

ŠIAULIAI UNIVERSITY

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**CHILD'S AND TEENAGER'S PRIVATE INTERIOR
AS THE ENVIRONMENT FOR SOCIALISATION
AND SELF-DEVELOPMENT**

Summary of the Doctoral Dissertation
Social Sciences, Education (07 S)

Šiauliai, 2010

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Defence of the dissertation will take place in an open meeting of the Education Sciences Council at 2 p.m., 30th June 2010 in Šiauliai University Library, Conference room (205) (Vytauto St. 84, LT-76352 Šiauliai, Lithuania).

Summary of the dissertation was sent out on 29 May 2010. This dissertation is available at the library of Šiauliai University.

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INTERJERAS KAIP SOCIALIZACIJOS IR
UGDYMOSI APLINKA**

Daktaro disertacijos santrauka
Socialiniai mokslai, edukologija (07 S)

Šiauliai, 2010

Disertacija rengta 2004–2010 m. Šiaulių universitete.

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Disertacija bus ginama viešame Edukologijos mokslo krypties tarybos posėdyje 2010 m. birželio 30 d. 14 val., Šiaulių universiteto bibliotekos konferencijų salėje (205 kab.) Vytauto g. 84, LT-76352 Šiauliai.

Disertacijos santrauka išsiųsta 2010 m. gegužės 29 d.

Disertaciją galima peržiūrėti Šiaulių universiteto bibliotekoje.

Atsiliepimus siųsti adresu:

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INTRODUCTION

Relevance of the theme. The culture being impacted by globalisation, urbanisation, IT development, the increase of consumption change the processes of consciousness which are reflected in social relations. Development of social relationships changes the system of social relations, family, child and their inter-relations. Traditions, attitudes, values are being constantly tested by new challenges. The Strategic State Provisions on Education for 2003–2012¹ note that it is important “to help a person understand the present-day world, gain cultural and social competence and be an independent, active, responsible individual wishing and able to learn all the time and create one’s own and community’s life.” This document also notices the necessity for assurance of educational reforms.

The contemporary science of education, while responding to new challenges, changes of environment, change of educational paradigms, searches for the ways and means for education and socialisation in hand. Environment is one of such insufficiently known, being used and modelled factors. The importance of assurance, cognition of favourable environment, environmental development are underlined by a number of documents of the United Nations², European Union³, Republic of Lithuania⁴.

¹ The Strategic State Provisions on Education for 2003–2012 [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <www.smm.lt/ti/docs/strategija2003-12.doc>.

² The Declaration of the United Nations’ conference on human environment, 1972, Stockholm [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <<http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=97&ArticleID=1503>>.

Belgrade Charter, 1975, Belgrade [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <<http://www.envir.ee/orb.aw/class=file/action=preview/id=1011467/The%2BBelgrade%2BCharter.pdf>>.

Tbilisi Declaration, 1977, Tbilisi [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <http://www.cnr.uidaho.edu/css487/The_Tbilisi_Declaration.pdf>.

³ Strategies, plans and action plan on health and environment [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <http://ec.europa.eu/health/ph_determinants/environment/Pollution/health_environment_en.htm>.

Strategies, plans action plan on life style [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <http://ec.europa.eu/health/ph_information/implementation/wp/lifestyle/lifestyle_en.htm>.

⁴ The Law of Fundamentals of Child Rights Protection of the Republic of Lithuania, 1996 [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <http://www.nplc.lt/sena/nj/Dokumentai/Liet_teis_aktai/LR_vaiko%20teisui_apsaugos_pagrindu_istatymas.htm>.

The order of the Minister of Education and Science of the Republic of Lithuania “On

The entire impact of environment⁵ on a growing personality is unquestioned because it is perceived, revealed, approved by theoretical studies and empirical research (Yi-Fu Tuan, 2003a; Bronfenbrenner, 1979; Garbarino, 1981; Wapner, 1987; Garbarino, Abramowitz, 1992; Liddell, 2002; David, Weinstein, 1987; Manzo, 2003; Pringle, 1980; Eblen, Eblen, Dubos, 1977; Bennett, Chorley, 1978; Anderson, Carter, Lowe, 2009; Kinder, 2000; Stokols, 1987; Vygotsky, 1978, 1985; Leliūgienė, 1997; Vitkienė, 2002; Bankauskienė, 2003; Kvieskienė, 2003; Ališauskienė, 2003, 2005; Merkys, Ruškus, Juodraitis, 2002; Miltenienė, 2005; Juodaitytė, Rudytė, 2007; Organization for Economic Cooperation, 2006; Wellhousen, Crowwther, 2004; National Research Council, 2009, etc.). Despite abundance of studies and research works, environment is insufficiently used in processes of socialisation and development.

According to Stokols (1987), David and Weinstein (1987), it can be stated that child's and teenager's⁶ environment is physical (natural and built material), psychological (impersonated and interpersonal) and socio-cultural (societal and represented by societal activities). A child as the one to be educated is also being defined according to physical, psychological, socio-cultural contexts. Differences of environmental and child's contexts are such that some are external, others are internal, but their interaction is an integral process. Traditionally, the science of pedagogy has been based on achievements of behaviourism in explanation of relations between a child and environment, and even today the dominating humanistic paradigm of education (represented by anthropocentrism and pedocentrism) does not universally disclose the mechanisms of interaction between a child and environment. That is why the analysis of the system a child-environment is based not only the paradigm of humanistic education but also on post-modern education stating that there is

the Waldorf Conception of Pedagogy in Lithuania". 17 May 2004, order No. ISAK-761, Vilnius [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <<http://www.smm.lt/ugdymas/docs/nu/Valdorfo%20konceptija.pdf>>.

The order of the Minister of Education and Science of the Republic of Lithuania "On Approval of the Conception of Cultural Education of Children and the Youth". 9 January 2008, order No. ISAK-43, Vilnius [interactive] [accessed on 11 November 2009]. Accessed via the Internet: <http://www.radviliskiokc.lt/doc/13_kulturinio_ugd_konceptija.pdf>.

⁵ Environment is what is outside individual's boundaries and is not part of the self.

⁶ In this research, a child and a teenager are stated as a child for the sake simplicity. Such treatment is based on the Convention of Child Rights (approved by the General Assembly's resolution 44/25 on the base of the report of the Third Committee (A/44/736 and Corr. 1) [interactive] [accessed on 2 April 2009] Accessed via the Internet at: <http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=19848&p_query=&p_tr2=>>. According to her first article, "In this Convention, every human being up to 18 years is considered to be a child."

no one centre of power and that multi-polarity dominates. The potential of self-development and socialisation is complemented with the new learning paradigm. The points of view of paradigms of pedocentrism and post-modernistic education are united by the ecosystem model designed by Bronfenbrenner (1979) which explains complex operation of the ecosystem.

Environment produces the environmental press on a child, and a child as an equal member of society (or at least it is sought to) makes impact on environment. The psychosocial moment being generated by the interaction together with child's inborn powers is the driving force of socialisation, (self-) development.

Elements of child's environment are to be disintegrated according to constructions relating certain parts of the interaction between a child and environment with elements of environment. One of the constructions is the built material environment⁷. Its impact on child's socialisation, (self-) development is obvious; however, none complex research were carried out in social and behavioural sciences. Constant dynamics of the built material environment, its components (Bronfenbrenner, 1979; Yifu Tuan, 2003a; Garbarino, Abramowitz, 1992), establishment of new paradigms of the education science (the new learning paradigm, the post-modern paradigm) and changes of the general environmental context provide the ground for interdisciplinary research on child's environment.

Development of ecological sciences (Magnusson, 1995; Morton, 2007; Green, Bruce, Georgeson, 2003; Schutkowski, 2006; Berkes, 2008; Marten, 2001) suggests approaching child's environment and its segments. Due to the interdisciplinary point of view, not only scientists but also practitioners (architects, designers, pedagogues), active organisations interested in this issue (Organization for Economic Cooperation, 2006; National Research Council, 2009) declare new ideas on treatment of child's environment while confirming that complex research objects require the extensive point of view and application of intensive methods.

Child's private⁸ environment is one of the structures of child's built environment as the factor of socialisation, (self-) development. Scientific literature defining dimensions of child's private environment singles out psychological, geographical, natural, built material environments (Garbarino, Abramowitz, 1992; Bronfenbrenner, 1979; Yifu Tuan, 2003a, 2003b, 1974; David, Weinstein, 1987; Soja, 1989). Child's home environment, first of all, meets such definitions. On the base of various features, it is divided into smaller segments (Proshansky, Fabian, 1987) (e.g. according to privacy). Child's space, room one's zone (if one has no room) is one of the most important places in

⁷ The built environment is changed, recreated environment by a human being.

⁸ In this case, privacy is defined as closeness and not a form of possession.

life making significant impact on his/her development. Child's private interior has been little investigated in Lithuania and the world so far, even though scientific literature emphasises its significance. No such complex research were carried out in world practice because, according to David and Weinstein (1986), Wapner and Demick (2000) and the author of the present paper, it is predetermined by complexity of and complicated accessibility to child's private interior as the research object.

Despite all listed challenges, child's private interior reveals a broad potential for socialisation and self-development. All organisation of interior, its features, attributes are important in development of aesthetical attitudes, formation of pragmatic behaviour (e.g. saving on electricity), attitudes on environment planning, formation and management. Pictures, photographs, family photographs, cultural attributes bear a broad potential on aesthetical, cultural, spiritual education and construction of personal identity. Maintenance of cleanness, neatness of interior develops competencies of everyday neatness, hygiene, safe behaviour, safety technologies, behaviour in real life situations. Pieces of child's creation, prizes, diplomas, hobby attributes make direct impact on development of auto-conception of personality. Collectables, instruments, photo cameras reveal cultural, place's (town, village), country's or other countries' layers through micro-histories. Travel pictures, brought souvenirs, details of real life in other countries (e.g. tram, museum tickets) reveal the potential for intercultural, multicultural education, consolidate knowledge on geography, nature, evidence of experiences in social communication. Pets in child's private interior perform functions of humanistic education, cognition of nature, consolidate knowledge on biology, chemistry, geography, develop dutifulness, responsibility. Joint actions of parents and children (parents' assistance, suggestions and even reverse socialisation) provide unlimited opportunities for perfection of competencies of communication, collaboration, planning, solving of conflict situations.

