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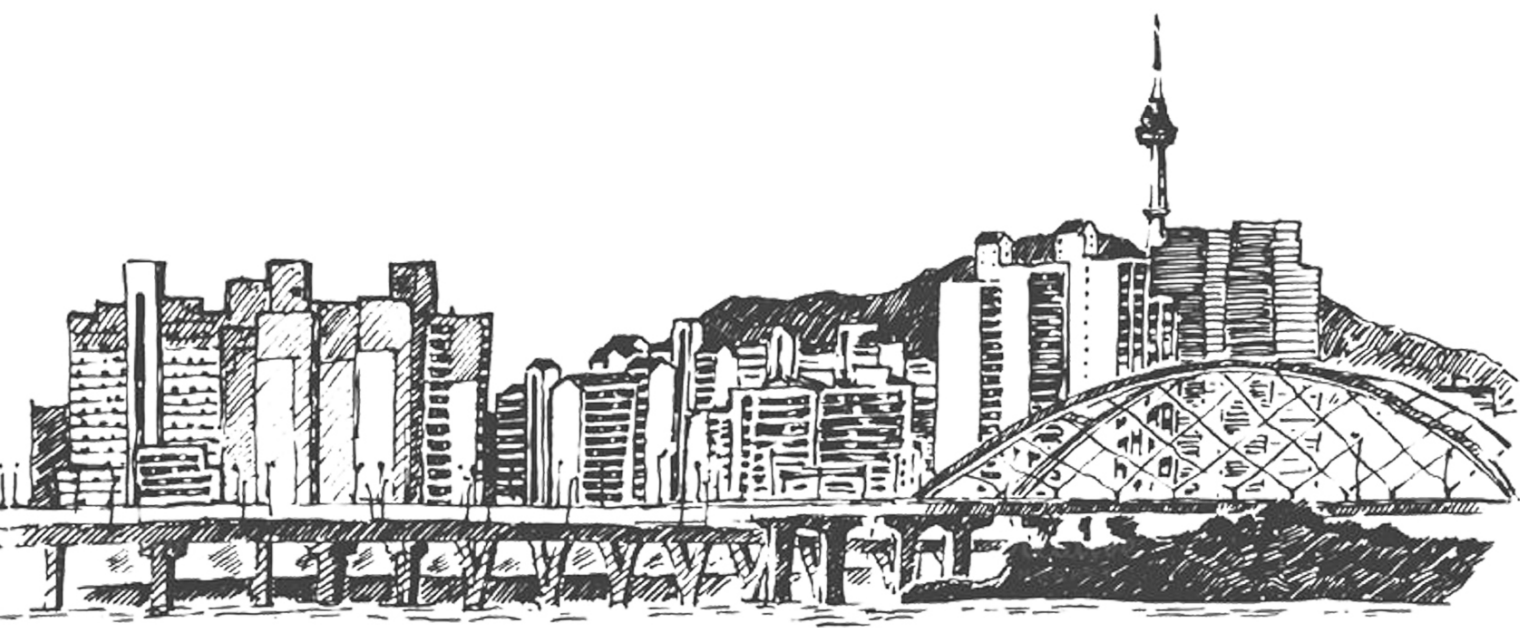
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THEORETICAL AND PRACTICAL ASPECTS OF MODERN SCIENTIFIC RESEARCH

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MOTIVATIONS AND THEIR PHYSIOLOGICAL MECHANISMS, CONNECTIONS TO TYPOLOGICAL ASPECTS AND OPTIMAL CROSS-CULTURAL ADAPTATION

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Any, even the least ones, changes in inner environment are immediately perceived by multiple receptors: baro- or presso-, mechano-, thermo-, osmo-, gluco- and others id est the receptors reacting to pressure changings, mechanic and temperature influencings, changings in blood osmotic pressure as well as glucose content in blood. Such receptors are located in inner organs (stomach, liver, heart), in vascular walls as well as in brain different structures (hypothalamus, middle brain reticular formation, medulla oblongata). For example, thermoreceptors are located in hypothalamus anterior pre-optic zone; glucoreceptors reacting to glucose content and availability for cells are present in intermediate brain, liver, stomach and small intestine.

