team. He/She is able to work in a group, knows how to combine his/her opinion with the opinion of the collective, speaks for his/her views and ideals in resolving conflicts.

The aim of the discipline: formation of trust between a psychologist, a social teacher and a pupil, establishing close contact with the pupil's family, introducing processes for protecting the child's childhood, forming individual assistance to the pupil (confidentially).

Objectives of teaching the discipline:

- Responsibly treat the observance of the psychological conditions necessary for the formation and development of the integral psyche of the child's personality in educational institutions;
- Timely identification of the characteristics of children, leading to certain difficulties in communication, behavior, intellectual and emotional development;
- Take into account the various difficulties that may arise in connection with the transition of children to the next age period.

Table 1. **Distribution of discipline hours**

No	Name of topics and modules	Lecture	Practica	Office	SIW	Grading	Learning outcomes
Module 1. Theoretical Foundations of Mental Health Prevention and Suicide Prevention							
1	Prevention of psychological health, goal and objectives of suicide prevention	1	2	3	3	1	LO2;LO7; LO10
2	Concept of prevention of psychological health and prevention of suicide	1	2	3	3	1	LO2;LO7
3	Use of new technologies in the formation of psychological health	1	2	3	3	1	LO2;LO10
Module 2. Adolescent behavior and prevention and suicide							
4	Prevention of suicidal behavior in adolescents and the psychology of anxiety	1	2	3	3	1	LO2;LO7
5	Conflicts in adolescence age	1	2	3	3	1	LO2;LO10
Module 3. Mental health prevention and suicide prevention							
6	Types of factors influencing psychological health and suicidal behavior	1	2	3	3	1	LO7
7	Research by scientists on mental health and suicide prevention	1	2	3	3	1	LO2;LO10
8	Psychological health diagnostics and suicide prevention studies	1	2	3	3	1	LO7;LO10
Module 4. Prevention of mental health of schoolchildren and prevention of suicide							
9	Basic principles of providing medical and preventive care to schoolchildren	1	2	3	3	1	LO2;LO10
10	Program for the prevention of suicidal behavior among schoolchildren	1	2	3	3	1	LO2;LO7
11	Trainings, gymnastics, etc. to maintain psychological health and work to raise awareness of psychological health	1	2	3	3	1	LO2;LO10
Module 5: Suicide Prevention and Mental Health Prevention for Inclusive Children							
12	Suicidal actions and their prevention	1	2	3	3	1	LO2
13	The concept of suicide and suicidal syndrome	1	2	3	3	1	LO2;LO7

14	Features of an inclusive child	1	2	3	3	1	LO2;LO10
15	Mental health of inclusive children, prevention	1	2	3	3	1	LO2
Total		15	30	45	45	15	

We believe that general education training should be aimed at achieving the optimal level of awareness, efficiency, depth, awareness of knowledge, at stimulating self-education in the field of the problem under study, which is ensured by a wide choice of teaching aids, to optimize the training of the future teacher-psychologist, we used various sources of educational information as teaching tools: educational books (textbooks, educational and teaching aids, anthologies, reference books, sources of information on electronic media), visual aids (tables, posters, models and others), information materials for audiovisual teaching aids (sources of information on magnetic media).

As training methods, a system of general methods for the implementation of a holistic pedagogical process was used: informational and developmental (lectures, demonstration of educational films, the use of multimedia, independent work); problem-search (educational discussion, research work, collective cognitive activity in working with small groups); creatively productive (variable exercises, situation analysis, business games).

We single out such active learning methods as role-playing games and role-playing modeling as particularly significant. Role-playing is understood as a form of recreation of the objective and social content of the future professional activity of a specialist, modeling of systems of relations that are characteristic of this activity as a whole. Role modeling is a type of activity in which socially desirable behavior is trained by acting out models of life situations [11].

Discussion

The most effective, in our opinion, are the methods of active learning (role play, problem seminars, brainstorming, the method of game design), when a student becomes more a subject of educational activity, enters into a dialogue with a teacher, actively participates in the cognitive process, performing creative, search, problematic tasks from the perspective of diagnostics and correctional work with schoolchildren of suicidal behavior.

Concerning the types of assignments, since in the current conditions, a future teacher-psychologist needs to be able to solve and model problematic situations that help solve the problem of the quality of future specialist training for the preventive work of suicidal behavior on schoolchildren.

In this regard, the following types of problematic assignments are of particular importance: 1) **search-play** (aimed at the development of various types of thinking, creative imagination, etc.), for example, within the framework of the topic "*The goal and objectives of suicide prevention*", students were offered a number of creative assignments: watch videos (a video about bullying at the "Dough Kids" school, "I can't live like that") and, based on the information received, make recommendations on overcoming suicidal thoughts; develop a work plan to raise awareness of teachers, parents and students about the peculiarities of suicidal behavior in adolescents, risk factors and possible ways out of this situation. On the topic "Ways of preventing suicide among adolescents" were given assignments of a search, problematic nature: to develop a training program for the prevention of suicidal behavior among adolescents.

Within the framework of the topic "Suicidal behavior of adolescents: types, features, characteristics", assignments of a search and research orientation were provided: a) Identification of children of the "risk group"; b) Work with the family of a schoolchild who has found himself/herself in a difficult life situation or is in a crisis state; c) Providing emergency assistance, ensuring the safety of the child, relieving stress; d) Working with the family of a child in a difficult life situation or in a crisis state.