Child's private interior has a wide and multi-dimensional potential for development and socialisation – every element of interior can act independently; however, complex operation does not sum the power of impact but rather multiplies it.

The problem questions

The problem of the dissertation research is related with practice of socialisation, formal, non-formal and hidden education, cognition of the environment for (self-) development, insufficient investigation of separate its segments. Structures, principles of organisation, mechanisms of interaction of child's private interior is the problem of the pedagogy science the field of research of which can be defined and detailed by the following problem questions:

- How does child's private interior benefit to socialisation and (self-) development?
- What are the dominating physical, psychological, socio-cultural attributes and contexts and what is their condition?
- Is child's private interior a favourable medium for development in Lithuania?
- What principle attitudes towards formation of child's private interior should be?

The object of the research is child's private interior.

The dissertation research is based in the **hypothetic assumption**:

Child's private interior as a reflection of spiritual and material culture of the humankind is a favourable instrument for child's socialisation and (self-) development, but only under the condition that its major physical, psychological, socio-cultural, educational features correspond to the paradigms of learning and post-modern education, the conception of integral ecology and meet the general and individual needs of a developing personality.

The research subject is child's private interior as the environment for socialisation and (self-) development. The research aim is to investigate and empirically examine child's private interior in Lithuania as the environment for socialisation and development on the ground of theoretical analysis of scientific literature. In order to implement the aim, the following **objectives** have been set:

- On the base of theoretical analysis of scientific literature, to investigate, conceptualise child's private interior as an object of research of the education sciences;
- To work out methods and methodology which would enable investigation of child's private interior as the environment of socialisation and (self-) development;
- To investigate the condition of structures of child's private interior;
- To assess social, economic, cultural, ecological, psychological, communal, wellness, hygienic features and contexts of child's private interior in the context of education sciences.

Theoretical and methodological fundamentals of the research

After rejecting a strict model of causalities because of the impossibility to indicate linear relations due to complexity of the research object, the research is based on the following:

- The interdisciplinary approach to the research object because the investigated object encompasses many different dimensions, fea-

tures and contexts (Stokols, 1987; Garbarino, Abramowitz, 1992; Proshansky, Fabian, 1987). For the purpose of carrying out the research, knowledge of anthropology, education, human geography, sociology, design, architecture, ergonomics, psychology, biology, hygiene etc. sciences. The interdisciplinary approach is required due to the necessity of ambiguous assessment of child's interior. While viewing attributes of interior, on one hand, they can be assessed very positively, however, on the other hand, they can be risk factors as well. Interior attributes can be dealt with from different perspectives.

- The conception of bi-polarity of the research because the surveyed object (child's private interior) can be both an object and a subject simultaneously. Both a child-to-be-educated and the educational environment (in this case, child's private interior) can be both a cause and a consequence. Optimisation of bi-polarity is desirable, however, it should not be eliminated completely because both objects (a child as the one to be educated and one's private interior as the educational environment) are significant pedagogical problems only when interacting with each other.
- Theories of psycho-social development – the theory of cognitive development by Piaget (1967), the psychological development theory by Erikson (1968), the cultural psychology theory by Vygotsky (1978), the of social learning theory by Bandura (1977), the attachment theory by Bowlby, Ainsworth (1965), the theory of belied stages by Fowler (1995), the moral development theory by Kohlberg (1981), the ego development theory by Leovinger (1976). Even though these theories are reviewed and discussed, they are grounded on in different degrees and different aspects.
- The theory of social constructivism (Burr, 1995; Pinker, 2002) which is the base of constructive explanation of child's activities emphasising the significance of experience. Thus, new situations are understood as dynamic conditions created by contexts of child's environment and requiring solutions based on non-traditional knowledge.
- The paradigm of humanistic education (anthropocentrism, pedocentrism) (the system of a child and environment is viewed from the position of a child to be educated) and the paradigm of post-modern education (the system of a child and environment is viewed from the positions of educational environment, while underlining multipolarity). The arising inter-paradigmatic contradiction is responded by the theory of ecology of human development which reflects situations of the real life.
- The new paradigm of learning (the paradigm of liberal learning).
- The paradigms of human ecology and the ecology of human devel-

opment (also called the development in context and the ecological system theory) (Bronfenbrenner, 1979). A child is a human being in the field of the dissertation research, one is understood as part of an integral ecosystem. The ecosystem is revealed in the frame of conception of the full ecology by stating that elements of environment are closely interrelated and it is impossible to analyse separate elements without regarding inter-links with the entire system. As Bronfenbrenner (1979) states, the system of human development can be divided into separate segments according to the functions performed by them. On the ground of this paradigm, child's private interior is dealt as an entire micro-system. In certain aspects, it is not only a micro-system but also a mezo-system and is impacted by an exo-system, reflects structures of a macro-system and chrono-system.

- The identity theories: personal identity by Erickson and Roberts (1997), Noonan (2003), Proshansky, Fabian, Kaminof (1983), Giddens (2000), Layder (2004), place identity by Proshansky, Fabian (1987), Magnuson (1990), Gustafson (2001), Bilgenoglu (2004), Hutchinson (2003), sense of place by Steele (1981), Hay (1998), Jorgensen, Stedman (2001), place dependence by Stokols, Shumaker (1981), place attachment by Hidalgo, Hernandez (2001), place belongingness by Proshansky, Fabian (1987). Identity is treated as the strategy of child's adjustment to the environment and self-identification.
- The attitude of the phenomenological approach (Heidegger, 1962) stating that the object under investigation reveals itself if favourable conditions are provided and proper research instruments are selected.

The methods, methodology and empirical base of the dissertation research

Theoretical, quantitative and qualitative research methods were employed in carrying out the research while applying the principle of triangulation methods.

Analysis of scientific literature was carried out with regard to review, analysis of general regularities of the system a human-environment, peculiarities of ecology of child's development, interrelations between a child and environment, features of child's private interior and attributes of its impact.

While carrying out **analysis of documents**, documents of Lithuanian institutions, hygiene norms, documents related with legal regulation of buildings, interior, work places, child's private interior, documents of the EU agencies and presented statistical data (statistics of hurts and injuries, etc.) were revealed.

Standardised survey in a written form was employed in order to accumulate an exhaustive view of private interiors of children in Lithuania. Questionnaires that were used for the survey comprise dominating closed type questions. The questionnaires reflect four diagnostic blocks and thirty-seven diagnostic constructs. **The empirical base of the quantitative research** (survey of parents and children) consisted of 414 survey's of country's households (in total, 760 questionnaires were distributed, 476 of them were collected, 414 were accepted eligible to data analysis). Majority of respondents were from Šiauliai, Kaunas, Mažeikiai, Radviliškis, Pakruojis, Vilnius cities and towns, Babtai, Akmenė small towns, Šiauliai, Kaunas counties' rural areas. The voluntarism principle regarding participation in the survey, the way of convenient selection limit the possibilities to form a perfect probability sample; that is why the sample was checked when analysing socio-demographic characteristics of the respondents, controlling whether they meet social realities of the country (e.g. while choosing certain neighbourhoods of a town etc.). Diversity of children's private interiors is significant not only for generalisation on the empirical research but also as the ground of conceptualisation of the theoretical part.

The ethnographic method has been employed while visiting households. It should be admitted that, in this case, the ethnographic method calls what is more like a symbiosis of the ethnographical method (research of family, child's culture) and the research of households usually being applied in sociology and economics (home economy, consumption etc.) and the research on life quality (general level of living). Empirical base of qualitative analysis comprised 22 cases. The research was carried out in Šiauliai, Vilnius cities and Šiauliai County. From forty to minutes to four hours were dedicated for visitation of one household. Results of fifteen visitations were accepted as eligible (a sufficient amount of universal research material was collected, there are no contradicting facts). During the research, the environment and details of child's private interior have been visually recorded. Even though the base of this stage was collected information by the method of visual ethnography for carrying out qualitative case analysis, additionally, the same instruments that were used for quantitative research, were employed here too; moreover, the household visitation journal, the questionnaire for checking child's work (learning) place were used.

The method of visual ethnography *has been applied* while taking pictures, filming, collecting visual information on child's private interior. In selection of ways for recording images, photography dominated as presenting the general view of child's interior. During filming, interior details have been fixed by using the possibilities of dynamic movement.

Modelling was carried out in order to create a draft model revealing interactions of child's private as a micro-system in the context of socialisation and self-development.

Statistical data analysis has been carried out by employing the statistical data processing software SPSS 16.0 for Windows, using multidimensional statistical methods.

Significance of the research is characterised by the following features of the achieved result:

- Child's private interior is actualised and conceptualised as a favourable object for research in the education sciences under conditions of Lithuania.
- Inter-disciplinary research on a child and environment, the point of view to child's interior from a perspective of various science while focusing on the demands of the education science and education practice.
- Worked out methods for inter-disciplinary research of child's private interior that could be complexly or partly employed by researchers for certain research of child's private interior.
- The research and its results are significant for the science of education only when they solve arising problems, develop new educational technologies, and this is one of the priorities of the present study – to actualise and establish child's private interior as the attribute of impact in the context of education sciences.
- Theoretical images on the conception of child's private interior are expanded.

Practical value of the research and application perspectives are pre-determined by the following:

- The research material can provide new insights to pedagogues in perfection of the process of education, by uniting child's inborn powers with activating elements of the environment. Cognition of child's private interior is significant from the aspect of environment being not only educational one, but also enabling socialisation.
- On the base of carried out research, its results, education of pedagogues of various specialities can be perfected. The research results can be used in education of architecture and design specialities' students who must perceive environment as the entirety and obtain at least minimal amount of knowledge on education and sociology.
- Cognition of child's private interior and its usage as an impacting educational instrument are important for class-mistresses/masters, pedagogical psychological services performing functions of coun-

selling. It child's private interior) can be employed by social workers as a previously little investigated, suitable means.