Motivation means literally “something causing movement”. There are several approaches to the term understanding [1]:

- 1) a tendency which strives to be expressed in behavior;
- 2) a condition developing in CNS structures during behavior (objective changings are in brain electric activity, brain biochemistry and probably at molecular level);
- 3) worryings (as subjective expressions);
- 4) external excitements complex pushing animal or human being to search for specific incentives to meet this need (in the environment);
- 5) an emotionally colored state that arises on the basis of a certain need and forms behavior aimed at satisfying this need;
- 6) well-aimed behavior itself;
- 7) motivation (motivational excitement) as dominant.

Motivation study is multi-facetated and rather actual while having not only theoretical but big applied significance and describing by the specialists of many branches of Science taking into account typological aspects.

Ethno-age aspects in Pedagogy, Psychology and Medicine: there are researches among students from various countries on their motivations to choose Dentistry as their study field according to the results of which for example the Iranians emphasize high income and particular social prestige while foreign students in Iran note high income and independent job situations as the most influencing factors [2]. International students' motivations to study abroad can include common and

characteristic reasons, taking into account that students represent separate age category one can speak about motivation study in ethno-age typological aspect. In part, there are researches about Chinese students' motivations for studying in the United States [3]. Another research block is represented by the works about career's choice motivations by the students, also in various countries: in Germany [4].

Age aspect: learning strategies and study motivations in the first-year students [5].

Ethno-gender-age typological aspect in Medicine, Psychology and Pedagogy: childbearing motivations among Iranian girls adolescents [6]; relationship between childbearing motivations and women reproductive empowerment while emphasizing on husband's educative level as the one to be highly effective as well as mentioning such factors as maternal employment status, the eldest child's age [7]; significant negative correlation between positive fertility motivation with educational level, age, amounts of pregnancies, childbirth and children while the negative fertility motivation with income level and significant relationship among child gender, accommodation and spouse occupation [8]; exploring the first-time pregnant women's motivations for planning the vaginal delivery [9]; both medical and dental Iranian students possessed motivation high level in career choosing in the aspect as for their professional and social status with gender difference which was in the most expressed meaning of job-related incentive importance for male students with valuable difference between two genders [10]; only motivation was found to be influencing on Iranian parents' home literacy practices variance while working with their bilingual children speaking Persian and English [11].

The students' motivations to gain knowledge as a whole and at separate discipline are effected greatly by their first days in the classroom; with other words, the Teacher's professionalism is even of crucial importance sometimes [12].

Motivations assessment allows creating the most favorable conditions for the applicants' education maximal individualization that must be Pedagogy direction in priority. Adaptation, adjustment process, acculturation are multi-functional and are in tight connection to typological aspects [13; 14; 15; 16]. Social support for international students is rather important to be realized properly and is impossible to be performed without the students' motivations taking into account; particular attention is paid to the one of the international students [17]. Motivation study allows assessing the cross-cultural adaptation process peculiarities and predicting the dys-adaptation in higher education applicants. For example, one can observe psychological distress [18] and acculturative stress. The international students' and graduates' motivations taking into consideration helps in creating the optimal conditions for better coping with dys-adaptive symptoms and situations [19]. There are multiple cross-cultural comparative researches performed in the students from one country studying in different countries [20]. The students' motivations will define desirable natural and social (in part, educating) conditions and consequently acculturative stressors and acculturative strategies. There is the specificity principle in acculturation science [21]: specific people specific setting conditions at specific times moderate specific domains in acculturation by specific processes. It is also important that our understanding of acculturation is in critical dependence on what, where, in whom and when the researches are performed.

Thus, there exist connections between the students' (in part the international ones) motivations, acculturative stressors, acculturative coping strategies and thus cross-cultural adaptation and adjustment with the students' typologies belonging (and therefore corresponding typological aspects) obligatory taking into consideration.

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