

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].

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ORPHANES' PROBLEMS OF ADJUSTMENT DURING THE SECOND WORLD WAR

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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

understood by behaviour theorists as a process (or a state achieved as a result of the process) of physical, socio-economic and organizational changes in specific group behaviour, social relations and in culture. As for its function the essence and the goal of the process depends on a group or an individual survival ability improvement or on means of achieving purposes. In behaviouristic definition of social adaptation we mostly think of a group adaptation not of an individual one.

Socio-psychological adaptiveness is characterized as an interrelation of a group and a person when a person without internal and external conflicts is involved in their major activity, satisfies their socio-genetic demands, lives up to role expectations put forth by a reference group, experiences the state of self-affirmation and freely manifests their creative abilities. Adaptation is a kind of a process that results in a state of individual's adaptiveness.

The psychological definition of "social adaptation": "It is a permanent process of active individual's adaptation to the social environment and to the result of this process. Thus, the process of adaptation is always initiated by a collision with the environment and finding some means of comfortable existence in it" [1].

Adaptive behavior strategies can be described by using the classification based on the three grounds: rapport, activity, direction of changes. Using these grounds and successively producing three times dichotomous division it is possible to form 8 individual behaviour strategies, namely: active, contact, directed outwards (active modification of the environment); active, contact, directed inwards (active change of oneself); active, avoiding, directed outwards (active leave of the environment and search for a new one); active, avoiding, directed inwards (active avoidance of contact with the environment and immersion into the inner world); passive, contact, directed outwards (passive representation of oneself); passive, contact, directed inwards (passive submission to environmental conditions); passive, avoiding, directed outwards (passive waiting for external changes); passive, avoiding, directed inwards (passive waiting for internal change). As it was mentioned higher each of the strategies is characterized by three qualities: 1) rapport (contact or avoiding); 2) activity (active or passive); 3) direction (aiming at changes of the environment or changes of oneself).

Guided by well-known age periodization theories such as epigenetic theory by E.H. Erikson, the theory of intellectual development by J. Piaget, cultural-historical theory by L.S. Vygotsky and others, it is possible to assert that children who have not passed successfully the basic stages of the development, have no sense of basic trust in the world, they are unsociable or, on the contrary, they are impulsive, hysterical in joy and pain manifestations, depressive.

An orphan gets into new conditions with negative memories and experience. Previous child's negative experience in communication with significant adults does not allow him or her to quickly and successfully adapt to the new environment.

Adjusting to a new environment can be long, painful and at times unpredictable. Such a child needs psychological support, the aim of which is to help to adjust to life in the orphanage, to make this process less painful and more successful for the child and for people around him or her.

Orphaned children have to change their place of residence. For example, children from orphanages for very small children can move to an orphanage. The child can be taken by guardians, foster parents, and then can be "returned" back. The life of a child without parents is very different from the same age children's life whose parents care for them. A child who lives in a public institution has no sense of a permanent home. Family connections of orphans are destroyed several times: 1) proper family connections and separation from relatives; 2) family connections, when a child begins to think of a boarding school as their home, and their teachers and children the members of the family.

Such removals can be traumatized and be remembered all life, as reflected in the following Ilgiz's recollections. He was brought up in an orphanage. Ilgiz (Kazan) says: "There was a teacher with us was from Čhistopolya that I remember very well. She had been with us for three days, had lived for awhile, that gave us the time to get accustomed to new people and then left. When she was leaving, I grabbed her leg. ... didn't let her go. I remember it clearly too. Teachers were holding me to let her go. Well, I feel like she was my mom. After that, I didn't see her" [2].

Getting into state institutions children completely lose all family relations. In these circumstances certain requirements to a child's ability to adapt are highly demanded. "Experts mention the main types of a man's adaptation through adjustments to existing circumstances by growing in the environment or changing oneself (in this case human activity is directed for the better and more complete adaptation to the environment thanks to their own reserves and personal resources) and dissociation, walkout from the environment, if it is not possible to accept the values of the environment and haven't managed to change and conquer the world (in this case, a person can lose a self-worth sense or value of surroundings) [3].

Social disadaptation, in one form or another, as a rule, accompanies such children. The orphan is a problem group and not only psychologically; deprived of empathic communication in the family with loved

ones. Under normal conditions, as a rule, the family gives the initial adaptive potential: social status, upbringing, health, education and many others, that it is not always possible to measure, describe, and sometimes even catch, such as psychological characteristics [4].

"The studies found out that getting into state institutions children completely lose family ties. Brothers and sisters are separated, sent in different educational institutions according to the age requirements; when one of them requires special training, treatment" [5].

The war children were also frightened of the post-war actions which affected the formation of their psyches, that caused the development of various phobias. The fear of separation occurs quite often among the children. In some cases, this fear may be intensified when they are put in the boarding institution that provides care for them where they feel uncomfortable. Such children may be afraid of going to summer camps or even going to school. Their phobia can cause physical symptoms such as headaches or stomach aches, and ultimately can lead to the isolation of the child in its own world, and later to depression. When children begin to understand what death is another fear may appear. Realizing that death ultimately touches everyone, that this is something permanent and irreversible, quite a normal concern about possible death of those who are around the child, who is the child emotionally connected to or even about their own death-can only increase. In some cases, the concern about death can bring to a state of mental incapacity.

Orphans are one of the most unfortunate categories of the population. Lack of parental care cannot fully be compensated. But it is possible, however, not to make the mistakes that reduce the adaptive capacity of orphans, and "run" their socialization and adaptation in the wrong direction. To this basic conclusion we have come having examined the problems of adaptation of orphans and children left without parental care.

Orphaned children are special kids. The psychology of their personal peculiarity and characteristics of interaction with people around them has its roots in their past experience. Orphans have survived separation, loss in babyhood or later in life.

The orphans' psychology is characterized by a lack of stability that is inherent in family relations, a need to adapt constantly and deserve good treatment of people around you. This significantly reduces the orphans' active attitude to life, their own values and principles haven't been formed, but at the same time conformance (dependence on other people's opinion, heightened suggestibility and being influenced by a group, often negative) is developed in their psychology. The orphans have low self-esteem, self rejection; distrust of themselves, there is no sense of their own uniqueness. The psychology of orphans' personality development is a specific one, characterized by increased aggressiveness, vulnerability and insecurity of a child.

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DISSATISFACTION OF THEIR BODIES AMONG YOUNG WOMEN

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The issue of body image is discussed in the article. Body image is linked to internal sensations, emotional experiences, fantasies, feedbacks, and plays a key role in a person's self-concept. Self-perceptions of physical inferiority can strongly affect all areas of one's life and may lead to avoidance of social or sexual activities or result in eating disorders.

The way how one's physical characteristics correspond to cultural standards plays a crucial role in the formation of body image. In the South Pacific island of Tonga, for example, corpulence is considered a sign of wealth and elevated social status, but would be termed obesity in Western societies, particularly in the United