- The research results show that various parts of child's private interior can be used for development, but the interior would make a far more effective impact when managed complexly.
- The research results can be used in the environment of recent media for informal, latent education while actualising the most important discoveries of the research on child's private interior.
- Pedagogues obtain one more eligible instrument for diagnostics of child's development.
- The research can help in formation of child's principles of leisure.
- The research results can be used for a series of educational articles in popular publications, magazines and web sites.
- The research material can be used in delivery of non-formal education of parents, foster-parents, counselling families by revealing how to healthily, properly educate a child in a rapidly changing and limited resources society from the educational, socialisation points of view.
- The research results are significant for industry, business and formation of marketing strategies. Attitudes of parents, formation of children's private interiors, real demands and possibilities are revealed in the research.
- The research reveals the demands for formation of the built material and interactive environment which are potentially significant for business in various fields.
- Results of research of child's private interior enable helping a child perceive the surrounding world, gain cultural, social competencies, become a self-sufficient, responsible human beings creating one's own life.

The research perspective. The present work carries out theoretical analysis and conceptualisation of child's private interior. Child's private interior is reasoned as an object of research of the education science, diagnostics of the socio-educational state of child's private interior under the conditions of Lithuania is carried out. Another step in research on child's private interior in Lithuania should be the natural educational experiment which would allow estimating causalities between the variables, formulating significant for the education science, validated generalisations and recommendations of a broad character.

Defended theses:

- Child's private interior in the science of education and practice should be assessed complexly only, as an integral part of the system a child-environment, being a subsystem of a macro-system. The transactional point of view, contextual assessment are necessary, and the interdisciplinary data (attributed to various fields and branches of sciences) is actualised in the context of the science of education.
- Child's private interior functions as a complete environment for socialisation, self-development and as an instrument in the case if it meets the following requirements and preconditions: functionality, wellness and hygiene, microclimate, psycho-physical, self-regulation, communication, collaboration, safety, self-organisation, psychological, self-expression, urban programming, ergonomic, design, aesthetical, cultural, value, spatial and capacity.
- All features, aspects, attributes of child's private interior make a socialising and educational impact individually too; however, it as an integral system creates a much more effective psycho-social moment providing the most favourable conditions for a child to socialise and self-develop (single impacts are not being mechanically accepted, but they synergically enhance and expand each other).

Approbation of the research results

The major research ideas are presented in the following publications:

1. Rimantas Plungė. Empirinio tyrimo – mokyklinio amžiaus vaiko privatus interjeras kaip socializacijos ir ugdymo veiksnys – metmenys. Jaunujų mokslininkų darbai 2006. 1 (8). ISSN 16488776. P. 58–66.
2. Rimantas Plungė. Analysis of Relations among a Child, One's Private Interior, Place Identity in the Context of Socialisation and Education. Kūrybos erdvės 2006. 5. ISSN 18221076. P. 102–110.
3. Rimantas Plungė. Children's Private Visual and Virtual Environment. From Visual Pollution to Positive Facts. Intervention Through Art Education. Art Education Strategies and Possibilities for Diversity in Education. 2009. ISBN 9783200015463. P. 256–270.

Structure of the Doctoral Thesis: the Dissertation comprises the introduction, four parts, generalising conclusions and a discussion. The dissertation research is illustrated in 42 figures, 67 tables. 372 sources of literature were used. Annexes present the questionnaire of the empirical research, material of qualitative research based on visual ethnography, photo, video material.

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 - 3.2.2. Characterisations of the quantitative research sample
 - 3.3. Methods of qualitative research based on visual ethnography
 - 3.3.1. Proceeding of family and household visitation
 - 3.3.2. Socio-cultural and economic portrait of visited families
4. RESULTS EMPIRICAL RESEARCH OF CHILD’S PRIVATE INTERIOR
 - 4.1. Results of quantitative research
 - 4.1.1. Characterisations of methodological quality of the questionnaire
 - 4.1.2. Descriptive statistics of survey indicators
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 - 4.2. Results of qualitative research based on visual ethnography
 - 4.3. Generalisation of quantitative and qualitative research

CONCLUSIONS AND DISCUSSION

REFERENCES

ANNEXES (ELECTRONIC RESOURCE)

REVIEW OF THE CONTENT OF THE THESIS

1. THE SYSTEM “ENVIRONMENT-A HUMAN BEING” AND ITS CONCEPTION IN SOCIAL SCIENCES.

1.1. The system “Environment-a Human Being” and its aspects (The holistic point of view).

The first section deals with links of the system “environment–a human being” in the relation to the opposition of culture and nature. Entirety and contextuality of the system “environment–a human being” are being discussed. Following Stokols (1987), Wapner and Demick (2000), six major context of the system “environment–a human being” are singled out. Personality’s – physical, psychological (inner personal) and socio-cultural; environment’s – physical, psychological (interpersonal) and socio-cultural. The system “a human–environment” must be assessed in the transactional perspective. The conceptions of ecology of a human and a child are being revealed in the social context. The child’s eco-system model, the ecological map of childhood are presented (Bronfenbrenner, 1979).

1.2. Theories of development of a human being and a child (the environmental aspect).

This subsection deals with the potential of child’s development, stages of child’s development are being analysed. Determined Piaget (1967), Erikson (1963), Re (2006) systemic points of view in treatment of age stages is being compared; they are opposed to Vygotsky’s (1978) theories of permanent development. The theory of social learning, the attachment theory, the theory of belief stages, the theory of moral development, the system of ego development and other theories as well as their interrelations are being discussed.

1.3. Ecology of human development and child’s environment.

The subsection reveals interrelations between the ecology of human development and child’s environment, the micro-, mezo-, exo-, macro-, chrono- structures, features, significance and their research strategies are being discussed. The relation between child’s development and eco-systems risk factors is being described by presenting conclusions of the researchers (Semeroff, 1987; Tulloch, Lupton, 2003) and peculiarities of child’s development. In general, possibilities provided by the parts of the eco-system as well as the ways for risk management and reduction are revealed.

1.4. Socialisation and (self-) development in the context of child’s private interior.

The subsection discusses the notions of socialisation and self-development, their essence, definitions by authorities (Juodaitytės, 2003; Kvieskienės, 2005; Yawkey, 1998; Handel, 2004, Pinker, 2002; Ridley, 2003 etc.),

classification of kinds of socialisation, their explanations in the context of child's private interior are presented.

2. CHILD'S PRIVATE INTERIOR AS THE FACTOR AND PRECONDITION FOR PSYCHOSOCIAL DEVELOPMENT OF PERSONALITY.

2.1. Typology and structure of child's space.

The subsection discusses the turn of space into the place, peculiarities of mastery of child's space, anthropometric peculiarities of space measurement. The ways for cognition, mastery of emotional, architectural, mythical, intimate etc. space as well as the notions of space, capacity and their transformations are revealed.

2.2. The concepts of home and child's private interior.

The subsection deals with the concepts of home, child's private interior, their development is related with child's age. Main needs of an adult and a child are defined, their differences are being analysed. It is stated how child's private interior must meet these needs.

2.3. Physical aspects of child's private interior.

Physical (built material environment) aspects, compulsory parameters are reviewed. The hygiene norms, documents of the European Union, research related to features of the physical environment, safety, assurance of minimal parameters are being analysed. Potential risk factors of child's private interior, their management and reduction are being dealt with.

2.4. Child's private interior as the reflection and construct of socio-cultural environment.

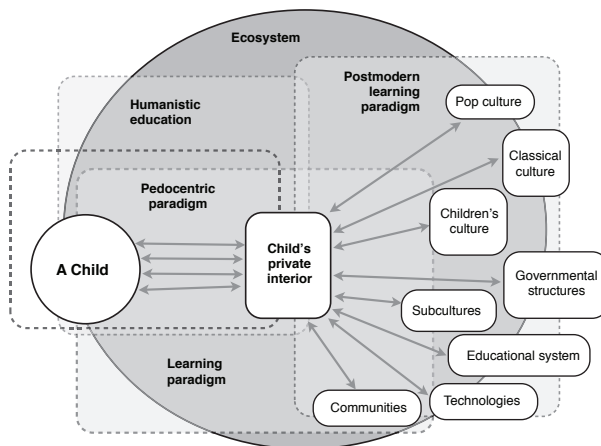
The subsection reflects the historical, demographic, social, cultural context of child's private interior, the impact of this context on formation and interpretation of child's private interior are being discussed. The cultures of a family and a child, their relations with subcultures are being discussed separately.

2.5. Psychological aspects of child's private interior and child's identity.

Psychological, psycho-physical aspects of child's private interior, the kinds of identity (e.g. place identity) and various aspects of identity are being analysed. The conclusion is drawn that child's private interior is a precondition and guarantee of auto-conception and construction of the self.

2.6. Child's private interior as educational environment and preconditions for education.

The subsection reveals the potential of child's private interior as the socialising and educating environment. Requirements for child's private interior, the directions for its equipment and improvement are characterised. The comparison of the traditional and post-modern educational environment, interaction of child's private interior and humanistic, pedocentric, learning, post-modern educational paradigms in the frame of eco-system is presented.



Child, child's private interior in the context of ecosystem

3. DESIGN OF EMPIRICAL RESEARCH OF CHILD'S PRIVATE INTERIOR.

3.1. Outline of methodology of empirical research and the general scheme of research design.

The subsection presents the outline of methodology of empirical research, operationalisation, the draft model and the general scheme of the research design.

3.2. Methods of quantitative research.

3.2.1. Instruments of quantitative research.

The section introduces the instrument of the quantitative research, its features, description of analysis of quantitative research data. The research instrument comprises five questionnaires.

