

Thus, no doubt that nowadays there is a steady tendency among young women towards the development of disorders of perception of physical self-image, and the ideal for the majority of young women is a thin, slender woman. A body makes a very big contribution to self-perception. Consequently, there is a close link between the degree of satisfaction of oneself and one's body. And since our self-image mostly depends on public opinion, we may conclude that there is a direct dependence of assessments of one's body on cultural stereotypes.

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MASCULINITY OR AN IDEAL MAN FROM THE STUDENTS' POINT OF VIEW

KSENIYA ZABALOTNEVA, SVIATLANA ASTAPCHUK

Polotsk State University, Belarus

Although men have traditionally held positions of economic and political power, women have made great strides toward gender equality in recent years. However, these strides toward equality do not negate basic concept of masculinity.

In social sciences there are controversial points of view on what *manliness* or *masculinity* is. Depending on their attitudes investigators offer various explanations. For instance, some investigators, who are conventionally called "the conservatives" (the traditionalists, the fundamentalists) believe that it is natural for men to be women's defenders and breadwinners, as well as to dominate politically and socially. Masculine behavior is considered appropriate in men's nature. But there are different ideas of how it was formed [1].

The moral conservatives argue that masculinity was formed in the process of social development as a special code of behavior, to regulate the nature of manhood's antisocial tendencies. In other words, civilization makes men play roles of fathers, defenders and breadwinners.

The gender ideal of masculinity is self-contradictory, and fully comply with it- is principally impossible, so men fall into the no-win situation: on the one hand, they must be protectors and breadwinners, on the other hand - they are constantly criticized for brutality and emotional callousness.

In the society over a long historical period, a normative sample of masculinity was gradually formed, to which "real" men should correspond to. For masculinity it is important to have benefits not only for women, but also for other groups of men (e.g., homosexuals, low-skilled workers, members of national minorities, and so on). Schematically, the "real" man is the bearer of this masculinity, it can be represented as an autonomous, rational subject, the owner, the professional, heterosexual, and focused on the achievement of status positions in the society.

The most important components that make up this genuine masculinity are now the sphere of property professional employment.

The main features of all these our time heroes are high level of professionalism, autonomy, competitiveness, financial independence.

But these qualities, whether they are professional or personal, are not true to all men, because if there are "winners", logically, there should be "losers", not to mention the fact that not all men want to fight for their careers and push away all the competitors [2].

But this is only one side of the coin. When we talk about masculinity, we should consider not only the social roles, but also the psychological aspects of a person. It is important to know not only to what social group he belongs to, but what he feels, how he responds to different events, how he behaves with a group of close friends and women. It is also important how other people evaluate him, and how he evaluates himself. Gathering all this information, we can present a picture of "the ideal man". But it is not as easy as it may seem. It is quite clear that men and women have their own opinion on this issue. It was the aim of our research.

We asked students, young men and women, to share their thoughts about an ideal woman and man. About one hundred students took part in the study.

We analyzed the data, first of all we calculated the total number of different given characteristics, and then we formed all the characteristics into 4 groups: «personal characteristics», «family characteristics», «physical characteristics» and «professional characteristics».

The rank of the group was depended on the frequency of the use of the characteristics, and the more often it was used, the higher rank it received.

Let's discuss the ideal man from the men's point of view. Young men gave 83 different characteristics of an "ideal man."

The first rank formed the personal characteristics of an ideal man (intelligence, kindness, honesty, self-confidence, courage, sense of humor and so on).

The second rank was given to professional characteristics (purposeful, secure, responsible, charismatic, decisive and so on).

The physical characteristic of an ideal man (strength, beauty, no bad habits, sexy, elegant and so on) was on the third place.

The fourth rank formed family characteristics (attentive, caring, loves children, devoted and so on.)

As you can see young men put rather high personal characteristics and professional characteristics. The family characteristics were at the end of the list.

Now let's present the ideal man from the women's point of view.

The women gave 130 different characteristics.

The first rank formed personal characteristics (intelligence, a good sense of humor, kindness, and understanding other people's points of view, honesty, and courage and so on).

The second rank was given family characteristics (caring, safety, defender, loves children and support himself and his family, thoughtfulness, a good cook and so on).

