

## REFERENCES

1. Аме, О. Опасный странный таинственный незнакомец по имени "мужчина"/ О. Аме. – СПб.: Питер, 2007. – 256 с.
2. Алексеева, Н.И. Гендер для «чайников» / Н.И. Алексеева. – М.: Просветительно-издательский центр «Звенья», 2006. – 234 с.
3. Берн, Ш. Гендерная психология / Ш. Берн. – СПб.: прайЕВРОЗНАК, 2001. – 320 с.
4. Johnson, A.G. Human Arrangements. An Introduction To Sociology/ Allan G. Johnson. – McGraw-Hill Humanities/Social Sciences/Languages, 1996. – 528 p.

UDC 371.015

## 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 20<sup>th</sup> 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

subjects who were 'deprived' of achievement. He did this by giving them a series of tests designed so that they did poorly and knew it. Then he administered the TAT, saying that it was being used to look creative, intelligent group leaders. As a control, he gave the TAT to another group with a 'relaxed' set of instructions, encouraging them to write stories that pleased them. Then he analyzed the stories to see how they differed.

Based on these tests, McClelland developed a scoring system for the TAT. For example, a story would be scored high in achievement imagery if the main character was concerned with standards of excellence and a high level of performance, with the pursuit of a long-term career or goal. In one of his early studies McClelland tried to see if he could manipulate the strength of the achievement motivation by varying a simple situation. First, subjects all completed various cognitive tasks, such as the solving of anagrams, before they took the TAT. The tasks were administered under six different conditions:

- a) relaxed, where the tasks were minimized in importance;
- b) neutral;
- c) achievement-oriented, where doing one's best was emphasized;
- d) success, where achievement was also stressed and subjects were led to believe they were doing very well on the tasks;

- f) success-failure, where subjects initially thought they were doing well on the tasks but later this expectation was reversed. Subjects who were tested under the achievement-oriented condition showed more achievement imagery in their stories than did those in the relaxed condition. Both the failure and success-failure groups shared more intense levels of need for achievement than those in the related condition, as though the frustration caused by failure heightened the achievement motive. Overall, the outcomes showed that achievement motive strength could be manipulated [1].

McClelland contrasted achievement-motivated people with gamblers, and dispelled a common pre-conception that such 'achievement-motivated' people are big risk takers. On the contrary – typically, achievement-motivated individuals set goals which they can influence with their effort and ability, and as such the goal is considered to be achievable [1]. People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers. This determined results-driven approach is almost invariably present in the character make-up of all successful business people and entrepreneurs. McClelland suggested other characteristics and attitudes of achievement-motivated people:

- achievement is more important than material or financial reward;
- achieving the aim or task gives greater personal satisfaction than receiving praise or recognition;
- financial reward is regarded as a measurement of success, not an end in itself;
- security is neither prime motivator, nor is status;
- feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual);
- achievement-motivated people constantly seek improvements and ways of doing things better;
- achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, it offer flexibility and opportunity to set and achieve goals, eg., sales and business management, and entrepreneurial roles [1].

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people.

For more detailed research, we studied achievement motivation of students of Polotsk State University, 50 students participated in the survey. All the students were divided into two groups: those who had part-time jobs and those who did not have any jobs.

According to the data received during the research the level of socio-psychological adaptability among the students is low and lower-middle. Students with part-time jobs put social, family and intellectual values on the first place; the second place is given to financial values and the third - to professional. Non-employed students give the first place for family values, the second for intellectual values and the third one for financial values.

It was found that 80% of working students had achievement motivation and only 20% had motivation of the fear of failure, while 7% of non-employed students have motivation of the fear of failure, 25% have an unexpressed motivation pole, but they tend to the fear of failure. 41% of non-working students have an

unexpressed motivation pole, but they are prone to achievement motivation, 27% of these students have achievement motivation. For this study 50 students were interviewed.

Perhaps no other acquired motive has been the object of much discussion and research among psychologists as achievement motivation. The high achievers do not ascribe their fate to luck or to the vagaries of chance but rather to their own personal decisions and efforts.

McClelland does not believe we should all train ourselves as high achievers. In fact, he has said that such persons are not always the most interesting, and they are usually not artistically sensitive [1]. They would also be less likely to value intimacy in a relationship. Studies have shown that high achievers prefer to be associated with experts, who will help them achieve, instead of with more friendly people [6].

#### REFERENCES

1. McClelland, D. C. Human motivation / D.C. McClelland. – Glenview, IL: Scott, Foresman, 1985.
2. Garrison, M. Introduction to psychology / M. Garrison. – McGraw-Hill, Inc., N.Y., 1992.
3. Ильин, Е.П. Мотивация мотивы / Е.П. Ильин. – СПб: Питер, 2000. – 512 с.
4. Murray, H. Explorations in personality / H. Murray. – Oxford University Press, N.Y., 1938.
5. Хекхаузен, Х. Мотивация и деятельность: в 2 т. / Х. Хекхаузен; под ред. Б.М. Величковского. Т. 1. – М., 1986. – 408 с.
6. Crow, Th. K., S., Educational Psychology / Th. K. Crow, S. Kaminsky, D.M. Podell. – Brown & Bechmark, Madison, 1997.

UDC 316.6-058.862:94(476)''1941/1945''=111

#### ORPHANES' PROBLEMS OF ADJUSTMENT DURING THE SECOND WORLD WAR

*ELIZABETA POTAPOVA, IRYNA ANDREEVA*

**Polotsk State University, Belarus**

*The article is devoted to the children-orphan's problems of adaptation in orphanages during the Great Patriotic war. The individual's behavior strategies in the circumstances and the impact of the environment on the psychological well-being of a child are touched upon.*

Nowadays the problem of adaptation is one of the key psychological problems. Originally in biology some attempts were carried out to research the interaction of behaviour and environment. The problem has become wider and thanks to new ideas of social sciences and humanities it has got its new content. Rapid changes in the society have caused a growing interest to the problem of social and psychological adaptation and an intensive research of the problem. Instability and very often unpredictability of social processes demand much of a person for who it is necessary to meet social demands of the society and to keep stability and their balance. At present people have to update information, views and concept about the world in very short periods of time. And at the same time a tendency to accept the value of an individual is clearly seen and accordingly the possibility of self-actualization of a person is possible under conditions of interaction with social environment.

Initially the problem of social and psychological adaptation attracted scientists' attention in connection with some disbalance of interaction between a man and their social environment. The problem was worked out in medical and law psychology and it became essential in pedagogic psychology and psychology of personality. It was investigated by all main branches of modern psychology; each branch has its peculiar approach to the problem. It was reflected in both psychoanalytical practice and theory of behaviorism. And finally it took its place in the conception of humanistic paradigm.

In foreign psychology neobehaviorism gives its own definition of adaptation which is widely spread and used in the scientific works of H.J. Eysenck and his followers. Adaptation or adjustment (their term) is defined as a dual process: 1) as a state when an individual's requirements from one side and environmental demands from the other side are fully met. It is a kind of harmony between an individual and nature or social environment; 2) as a process of achieving the harmonious state.

Adaptation as a process is thought as changes in environment and changes in an organism by using actions (reactions, answers) corresponding to the situation. The changes are biological. Nothing is said in the definition about psyche changes and usage of psychological adaptation mechanism. Social adaptation is