3.2.2. Characterisations of the quantitative research sample.

The section introduces characterisations of the sample of quantitative research. 414 households belonging to different society strata were surveyed: those living in steadings, villages, towns, cities. The rate of returning questionnaires – 62.9 per cent. 87 per cent of them were acknowledged as suitable for analysis.

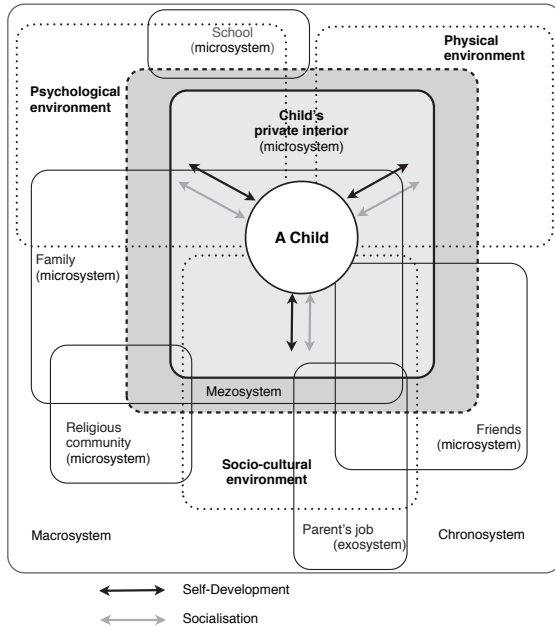
3.3. Methods of qualitative research based on visual ethnography.

3.3.1. Proceeding of family and household visitation.

The section describes planning, proceeding of visiting 15 families' households. Visitation of one household lasted from 40 to 240 minutes. Photo and video techniques employed in the qualitative research (by the method of visual ethnography) and peculiarities of its usage are characterised.

3.3.2. Socio-cultural and economic portrait of visited families.

The section presents data on every household that was visited during the qualitative research, characteristics of family's and child's private interior.



Draft model of child's private interior

4. RESULTS OF EMPIRICAL RESEARCH OF CHILD'S PRIVATE INTERIOR.

4.1. Results of quantitative research.

4.1.1. Characterisations of methodological quality of the questionnaire.

All primary statements (there were 775 of them) of the questionnaires were factorised and 37 dimensions reflecting physical, psychological, socio-cultural contexts that have been singled out in the theoretical part were obtained. The factorial analysis revealed validity of the research instrument and showed the structure of dimensions.

4.1.2. Descriptive statistics of survey indicators.

Descriptive statistics of survey indicators show that the average child's private interior in Lithuania is of 14.8 sq. m. space area, almost 90 per cent of respondents' families live in households under their rights of property. 75 per cent of children have their own rooms. The attitudes of formation of child's private interior, skills of neatness, satisfaction with the interior (almost 65 per cent are satisfied) are being described.

4.1.3. Complex statistical interrelations.

The dimensions obtained during the first factorisation were factorised for the second time and 10 generalised dimensions were obtained. After checking statistical interrelations, the correlations coefficients showed that there was a clear link between child's aculturation and achievements in various fields of culture, and tolerance of child's freedom was closely related with the interaction in family, representatives of culture in the interior as a means of auto-conception, etc.

The cluster analysis allowed singling out four types of child's interior and revealed that children's whose parents had higher education interiors were more harmonious, girls' interiors were more balanced than those of boys, they encompassed less audiovisual technologies etc.

Non-parameter tests (Mann–Whitney and Kruskal–Wallis) showed that girls were allowed to do the following more freely: plan interior, exhibit their creation in the interior, there were more attributes of self-expression and family values in girls' interiors. Equipment of child's private interior depended on parents' income: work places of children of more earning parents were equipped better, furniture is better. The results revealed that parents allowed a child having own room change one's closest environment – private interior.

The quantitative research revealed the obvious relationships between complexity of interior and socialisation and educational conditions, proved that children having their own room had more possibilities for gaining competencies of planning and real action in the closest environment.

4.2. Results of qualitative research based on visual ethnography.

The section presents five the most interesting types of child's private interior. The research data complemented to the results of quantitative research and allowed disclosing deep interrelations between a child and interior; moreover, due to this qualitative research, some quantitative research results became interpretable.

4.3. Generalisation of quantitative and qualitative research.

After drawing the generalisations on the quantitative and qualitative research, it is stated that they complement each other, allow broader understanding of the essence of the phenomenon and prove the hypothesis.

CONCLUSIONS

Conclusions and generalisations drawn from the theoretical context of the research and methodical work:

1. After carrying out theoretical analysis of scientific literature it was found out that ecological approach to the system of environment of a human being is possible. Ecology is understood in the context of Social Sci-

ences, not nature, while understanding that ecology of a human being is exactly the methodology of research and the field of research. A child, one's environment are not isolated from ecology of the family and society. Thus, the ecological conception of childhood is proved by perceiving that the overall pressure of the environment creates the psycho-social moment which together with child's inborn powers is a forming force being expressed as socialisation and (self-) development. The common situation of child's ecology is revealed by the following principles: to see and perceive general problems of the system of a child and environment, to understand what transformations proceed in the middle of the system itself, to reveal what are the transaction-based relations that link the structures.

2. Development, evolution and activities of a child as participant of the ecosystem are based on the trans-active perspective while acting in parts of micro-, mezo-, exo-, macro- systems being united by the inevitable chrono-system. Child's private interior is a micro-system by its essence and reflects features of all eco-system of the society by its potential. Child's private interior, as a dynamic formation, represents all strategies of possibilities for child's development; however, it, as a system striving for balance, inevitably transfers into the developmental risks. Risk factors are a natural inescapable product of eco-system's activities (like it is impossible to escape real situations of life); still, their management, reduction or involvement for the purposes of socialisation and (self-) development are in favour.
3. Child's private interior as a reflection of societal structures, a psychosocial construct, is, no doubt, one of the most important personal spaces that becomes such due to child's activities. Child's private interior is a place with a peculiar structure and subcultures. Child's private interior as part of the built, material environment, naturally, permanently makes impact by its functional, cultural-semiotic, communicational field as a mediator rendering spiritual and material culture of the humankind, society, family. Child's private interior is the place of not passive adaptation but of active expression of individuation, construction of identity, auto-conception, understood in the context of acculturation and interiorisation.
4. Child's private interior as the environment for socialisation and self-development, by all its contexts (physical, psychological, socio-cultural), is (should be) a safe base for spiritual balance, while inspiring for communication, collaboration, research, work and creation; rendering a sufficient amount of positive material for intellectual, social, physical, emotional,

- cultural and spiritual perfection; is a flexible, involving medium employing its urban, technological, social, semantic potentials, orienting towards development of competencies, revelation of child's inborn powers.
5. Processes of globalisation, technologisation, consumer society, cultural changes, merge of classical and popular culture, development of humanistic, pedocentric, post-modernistic (self-) development paradigms, the theory of constructivism, the necessity for free teaching and learning provide conditions for new actualisation of child's private interior in the context of Education Sciences.
 6. Child's private interior is a phenomenological-anthropological construct having almost unlimited possibilities for direction and organisation of urban programming, socialisation and (self-) development. The attempt for conceptualisation of the investigated phenomenon under conditions of Lithuanian culture enabled development of interdisciplinary methods and methodology for empirical research of child's private interior which can be complexly used by researchers of employed partly for certain research of child's private interior. Conceptualisation expanded the theoretical image on child's private interior in the context of Social Sciences, allowed recognising, actualising child's private interior as a peculiar and with no reason little investigated object of Education Sciences.

Conclusions drawn from empirical research:

1. The empirical research revealed the necessity of application of the generalised, phenomenological approach in research of child's private interior (even though traditional quantitative methods have been applied). Such research approach allows perceiving, revealing the essence of the phenomenon and correctly interpreting the obtained quantitative and especially qualitative data. The research results are ambiguous; however, being recognised and actualised in the context of Education Science can significantly impact education and benefit to creation of new educational technologies. In general, the empirical has research proved the theoretical hypothetical insights.
2. The empirical research results show that data on child's private interior can be categorised, it relates to theoretical constructs and are to-be-interpreted in the context of a unified eco-system. Abundance of data obtained by different methods provides deep understanding of the phenomenon's structure, allows characterisation of representatives of child's private interior; to assess interrelations between a child and one's environment; interaction of a child, parents and child's private interior; and even to reveal the mechanisms of latent interaction and unnoticeable features.

After partly rejecting precise treatment of direct causalities (even though research results have revealed their existence and significance), the research results were treated from the holistic point of view while avoiding single-sided interpretations.

3. Descriptive statistics of the empirical research disclosed the general situation of child's interior in Lithuania. It can be stated that the situation is to be evaluated as good. The average area of child's interior is 14.8 sq. m, and three quarters of children have their interiors; one fifth of children have their own zone; less than three per cent of children have neither interior nor own zone. Only a small part of children's private interiors can be evaluated as insufficiently good. It is impossible to present a percentage rate because insufficient parameters of interior can be compensated by other ones, and usually they are managed even thanks to child's efforts and the interaction of a child, parents and interior. The following unfavourable most often occurring physical (built material environment), psychological, socio-cultural factors in child's interior were noticed: unsafe furniture, unfavourable microclimate parameters, lack of illumination, noise; insufficient assurance of privacy, unfavourable psycho-physical indices; insufficient complexity of interior as a socio-cultural medium, reflection of unwanted cultural phenomena (it depends on the stratum, the family and closest environment) and spread of poverty.
4. The research data revealed that parents indicated that attitudes towards formation of child's private interior were mostly predetermined by financial possibilities, child's wishes, other reasons (according to significance) – functionality, aesthetics, vision of parents etc. They differ from parents' wishes because parents would like to pay more attention to children's opinion, factors of wellness and aspects of materials. After drawing generalisations on the research results it should be stated that child's private interior is being formed by parents on the ground of insufficient knowledge but, on the other hand, on positive eco-centric attitudes. The research data proves that child's private interior is the place of active interaction of a child, parents, the entire social environment through everyday life situations (games, homework, tidying up etc.).
5. The research has basically proved that child's private interior is capable of impacting child's socialisation and (self-) development in everyday life situations. The organisation of child's private interior, design peculiarities develop child's aesthetical attitudes; pictures, photographs, posters render semantic codes of contemporary and popular culture, educate the culture if exposition; family photographs, family instruments, clocks or other relics help understand the flow of time, to identify with family

culture, allow sensing family expectations, educate spirituality; collectables disclose cultural values of a particular cultural place, village, town, country or other country; pieces of child's creation and self-expression, awards, diplomas, prizes evidence of successful outcomes of self-realisation, self-construction; travel photographs is a means of construction of family culture, travel souvenirs consolidate knowledge on geography, cultural studies and are a potential for intercultural, multicultural education; pets (the significance of them was emphasised by parents) is the source of humanistic development of responsibility, knowledge on biology, chemistry, geography; everyday life activities among interior develop competencies of rational behaviour, economic ones; knowledge of safe behaviour and safety technique (e.g. parents mention that 78 per cent of hurts and injuries are caused by child's unsafe behaviour among one's interior, 22 per cent – that non-observance of safety technologies); development of competencies of maintenance of neatness teaches a child to act in the chrono-system, develop the ability of organisation of environment, elementary hygienic skills. Child's private interior as a unity as a permanently and insensibly impacting instrument is the environment that constructs socialisation and (self-) development.