Professional characteristics (commitment, responsibility, perspective, security and so on) were on the third place.

The fourth rank formed the physical characteristics (good at sports, strong, no bad habits, tall, well-groomed, sexy, a real man and so on).

Young women as young men had the same attitude towards personal characteristics and they named almost the same characteristics (intelligence, kindness, honesty and some other). But it should be mentioned that young women and young men had different attitude to professional characteristics and family characteristics. Young men put professional characteristics of an ideal man higher than family characteristics. The women – just the opposite- they put family characteristics of an ideal man higher than professional characteristics.

If we compare the specific characteristics of the ideal man from the men's and women's point of view it is clearly seen that there is practically no difference, for example, both men and women "the ideal man", in the personal sphere, is seen as intelligent, kind, honest, brave, etc.. In physical sphere there are similar views: strong, sexy, without bad habits, etc. But it is interesting that men see "the ideal man" as handsome, and women indicate such characteristics as a sporty, tall man. There are some differences in the perceptions of "the ideal man" in the family sphere. Men see him as a faithful person and women as a defender, providing his woman and his family, as well as the one who solves problems.

Men want to see themselves as successful breadwinners, wanting to provide their families, while women want their "ideal man" to spend more time with the family and them. Many students noted that they want their "ideal man" to cook well and to love what he does, to devote much time to children. But as family and professional characteristics are on the second and the third positions, from the points of view of men and women, it is likely that the line between professional and family man will be a little vague, because all other characteristics are on the same positions.

According to our data we should not overstate the difference between men and women. Men and women are more similar than different, and most of their apparent differences are culturally and socially produced [3, 4].

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ACHIEVEMENT-MOTIVATED STUDENTS

NASTASSIA VYRVICH, SVIATLANA ASTAPCHUK

Polotsk State University, Belarus

The issue of motivation is discussed in the article. The problem of the underachieving students is one of the more tragic dilemmas in education. When the student has the ability to learn and profit from the educational experience, it is indeed frustrating to witness the wasted talent.

The fact that motivation is a crucial component in learning is so taken for granted that such a thought now seems like a statement of the obvious.

It wasn't until early 20th century that anyone experimentally validated the link between learning and motivation (E.L. Thorndike accomplished this task in his famous law of effect). Need theory is a motivational model that attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context. This model was developed in 1960s soon after Maslow's hierarchy of needs in 1940s. McClelland stated that we all have these three types of motivation regardless of age, sex, race, or culture [1]. The type of motivation, each individual is driven by, is changed by life experiences and the opinions of their culture [2].

Striving to meet a socially valued goal, satisfying a personal ambition, steering effort in a productive direction (studying long hours or working unpaid overtime) are aspects of the motive to achieve [3]. The first problem was how to measure motivation. No obvious or direct index was available for use from the animal research tradition or from a physiological laboratory. Achievement motivation could not be reduced to any particular set of responses (such as drinking behaviors), nor was it tied in any useful fashion to biological structures (no hypothalamic control center). It was a relatively amorphous concept, centering on strivings for accomplishment, which could be expressed in any number of ways [4].

Need for achievement is a personality trait characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation) [5].

The key to a satisfactory measure of achievement motivation lay in the work of an influential personality theorist, Henry Murray. Murray's view of human personality focused on needs, and the attendant motivation for satisfying each of these needs. Included among his listing of human needs was the need for achievement. The need for achievement includes: "intense, prolonged and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high and distant goal, to have the determination to win" [4].

One of the best examples of a productive and sustained research program focusing on human social motivation is the work carried on by David McClelland and his associates in achievement motivation. One reason the achievement motive has been so well investigated is that David McClelland became interested in finding some quantitative way of measuring social motives. Once he did this, he believed he could search for a technique of changing motivation, because he could then have a method of measuring whether a change had occurred. McClelland concentrated his research on the need for achievement because he felt that techniques for increasing this motive might be very useful in improving the lives of millions of people [1].

McClelland's main tool for measuring achievement motivation was the Thematic Apperception Test which consists of a series of pictures [1]. Subjects are told to make up a story that explains each picture. McClelland noted first that hungry subjects tended to include more stories about getting food than subjects who were not hungry. Next he performed an analogous test for the need for achievement: he created a group of