2) **communicative-search** (aimed at developing the discursive skills of finding the desired strategy, optimal solutions in situations of direct and indirect communication with teachers, friends and parents of the pupil), as an example, assignments on the topic "Factors affecting psychological

health and suicidal behavior" provided for the development of a project for carrying out various forms of work (class hours, round tables, talk shows, etc.) with school teachers, class teachers, parents and pupils about the peculiarities of suicidal behavior of adolescents.

3) **communication-oriented** (aimed at the formation of readiness to solve communicative, social, educational tasks), on the topic "Diagnostics of psychological health and research of suicide prevention", students were offered assignments to develop a plan of individual and group lessons aimed at developing the student's ability to regulate their behavior ; instilling in him a sense of security, the ability to be happy; seeking social support, increasing self-esteem, developing an adequate attitude to one's own personality, empathy.

4) **cognitive-search** (aimed at the integration of interdisciplinary knowledge, the formation of complex knowledge and skills). As an example, at a practical lesson on the topic "Causes of suicide in interpersonal relationships at school", students were asked to study the historical aspects of the problem in domestic and foreign literature from the standpoint of various sciences (philosophy, physiology, psychology, sociology, pedagogy), to identify the determinants of suicidal behavior among schoolchildren; to characterize the various concepts of suicidal behavior; and also to model the ways of applying the obtained information in work with school teachers, parents and public educators.

5) **special search assignments** (aimed at developing skills in diagnosing the psychological health of schoolchildren, applying the principles of providing therapeutic and prophylactic assistance to pupils, researching suicide and collecting data, etc.) are aimed at developing an algorithm for the actions of a teacher-psychologist in case of suicide, in which includes actions to identify a student at risk, actions in the event of a threat of suicide and after suicide. Therefore, such tasks involve modeling professional activities in the studied aspect: developing a general plan of action taking into account the created system of psychological and pedagogical support for pupils of different age groups in the educational process (a compiled program or work plan for the prevention of suicidal behavior of pupils); development of one's position and an algorithm of actions when a pupil is identified at risk, when the pupil threatens to commit suicide, and in a situation of suicide. For example, assignments to highlight the main diagnostic criteria for assessing the effectiveness of adaptation of minors; application of the suicide recognition technique, the technique of using various keys, the development of suicidality risk maps, the technique for diagnosing the subjective feeling of loneliness by D. Russell and M. Ferguson, the SAN technique, the level of PDT (psychodiagnostic test), etc.

The most important condition for the process of preparing a future teacher-psychologist for work on the prevention of suicidal behavior is the *pedagogical communication* of students with children and their parents in the studied aspect, which is possible when students are included in active practical activities in educational institutions and in the process of implementing active forms of education (communication trainings, business and role-playing games, analysis of pedagogical situations, etc.). An indispensable sign of a specialist's professional competence is the ability to correlate existing knowledge with the goals, conditions and methods of practical activity, which is possible when a student is included in direct active practical activity.

In general, the special course presupposes a close connection with other psychological and pedagogical disciplines, is a logical continuation of the formation of students' positive attitude to the considered aspect of pedagogical activity, knowledge and skills for its implementation, a kind of continuation of the development of the studied readiness, which is gradually carried out from the first to the fourth course within the framework of teaching pedagogical disciplines, during the period of pedagogical practice and in extracurricular work; contribute to the generalization, systematization of students' knowledge and skills of organizing preventive work to prevent child and adolescent suicides.

Conclusion

Considering that in the conditions of a modern school, psychological and pedagogical support of schoolchildren is organized and carried out by teacher-psychologists, we have developed a system for future specialist training for work with schoolchildren of suicidal behavior. The effectiveness of the training technology developed by us is ensured by a systematic approach to the training of a future teacher-psychologist, as well as to the phased implementation of this process, during which it is accompanied by diagnostics, correction and, therefore, ensures its effectiveness.

The technology is represented by a combination of three blocks: a block of a pedagogical task, a content-procedural block, a block of pedagogical conditions, which allows us to represent the unity of the subject, procedural and effective side of the professional activity of a future teacher-psychologist.

The result of the application of this technology is the formation of the readiness of the future teacher-psychologist to work with schoolchildren on the prevention and precaution of suicide by which we mean integrative personal education, which allows effective interaction with other teachers, parents of schoolchildren and specialists in the framework of the prevention of suicidal behavior of schoolchildren and is a combination of the following interrelated components: motivational-personal, learning-cognitive and action-practical.

The process of forming the readiness of a teacher-psychologist for the preventive work of students' suicidal behavior presupposes a phased system of student training based on taking into account the main pedagogical conditions in the unity of the forms and methods of organizing this process: using all the possibilities of the educational process of the university; introduction of special courses into the curriculum of higher educational institutions that contribute to the integration of special knowledge and technologies of preventive and corrective work; inclusion of students in the advanced experience of practical activity, adequate to the activity of a teacher-psychologist; the orientation of the university teachers to the formation of the studied readiness among students in the process of professional training.

Thus, the developed technology is an effective mechanism of the system for forming the readiness of a future teacher-psychologist to work to prevent suicidal behavior of a schoolchild.

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