6. The research data prove the hypothetical assumption that child's private interior in Lithuania is a reflection of chrono-, macro-, exo- systems (through the mezo-system). There, attributes of society's spiritual, material culture being presented complexly render impulses for socialisation and (self-) development. Multiple psycho-social structures are being properly inventoried by a child, if one is not disturbed by unsuitable physical, psychological, socio-cultural, educational features of child's private interior. Child's interior if constructed according to eco-systemic principles, humanistic, pedocentric, post-modern education paradigms, would synergistically enhance positive educational impacts, would better meet general and individual needs of a developing personality.

VAIKO IR PAAUGLIO PRIVATUS INTERJERAS KAIP SOCIALIZACIJOS IR UGDYMO SI APLINKA

Santrauka

Temos aktualumas ir mokslinis naujumas. Kultūra, veikiama globalizacijos, urbanizacijos, informacinių technologijų plėtros, vartotojiškumo didėjimo keičia sąmonės procesus, kurie atsispindi socialiniuose santykiuose. Socialinių santykių raida keičia ugdymo sistemą, šeimą, vaiką ir jų tarpusavio santykius. Tradicijos, nuostatos, vertybės yra nuolat išbandomos naujų iššūkių. Valstybės švietimo strateginėse nuostatose 2003–2012 m. pažymima, kad svarbu „padėti asmeniui suvokti šiuolaikinį pasaulį, įgyti kultūrinę bei socialinę kompetenciją ir būti savarankišku, veikliu, atsakingu žmogumi, norinčiu ir gebančiu nuolat mokytis bei kurti savo ir bendruomenės gyvenimą“⁹. Šiame dokumente taip pat pažymima švietimo formų užtikrinimo būtinybė.

Šiuolaikinis pedagogikos mokslas, atsakydamas į naujus iššūkius, aplinkos pokyčius, ugdymo paradigmu kaitą, ieško neišnaudotų ugdymo ir socializacijos būdų bei priemonių. Vienas iš tokių nepakankamai pažįstamų, naudojamų ir modeliuojamų veiksmų yra aplinka. Tinkamos aplinkos užtikrinimo, pažinimo, aplinkos ugdymo svarbą pažymi nemažai Jungtinių Tautų¹⁰, Europos Sąjungos¹¹, Lietuvos Respublikos¹² dokumentų.

⁹ Valstybės švietimo strateginės nuostatos 2003–2012 m. [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <www.smm.lt/ti/docs/strategija2003-12.doc>.

¹⁰ Jungtinių Tautų konferencijos deklaracija apie žmogaus aplinką, 1972, Stokholmas [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <<http://www.unep.org/Documents.multilingual/Default.asp?DocumentID=97&ArticleID=1503>>. Belgrado chartija, 1975, Belgradas [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <<http://www.envir.ee/orb.aw/class=file/action=preview/id=1011467/The%2BBelgrade%2BCharter.pdf>>.

Tbilisio deklaracija, 1977, Tbilisis [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <http://www.cnr.uidaho.edu/css487/The_Tbilisi_Declaration.pdf>.

¹¹ Sveikatos ir aplinkos strategijos, planai ir veiksmų planas [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <http://ec.europa.eu/health/ph_determinants/environment/Pollution/health_environment_en.htm>.

Gyvenimo būdo strategijos, planai ir veiksmų planas [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <http://ec.europa.eu/health/ph_information/implement/wp/lifestyle/lifestyle_en.htm>.

¹² Lietuvos Respublikos vaiko teisių apsaugos pagrindų įstatymas, 1996 [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <http://www.nplc.lt/sena/nj/Dokumentai/Liet_teis_aktai/LR_vaiko%20teisiu_apsaugos_pagrindu_istatymas.htm>.

Aplinkos¹³ visuminis poveikis augančiai asmenybei nekvestionuotinas, nes yra suvoktas, atskleistas, patvirtintas teorinėmis studijomis ir empiriniais tyrimais (Yi-Fu Tuan, 2003a; Bronfenbrenner, 1979; Garbarino, 1981; Wapner, 1987; Garbarino, Abramowitz, 1992; Liddell, 2002; David, Weinstein, 1987; Manzo, 2003; Pringle, 1980; Eblen, Eblen, Dubos, 1977; Bennett, Chorley, 1978; Anderson, Carter, Lowe, 2009; Kinder, 2000; Stokols, 1987; Vygotsky, 1978, 1985; Leliūgienė, 1997; Vitkienė, 2002; Bankauskienė, 2003; Kvieskienė, 2003; Ališauskienė, 2003, 2005; Merkys, Ruškus, Juodraitis, 2002; Miltenienė, 2005; Juodaitytė, Rudytė, 2007; Organization for Economic Cooperation, 2006; Wellhausen, Crowwther, 2004; National Research Council, 2009, ir kt.). Nepaisant studijų ir tyrimų gausos, aplinka nėra pakankamai išnaudojama socializacijos ir ugdymo procesuose.

Aplinka yra pasaulio dalis, esanti už ugdytinio asmenybės ribų ir nesanti savasties dalimi. Pasak Stokols (1987), David ir Weinstein (1987), galima teigti, kad vaiko ir paauglio¹⁴ aplinka yra fizinė (gamtinė ir sukurtoji daiktinė), psichologinė (įsameninta ir tarpasmeninė) bei sociokultūrinė (visuomeniška ir reprezentuojama visuomenės veiklos). Vaikas kaip ugdytinis taip pat apibrėžiamas pagal fizinius, psichologinius, sociokultūrinius kontekstus. Aplinkos ir vaiko kontekstų skirtumai yra tokie, kad vieni yra išoriniai, kiti – vidiniai, bet jų tarpusavio sąveika yra vientisas procesas. Pedagogikos mokslas tradiciškai rėmėsi biheviorizmo pasiekimais aiškindamas vaiko ir aplinkos santykius ir net šiuo metu vyraujanti humanistinė ugdymo paradigma (atstovaujama antropocentrizmo ir pedocentrizmo) visapusiškai neatskleidžia vaiko ir aplinkos sąveikos mechanizmų. Todėl vaiko-aplinkos sistemos analizėje remiamasi ne tik humanistinio ugdymo, bet ir postmodernistine ugdymo paradigma, teigiančia, kad nėra vieno galios centro ir vyrauja daugiapoliškumas. Ugdymosi ir socializacijos potencialą papildo ir naujoji

Lietuvos Respublikos švietimo ir mokslo ministro įsakymas „Dėl Valdorfo pedagogikos Lietuvoje koncepcijos“. 2004 m. gegužės 17 d. Nr. ISAK-761, Vilnius [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <<http://www.smm.lt/ugdymas/docs/nu/Valdorfo%20koncepcija.pdf>>.

Lietuvos Respublikos švietimo ir mokslo ministro įsakymas „Dėl vaikų ir jaunimo kultūrinio ugdymo koncepcijos patvirtinimo“. 2008 m. sausio 9 d. Nr. ISAK-43, Vilnius [interaktyvus] [žiūrėta 2009 m. lapkričio 11 d.]. Prieiga per internetą: <http://www.radviliskiokc.lt/doc/13_kulturinio_ugd_koncepcija.pdf>.

¹³ Aplinka – tai, kas yra už individo ribų ir nėra savasties dalis.

¹⁴ Vaikas ir paauglys šiame tyrime yra įvardijamas kaip vaikas. Tokiam traktavimui pagrindą suteikia Vaiko teisių konvencija (priimta Generalinės Asamblėjos 44/25 rezoliucija pagal Trečiojo komiteto pranešimą (A/44/736 ir Corr. 1) [interaktyvus] [žiūrėta 2009 m. balandžio 2 d.]. Prieiga per internetą: <http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=19848&p_query=&p_tr2=>>. Pasak pirmojo jos straipsnio, „Šioje Konvencijoje vaiku laikomas kiekvienas žmogus, neturintis 18-os metų“.

mokymosi paradigma. Pedocentrizmo ir postmodernistinio ugdymo paradig-
mų požiūrius suvienija Bronfenbrenner (1979) sukurtas ekosistemos mode-
lis, paaiškinantis kompleksiską ekosistemos veikimą.

Aplinka kuria spaudimą (*environmental press*) vaikui, o vaikas kaip ly-
giateisis visuomenės narys (ar bent jau siekiama, kad jis toks būtų) veikia
aplinką. Sąveikos generuojamas psichosocialinis momentas kartu su vaiko
prigimtinėmis galiomis ir yra socializacijos, ugdymo(si) varančioji jėga.

Vaiko aplinkos elementai skaidytini pagal konstrukcijas, siejančias tam
tikras vaiko ir aplinkos sąveikos dalis ir aplinkos elementus. Viena iš kon-
strukcijų yra sukurtoji daiktinė aplinka¹⁵. Jos poveikis vaiko socializacijai,
ugdymui(si) yra neginčytinas, tačiau kompleksinių tyrimų socialiniuose ir
elgsenos moksluose atlikta nedaug.

Ekologijos mokslo plėtra (Magnusson, 1995; Morton, 2007; Green,
Bruce, Georgeson, 2003; Schutkowski, 2006; Berkes, 2008; Marten, 2001)
siūlo naujai pažvelgti į vaiko aplinką ir jos segmentus. Tarpdisciplininio po-
žiūrio dėka ne tik mokslininkai, bet praktikai (architektai, dizaineriai, peda-
gogai), šia problematika besidominčios ir aktyviai veikiančios organizacijos
(Organization for Economic Cooperation, 2006; National Research Council,
2009) deklaruoja naujas vaiko aplinkos traktavimo idėjas.

Viena iš vaiko sukurtosios daiktinės aplinkos kaip socializacijos,
ugdymo(si) veiksnio struktūrų yra privati¹⁶ vaiko aplinka. Mokslinėje lite-
ratūroje, apibrėžiant privačios vaiko aplinkos dimensijas, išskiriamos psi-
chologinės, geografinės, natūralios, sukurtosios daiktinės erdvės (Garbarino,
Abramowitz, 1992; Bronfenbrenner, 1979; Yi-Fu Tuan, 2003a, 2003b, 1974;
David, Weinstein, 1987; Soja, 1989). Vaiko aplinkoje tokius apibūdinimus
pirmiausia atitinka vaiko namų aplinka. Pagal įvairius požymius ji skirstoma
į mažesnius segmentus (Proshansky, Fabian, 1987) (pavyzdžiui, pagal priva-
tumą). Vaiko erdvė, kambarys, jo zona (jei kambario vaikas neturi) yra viena
svarbiausių jo gyvenimo vietų, turinčių žymios įtakos jo vystymuisi. Vaiko
privatus interjeras yra mažai tyrinėtas Lietuvoje ir pasaulyje, nors mokslinėje
literatūroje pabrėžiama jo svarba.

Pasaulinėje praktikoje tokių tyrimų neatlikta, nes, pasak David ir Weins-
tein (1986), Wapner ir Demick (2000) bei darbo autoriaus, tai lemia tyrimo
objekto sudėtingumas ir sunkus pasiekiamumas.

Vaiko privatus interjeras atskleidžia platų socializacijos ir ugdymosi
potencialą. Visa interjero sąranga, jo bruožai, atributai yra reikšmingi ug-
dant estetines nuostatas, pragmatiško elgesio (pvz., taupant elektrą) forma-
vimui, aplinkos planavimo, formavimo ir įvaldymo nuostatoms. Paveiks-
lai, fotografijos, šeimos nuotraukos, kultūros atributai turi platų potencialą
estetiniam, apipavidalinimo, kultūriniam, dvasingumo ugdymui ir asmens

¹⁵ Sukurtoji aplinka (*built environment*) – žmogaus pakeista, perkurta aplinka.

¹⁶ Šiuo atveju privatumas apibrėžiamas kaip artimumas, o ne nuosavybės forma.

tapatumo konstravimui. Interjero švaros, tvarkos palaikymas ugdo buitinės savitvarkos, higienos, saugaus elgesio, saugumo technikos, elgesio realiose gyvenimo situacijose kompetencijas. Vaiko kūrybos darbai, pasiekimų prizai, diplomai, hobiai atributai tiesiogiai veikia asmenybės savikonceptijos raidą. Kolekciniai dalykai, instrumentai, fotoaparatai, vaizdo kameros mikroistorijomis atskleidžia kultūrinius šeimos, vietovės (miesto, kaimo), šalies ar kitų šalių klodus. Kelionių nuotraukos, parsivežti suvenyrai, kitų šalių realaus gyvenimo detalės (pvz., tramvajaus, muziejų bilietai) atskleidžia tarpkultūrinio, multikultūrinio ugdymo potencialą, įtvirtina geografijos, gamtos pažinimo žinias, liudija socialinio bendravimo patirtis. Gyvasis kampelis vaiko privačiame interjere atlieka humanistinio ugdymo, gamtos pažinimo funkcijas, įtvirtina biologijos, chemijos, geografijos žinias, ugdo pareigingumą, atsakomybę. Tėvų ir vaikų bendras veikimas (tėvų pagalba, patarimai ir netgi atvirkštinė socializacija) suteikia beveik neribotas galimybes tobulinti bendravimo, bendradarbiavimo, planavimo, konfliktinių situacijų sprendimo kompetencijas.

Probleminiai klausimai

Disertacinio tyrimo problema siejama su socializacijos, formaliojo, neformalaus ir paslėptojo ugdymo praktika, ugdymo(si) aplinkos pažinimu, atskirų jos segmentų nepakankamu ištirtumu. Vaiko ir paauglio privataus interjero struktūros, organizacijos principai, sąveikos mechanizmai yra pedagoginė mokslo problema, kurios tyrimo laukas gali būti apibrėžtas bei patikslintas šiais probleminiais klausimais:

- Koku būdu vaiko privatus interjeras prisideda prie socializacijos ir ugdymo(si)?
- Kokie vyraujantys ir kokios būklės yra privataus vaiko interjero fiziniai, psichologiniai, sociokultūriniai atributai bei kontekstai?
- Ar Lietuvoje vaiko privatus interjeras yra palanki vystymosi terpė?
- Kokios turi būti vaiko privataus interjero formavimo principinės nuostatos?

Tyrimo objektas – vaiko privatus interjeras.

Disertacinis tyrimas grindžiamas **hipotetine prielaida**:

Vaiko privatus interjeras kaip žmonijos dvasinės ir materialinės kultūros atspindys yra vaiko socializacijai ir ugdymui(si) tinkamas instrumentas, bet tik su sąlyga, kad jo pagrindiniai fiziniai, psichologiniai, sociokultūriniai, edukaciniai bruožai atitinka mokymosi ir postmodernaus ugdymo paradigmas, visuminės ekologijos sampratą, tenkina bendruosius bei individualiuosius besivystančios asmenybės poreikius.

Tyrimo dalykas – vaiko privatus interjeras kaip socializacijos ir ugdymo(si) aplinka. Išskeltas **tyrimo tikslas** – remiantis teorine mokslinės literatūros analize išnagrinėti ir empiriškai ištirti vaiko privatų interjerą Lietuvoje, kaip socializacijos ir ugdymo aplinką. Tyrimo tikslui įgyvendinti iškelti tokie **uždaviniai**:

- remiantis teorine mokslinės literatūros analize išnagrinėti, konceptualizuoti vaiko privatų interjerą kaip ugdymo mokslų tyrimo objektą;
- parengti metodiką ir metodologiją, kurios įgalintų ištirti vaiko privatų interjerą, kaip socializacijos ir ugdymo(si) aplinką;
- ištirti ir apžvelgti vaiko privataus interjero struktūrų būklę;
- įvertinti vaiko privataus interjero socialinius, ekonominius, kultūrinius, ekologinius, psichologinius, bendruomeninius, sveikatingumo, higieninius bruožus bei kontekstus edukacinių mokslų kontekste.

Tyrimo teoriniai ir metodologiniai pagrindai

Atsisakius griežto priežastinio ryšio modelio, nes dėl tiriamo objekto sudėtingumo neįmanoma nustatyti linijinių sąsajų, tyrimas grindžiamas:

- Tarpdisciplininiu požiūriu į tyrimo objektą, nes tiriamas objektas turi daugybę skirtingų dimensijų, bruožų ir kontekstų (Stokols, 1987; Garbarino, Abramowitz, 1992; Proshansky, Fabian, 1987). Tyrimui atlikti pasitelktos antropologijos, edukologijos, žmogaus geografijos, sociologijos, dizaino, architektūros, ergonomikos, psichologijos, biologijos, higienos ir kitų mokslų žinios.
- Tyrimo dvipoliariškumo samprata, nes tiriamas objektas (vaiko privatus interjeras) tuo pat metu gali būti ir objektas, ir subjektas. Ir ugdytinis, ir ugdymo aplinka (šiuo atveju vaiko privatus interjeras) gali būti priežastis ir pasekmė.
- Psichosocialinėmis raidos teorijomis – Piaget (1967) kognityvinio vystymosi teorija, Erikson (1968) psichologinio vystymosi teorija, Vygotsky (1978) kultūrinės psichologijos teorija, Bandura (1977) socialinio išmokymo teorija, Bowlby, Ainsworth (1965) prisirišimo teorija, Fowler (1995) tikėjimo etapų, Kohlberg (1981) moralinio vystymosi, Leovinger (1976) ego vystymosi teorijomis.
- Socialinio konstruktyvizmo teorija (Burr, 1995; Pinker, 2002), kuri yra konstruktyvios vaiko veiklos aiškinimo pagrindas, akcentuojantis patyrimo reikšmę.
- Humanistinio ugdymo (antropocentrizmo, pedocentrizmo) paradigma (į vaiko ir aplinkos sistemą žvelgiama iš ugdytinio pozicijos) ir postmodernistinio ugdymo paradigma (į vaiko ir aplinkos sistemą žvelgiama iš ugdymo aplinkos pozicijų, pabrėžiant daugiapoliariškumą). Į kylantį tarpparadigminį prieštaravimą atsako žmogaus vystymosi ekologijos teorija, kuri atspindi realaus gyvenimo situacijas.

- Naujajai mokymosi paradigma (liberalaus ugdymosi paradigma).
- Žmogaus ekologijos (*human ecology*), žmogaus vystymosi ekologijos (*the ecology of human development*) ir ekologinės sistemos (*ecological system theory*) paradigmomis (Bronfenbrenner, 1979). Žmogus, disertacijos tyrimo lauke – vaikas, yra suprantamas kaip vientisos ekosistemos dalis. Ekosistema atskleidžiama visuminės ekologijos (*full ecology*) sampratos rėmuose, teigiant, kad visi aplinkos elementai yra glaudžiai susiję ir yra neįmanoma analizuoti atskirų elementų be sąryšių su visa sistema.
- Tapatumo teorijomis: asmeninio tapatumo (*personal identity*) (Erickson, Roberts, 1997; Noonan, 2003; Proshansky, Fabian, Kaminof, 1983; Giddens, 2000; Layder, 2004), vietos tapatumo (*place identity*) (Proshansky, Fabian, 1987; Magnuson, 1990; Gustafson, 2001; Bilgenoglu, 2004; Hutchinson, 2003), vietos jausmo (*sence of place*) (Steele, 1981; Hay, 1998; Jorgensen, Stedman, 2001), priklausomybės nuo vietos (*place dependance*) (Stokols, Shumaker, 1981), prisirišimo prie vietos (*place attachment*) (Hidalgo, Hernandez, 2001), priklausomybės vietai (*place belongingness*) (Proshansky, Fabian, 1987). Tapatumas traktuojamas kaip vaiko susigyvenimo su aplinka ir savęs identifikavimo strategija.
- Fenomenologinės prieigos nuostata (Heidegger, 1962), kad tiriamasis objektas atsiskleidžia pats, jei tik sudaromos tinkamos sąlygos ir parenkami tinkami tyrimo instrumentai.

Disertacinio tyrimo metodika, metodologija ir empirinė bazė

Tyrimo metu taikyti teoriniai, kiekybiniai ir kokybiniai tyrimo metodai, naudojant metodų trianguliacijos principą.

Mokslinės literatūros analizė atlikta apžvelgiant, tiriant žmogaus ir aplinkos sistemos bendrus dėsningumus, vaiko vystymosi ekologijos ypatumus, vaiko ir aplinkos sąryšius, vaiko privataus interjero bruožus ir jo paveikumo atributus.

Atliekant **dokumentų analizę**, apžvelgti Lietuvos institucijų dokumentai, įstatymai, statybos, higienos normos, susiję su pastatų, interjerų, darbo vietų, vaiko privataus interjero teisiniu reglamentavimu, Europos Sąjungos agentūrų dokumentai bei juose pateikti statistiniai duomenys (sužeidimų ir sužalojimų statistika ir pan.).

Standartizuota apklausa raštu taikyta siekiant sudaryti išsamų vaizdą apie privačius vaikų interjerus Lietuvoje. Apklausiai naudoti klausimynai, kuriuose vyrauja uždaro tipo klausimai. Klausimynuose atspindėti keturi diagnostiniai blokai ir trisdešimt septyni diagnostiniai konstruktai. **Kiekybinio tyrimo empirinę bazę** (tėvų ir vaikų apklausa) sudarė 414 šalies namų ūkių

apklausos (iš viso išplatinta 760 klausimynų, surinkta 476, tinkamais tyrimo duomenų analizei pripažinti 414). Daugiausiai respondentų buvo iš Šiaulių, Kauno, Mažeikių, Radviliškio, Pakruojo, Vilniaus miestų, Babų, Akmenės miestelių, Šiaulių, Kauno apskrities kaimiškų vietovių.

Etnografinis metodas taikytas lankant namų ūkius. Būtina patikslinti, kad šiuo atveju etnografiniu metodu tai galima vadinti salygiškai, nes tai labiau etnografinio metodo (šeimos, vaiko kultūros tyrimas), dažniausiai sociologijoje ir ekonomikoje taikomo namų ūkio tyrimo (namų ekonomika, vartojimas ir pan.) ir sociologijoje taikomo gyvenimo kokybės (bendras gyvenimo lygis) tyrimo simbiozė. **Kokybinio tyrimo empirinę bazę** sudarė dvidešimt du atvejai. Tyrimas atliktas Šiaulių, Vilniaus miestuose ir Šiaulių apskrityje.

Vizualinės etnografijos metodas taikytas fotografuojant, filmuojant, renkant vizualinę informaciją apie privatų vaiko interjerą. Pasirenkant vaizdo fiksavimo būdus dominavo fotografavimas, pateikiantis bendrą vaiko interjero vaizdą. Filmavimo metu fiksuotos interjero detalės, išnaudojant dinaminio judėjimo galimybes.

Modeliavimas buvo taikomas siekiant sukurti darbinį modelį, atskleidžiantį vaiko privataus interjero kaip mikrosistemos sąveikas socializacijos ir ugdymosi kontekste.

Statistinė duomenų analizė atlikta taikant SPSS 16.0 for Windows statistinių duomenų apdorojimo programą, skaičiuojant aprašomosios statistikos rodiklius, naudojant daugiamačius statistinius metodus.

Tyrimo teorinį reikšmingumą apibūdina šie pasiekto mokslinio rezultato bruožai:

- Vaiko privatus interjeras aktualizuojamas ir konceptualizuojamas kaip tinkamas edukacinių mokslų tyrimo objektas Lietuvos kultūros sąlygomis.
- Atskleidžiamas vaiko ir aplinkos tyrimų tarpdiscipliniškumas, požiūris į vaiko interjerą iš įvairių mokslų perspektyvos sutelkiant dėmesį į ugdymo mokslo ir ugdymo praktikos reikmes.
- Sukurti metodai ir metodika vaiko privataus interjero tarpdiscipliniams tyrimams.
- Tyrimas bei jo rezultatai yra reikšmingi ugdymo mokslui tik tada, jei sprendžia iškilusias problemas, kuria naujas ugdymo technologijas, o tai ir yra vienas iš šio darbo prioritetų – aktualizuoti ir įtvirtinti vaiko privatų interjerą kaip paveikumo atributą edukacinių mokslų kontekste.
- Išplėsti teoriniai vaizdiniai apie vaiko privataus interjero sampratą.

Tyrimo praktinį reikšmingumą ir taikymo perspektyvas lemia:

- Tyrimo medžiaga gali suteikti naujų įžvalgų pedagogams tobulinant ugdymo procesą, sujungiant vaiko prigimtines galias ir aktyvinan-

čios aplinkos elementus. Vaiko privataus interjero pažinimas yra reikšmingas ne tik kaip ugdomosios, bet ir socializaciją įgalinančios aplinkos aspektu.

- Remiantis atliktu tyrimu, jo rezultatais galima tobulinti įvairių specialybių pedagogų edukaciją.
- Tyrimo rezultatai gali būti naudojami rengiant architektūros ir dizaino specialybių studentus, kurie turi suvokti aplinką kaip visumą ir gauti nors minimalių edukologijos ir sociologijos žinių.
- Vaiko privataus interjero pažinimas ir kaip paveiklaus auklėjimo instrumento naudojimas yra svarbus klasių aulėtojams, pedagoginėms psichologinėms tarnyboms, atliekančioms konsultavimo funkcijas. Kaip iki šiol menkai išnaudotą, tinkamą ugdymo priemonę, jį (vaiko privatų interjerą) gali naudoti socialiniai darbuotojai.
- Tyrimo rezultatai rodo, kad ugdymui gali būti naudojamos vaiko privataus interjero dalys, bet daug efektyviau veiktų kompleksiskai tvarkomas interjeras.
- Tyrimo rezultatai gali būti panaudoti šiuolaikinių medijų aplinkoje savaiminiam, latentiniam švietimui aktualizuojant svarbiausius vaiko privataus interjero tyrimo atradimus.
- Pedagogai gauna dar vieną tinkamą vaiko raidos diagnostikos instrumentą.
- Tyrimas gali padėti vaiko laisvalaikio principų formavimui.
- Tyrimo rezultatai gali būti naudojami šviečiamųjų straipsnių serijai populiariuosiuose leidiniuose, žurnaluose ir interneto tinklapiuose.
- Tyrimo medžiaga gali būti naudojama vykdant neformalų tėvų, globėjų švietimą, šeimų konsultavimą, atskleidžiant kaip sveikai, tinkamai ugdyti vaiką ugdymo, socializacijos požiūriu sparčiai besikeičiančioje, ribotų išteklių visuomenėje.
- Tyrimo rezultatai reikšmingi pramonei, verslui bei marketingo strategijų formavimui. Tyrime atskleidžiamos tėvų, vaikų privataus interjero formavimo nuostatos, realūs poreikiai bei galimybės.
- Tyrimas atskleidžia sukurtosios daiktinės ir interaktyvios aplinkos formavimo poreikius, kurie potencialiai reikšmingi įvairių krypčių verslui.
- Vaiko interjero tyrimo rezultatai įgalina padėti vaikui suvokti aplinkinį pasaulį, įgyti kultūrinės, socialinės kompetencijas, tapti savarankišku, atsakingu žmogumi, kuriančiu savo gyvenimą.

Tyrimo perspektyva. Šiame darbe yra atlikta teorinė vaiko privataus interjero analizė ir konceptualizacija. Vaiko privatus interjeras pagrįstas kaip ugdymo mokslo tyrimo objektas, atlikta vaiko privataus interjero socio-educacinės būklės diagnostika Lietuvos kultūros sąlygomis. Kitas žingsnis

tiriant vaiko privatų interjerą Lietuvoje turi būti natūralus ugdomasis eksperimentas, kuris leistų nustatyti aiškius priežastinius ryšius tarp kintamųjų, suformuluoti ugdymo mokslui reikšmingus, patikrintus plataus pobūdžio apibendrinimus ir rekomendacijas.

Ginamieji teiginiai:

- Vaiko privatus interjeras ugdymo moksle ir praktikoje turėtų būti vertinamas tik kompleksiškai, kaip vientisa vaiko-aplinkos sistemos dalis, pati būdama posistemiū ar mikrosistema. Privalomas transakcinis požiūris, kontekstualus vertinimas, o tarpdisciplininiai duomenys (priskirtini įvairioms mokslo kryptims ir šakoms) aktualizuojami ugdymo mokslo kontekste.
- Vaiko privatus interjeras funkcionuoja kaip visavertė socializacijos, ugdymosi aplinka ir instrumentas tik tokiu atveju, jei atitinka šiuos reikalavimus ir prielaidas: funkcionalumo, sveikatingumo ir higienos, mikroklimato, psichofizinius, savireguliacijos, komunikavimo, bendradarbiavimo, saugumo, saviorganizacijos, psichologinius, saviraiškos, urbanistinio programavimo, ergonomikos, dizaino, estetikos, kultūrinius, vertybinius, erdvės, vietos ir erdvumo reikalavimus.
- Visi vaiko privataus interjero bruožai, aspektai, atributai socializuojančiai bei ugdančiai veikia ir pavieniui, tačiau kaip vientisa ekosistema kuria kur kas efektyvesnę psichosocialinę momentą, sudaranti palankiausias sąlygas vaikui socializuotis ir ugdytis (atskiri poveikiai ne mechaniškai pliusuojami, bet sinergiškai pastiprina ir išplečia vienas kitą).

IŠVADOS

Išvados ir apibendrinimai, išplaukiantys iš tyrimo teorinio konteksto ir metodinio įdirbio

1. Atlikus teorinę mokslinės literatūros analizę nustatyta, kad yra galimas sistemos „žmogus-aplinka“ ekologinis traktavimas. Ekologija suprantama ne gamtos, o socialinių mokslų kontekste, suvokiant, kad žmogaus ekologija yra ir tyrimo metodologija, ir tyrimo laukas. Vaikas, jo aplinka nėra atriboti nuo šeimos ir visuomenės ekologijos. Tokiu būdu pasiteisina ekologinė vaikystės samprata, suvokiant, kad visuotinis aplinkos spaudimas kuria psychosocialinį momentą, kuris kartu su vaiko prigimtiniėmis galiomis yra formuojanti jėga, išreiškiamą kaip socializacija ir ugdymas(sis).
2. Vaiko kaip ekosistemos dalyvio vystymasis, raida ir veiklos remiasi transakcine perspektyva veikiant ekosistemos mikro-, mezo-, egzo-, makrosistemų dalyse, vienijamose neišvengiamos chrono sistemos. Vaiko privatus interjeras yra mikrosistema, savo esme ir potencialu atspindinti visos visuomenės ekosistemos bruožus.
3. Vaiko privatus interjeras kaip visuomenės struktūrų atspindys, psychosocialinis konstruktas, be abejonės, yra viena svarbiausių personalinių erdvių, vaiko veiklos pasekmėje tampanti vieta. Vaiko privatus interjeras yra ne pasyvios adaptacijos, bet aktyvios individualizacijos, tapatybės konstravimo, individuacijos, autokoncepcijos raiškos vieta, suvokiama akulturacijos ir interiorizacijos procesų kontekste.
4. Vaiko privatus interjeras, kaip socializacijos ir ugdymosi aplinka visais savo kontekstais (fiziniu, psychologiniu, sociokultūriniu) yra (privalėtų būti) saugi dvasinės pusiausvyros atgavimo bazė, kartu įkvepianti bendravimui, bendradarbiavimui, tyrimams, darbui ir kūrybai; pateikianti pakankamai teigiamos medžiagos intelektualiam, socialiniam, fiziniam, emociniam, kultūriniam ir dvasiniam tobulėjimui; yra lanksti, įtraukianti terpė, išnaudojanti savo urbanistinį, technologinį, socialinį, semantinį potencialus, orientuojanti į kompetencijų ugdymą, vaiko prigimtinių galių atskleidimą.
5. Globalizacijos procesai, technologizacija, vartotojų visuomenė, kultūros kaita, klasikinės ir populiariosios kultūros susilieėjimas, šiuolaikinės humanistinio, pedocentristinio, postmodernistinio ugdymo(si) paradigmų plėtra, konstruktyvizmo teorija, laisvojo mokymo(si) būtinybė sudaro sąlygas naujam vaiko privataus interjero aktualizavimui ugdymo mokslų kontekste.

6. Vaiko privatus interjeras yra fenomenologinis-antropologinis konstruktas, turintis beveik neribotas urbanistinio programavimo, socializacijos ir ugdymos(si) nukreipimo ir organizavimo galimybes.

Išvados išplaukiančios iš empirinių tyrimų:

1. Empirinis šio darbo tyrimas atskleidė apibendrintos, fenomenologinės prieigos taikymo būtinybę tiriant vaiko privatų interjerą (net jei taikomi tradiciniai kiekybiniai metodai). Tokia tyrimo prieiga leidžia suvokti, atskleisti fenomeno esmę ir teisingai interpretuoti gautus kiekybinius ir ypač kokybinius duomenis.
2. Empirinio tyrimo rezultatai parodė, kad duomenis apie vaiko privatų interjerą galima kategorizuoti, jie siejasi su teoriniais konstruktais ir interpretuoti vienos ekosistemos kontekste. Skirtingais metodais gautų duomenų gausa leidžia giliai suvokti reiškinio struktūrą, apibūdinti vaiko privataus interjero reprezentantus; įvertinti vaiko ir jo aplinkos sąryšius; vaiko, tėvų ir vaiko privataus interjero interakciją ir netgi atskleisti latentinius sąveikos mechanizmus ir nepastebimus bruožus.
3. Empirinio tyrimo aprašomosios statistikos atskleidė bendrą vaiko interjero situaciją Lietuvoje. Galima konstatuoti, kad situacija yra vertintina kaip gera. Vidutinis vaiko interjero plotas yra 14,8 kv. metrų, o savo interjerus turi trys ketvirtadaliai vaikų, savo zoną – penktadalis; nei interjero, nei savo zonos neturi mažiau nei trys procentai vaikų. Nepakankamai gerai gali būti vertinama tik nedidelė dalis vaikų privačių interjerų.
4. Tyrimo duomenys atskleidė, kad vaiko privataus interjero formavimo nuostatas labiausiai lemia finansinės galimybės, vaiko norai, kitos prielaidos (pagal reikšmingumą) – funkcionalumas, estetika, tėvų vizija ir kt. Jos skiriasi nuo tėvų pageidavimų, nes tėvai norėtų daugiausia dėmesio skirti vaiko nuomonei, sveikatingumo veiksniams ir medžiagiškumo aspektams. Apibendrinus tyrimo rezultatus teigtina, kad vaiko privatus interjeras yra formuojamas tėvų, remiantis nepakankamomis žiniomis, tačiau teigiamomis ekocentristinėmis nuostatomis.
5. Tyrimas iš esmės patvirtino, kad vaiko privatus interjeras yra pajėgus veikti vaiko socializaciją ir ugdymą(si) kasdieninėse gyvenimo situacijose. Vaiko privataus interjero sandara, dizaino ypatumai ugdo vaiko estetiškes nuostatas; paveikslai, nuotraukos, plakatai perteikia klasikinės ir populiariosios kultūros semantinius kodus, ugdo eksponavimo kultūrą; šeimos nuotraukos, šeimos instrumentai, laikrodžiai ar kitos relikvijos padeda suvokti laiko tėkmę, susitapatinti su šeimos kultūra, leidžia pajusti šeimos lūkesčius, ugdo dvasingumą; kolekcinės vertybės atskleidžia kultūrinės vietos, kaimo, miestelio, savo šalies ar kitos šalies kultūros verty-

bes; vaiko kūrybos ir saviraiškos darbai, pasiekimų diplomai, prizai liudija apie sėkmingus savirealizacijos siekius, savęs konstravimo pasiekimus; kelionių nuotraukos yra šeimos kultūros konstravimo priemonė, kelionių suvenyrai įtvirtina geografijos, kultūrologijos žinias ir yra tarpkultūrinio, multikultūrinio ugdymo potencialas; gyvasis kampelis (jo svarbą pabrėžė tėvai) yra humanistinio, atsakomybės ugdymo, biologijos, chemijos, geografijos žinių šaltinis; kasdienė vaiko veikla interjere ugdo racionalaus elgesio, ekonomines kompetencijas, saugaus elgesio ir saugumo technikos žinias; savitvarkos kompetencijų ugdymas moko veikti chronosistemoje, ugdo aplinkos organizavimo gebėjimą, elementarius higieninius įgūdžius. Vaiko privatus interjeras kaip visuma, permamentišškai ir nepastebimai veikiantis instrumentas, yra socializaciją ir ugdymą(si) konstruojanti aplinka.

6. Tyrimo duomenys patvirtina hipotetinę prielaidą ir įrodo, kad vaiko privatus interjeras Lietuvoje yra chrono-, makro-, egzosistemų (per mezosistemą) atspindys. Jame kompleksišškai perteikiami visuomenės dvasinės ir materialinės kultūros atributai suteikia postūmius socializacijai ir ugdymui(si). Vaiko interjeras, konstruojamas pagal ekosisteminius principus, humanistinio, pedocentristinio, postmodernaus ugdymo paradigmų principus, sinergetiškai sustiprintų teigiamus ugdomuosius poveikius, geriau tenkintų besivystančios asmenybės bendrus ir individualius poreikius.

Tyrimo rezultatų apibavimas

Pagrindinės tyrimo idėjos pateiktos šiose publikacijose:

1. Rimantas Plungė. Empirinio tyrimo – mokyklinio amžiaus vaiko privatus interjeras kaip socializacijos ir ugdymo veiksnys – metmenys. Jaunųjų mokslininkų darbai 2006. 1 (8). ISSN 16488776. P. 58–66.
2. Rimantas Plungė. Analysis of Relations among a Child, One's Private Interior, Place Identity in the Context of Socialisation and Education. Kūrybos erdvės 2006. 5. ISSN 18221076. P. 102–110.
3. Rimantas Plungė. Children's Private Visual and Virtual Environment. From Visual Pollution to Positive Facts. Intervention Through Art Education. Art Education Strategies and Possibilities for Diversity in Education. 2009. ISBN 9783200015463. P. 256–270.

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Summary of the Doctoral Dissertation
Social Sciences, Education (07 S)

SL 843. 2010-05-28. 2,5 leidyb. apsk. 1. Užsakymas 47.
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