

ŠIAULIAI UNIVERSITY

Reda Ponelienė

**EDUCATIONAL CONDITIONS
FOR (SELF-)DEVELOPMENT OF PRE-PRIMARY AGE
CHILDREN'S RESISTANCE TO CONSUMERISM
IN THE FAMILY**

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

Šiauliai, 2014

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The doctoral dissertation is available at the Library of Šiauliai University.

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SUMMARY

INTRODUCTION

Relevance and Scientific Exploration of the Research Problem

Social, cultural, economic and political processes (globalization, technological development, changes in political and cultural ideologies) influence conditions of children's development and determine changes in their self-development. Alongside with consumption, which is turning into the existential purpose, consumer culture and consumerism promoted by it are entrenching, resulting also in the changing attitude towards the child as a consumer. Since the end of the 20 century, childhood has been increasingly commercialised and children have no longer been treated as outsiders of contemporary consumer culture (Martens, Southerton et al., 2004); children as a profitable business niche are increasingly becoming the target of advertisers and marketing professionals, whilst children's status and childhood has become inseparable from brands and investment (Cook, 2004). Thus, from birth, today's children are exposed to consumer culture. It manifests itself by the abundance of goods and services, shopping centres, advertising, mass consumption, etc. in children's immediate environment, consumption manifestations are not decreasing when children start attending the pre-school educational institution and later, school. Thus, on one hand, from the early age children are influenced by consumer culture, and on the other hand, they are "forced" to live in it.

Today, two approaches to socialisation of children as consumers are prevailing. One of them highlights that during the socialisation process the child who from the very birth is surrounded by consumer culture may become a competent consumer and the other that the child may become a materialist, who needs protection from dangers of marketing. However, this dualistic attitude is problematic, since it ignores the importance of cultural context in which the child is growing, which leads to too narrow understanding of what it means to be the child in today's society (Ekström, 2010), moreover that children not only imitate or internalize the world around them; they try to interpret and perceive the surrounding culture and take part in it (Freeman, 2006).

Discussing the construct of children's consumer culture, it is observed that although there are quite a number of empirical studies related to children's consumer culture, this phenomenon has not been defined at the theoretical level (Cook, 2004; Tyler, 2009). According to D. Th. Cook (2008), scientists Th. Veblen, P. Bourdieu, J. Baudrillard, C. Campbell et al., who analysed social, historical, structural nature of consumption

and consumer culture, protection of consumer rights, etc., do not mention children and childhood in their theories. Empirical studies on children's consumer culture encompass impact of consumerism on children's and young people's identity (Giddens, 2005; Baran, 2006; Hill, 2011), peculiarities of children's consumption culture (Khan, 2006; Sederevičiūtė, Juškeliene et al., 2007; El-Bassiouny, Taher et al, 2008; Calvert, 2008), search for means of consumerism prevention (Linn, 2006; Berns, 2009), manifestation of children's as consumers' behaviour (Pikturnienė, Grod, 2006; Butkus, Stravinskienė et al., 2012), aspects of impact of advertising on the child (Beasley, Danesi, 2002; Rumbo, 2002; Molčanovas, Soročenko (Молчанов, Сороченко), 2007; Ali, Blades et al., 2009; Baudrillard, 2010); search for opportunities of children's early education through advertising intended for adults (Constandinidou-Semoglou, 2007), significance of advertising-visual text for (self-)formation of children's perception of figurative sense (Navickaitė, Malinauskienė, 2007), possibilities of (self-)development of critical attitude towards advertising (Ali, Blades et al., 2009; Babaalioutas, Papadopoulou, 2007; Berns, 2009). Thus, empirical studies on children's consumer culture are focused on analysing children's as consumers' behaviour, impact of TV advertising on children, children's product preferences or studying consumers' socialization and are often conducted for commercial purposes. Children as market participants are significant analysing such marketing topics as brands, advertising, shopping, money (Marshall, 2010). Meanwhile, D. Th. Cook (2008) notes that scientific researches should both include researches into children's as consumers' behaviour and epistemology on child consumption, enabling to create new knowledge about children's consumer culture.

The analysed problem is relevant both to the scientific community and journalism of Lithuania, dealing with topics like children's influence on parents regarding shopping (Lukaitytė, 2011), advertisers' responsibility to children (Meilus, 2011), aggressive advertising in the kindergarten (Gudavičė, 2010), children as the target of parties and marketing professionals (Simanavičiūtė, 2011), etc.

According to Rubavičius (2003), today's society is creating consumer culture that is inherent to it, whilst the most general feature outlining the society and culture is consumerism. Consumerism in consumer culture can be understood as a certain ideology or philosophy that promotes acquisition of increasingly more material goods in order to feel pleasure and/or satisfaction. In other words, consumerism gives a sense to the philosophy of possession and raises material goods above other values of human life. Consumerism is also named as the way of socialization and the

way of life, as the feature outlining consumer culture. *Meaningfulness of (self-)development* of children's *resistance to consumerism* can be grounded on the idea that living in consumer culture, children have to learn both to adjust to it and to resist mass culture, levelled by it. Pre-primary age children are not conscious consumers; therefore, *distinguishing of educational conditions necessary for development of resistance to consumerism becomes relevant*, considering experience and knowledge of children living in consumer culture, approaches of the child's immediate environment – family members – and manifestation of consumer behaviour.

The phenomenon of resistance to consumerism is most often actualised in cultural, economic and political senses. The dissertation research supplements the concept of consumerism with the educational meaning, which can be disclosed through distinguishing educational conditions significant to (self-)development of resistance to consumerism. Educational conditions are understood as educators' knowledge about children's consumer culture existing in the society, self-development of their critical view on the basis of knowledge and knowing, observance of development of children's consumption experience, application of such methods as the dialogue and cooperation with the child, enabling children to change their experience.

In order to understand the contemporary consumer culture, educators are encouraged to take interest in such child related fields that are important for today's children; for example, shopping centres, TV programmes and films, etc. These proposals are implemented in the dissertation research, conducting content analysis of TV advertising, during interviews with children, viewing children's consumer culture through the very children's experience. Pre-primary age children chosen as research participants can be characterized as having sufficient power, knowledge and abilities in various life areas, communicating with other children and adults. Competence of today's child enables him/her to be a tantamount partner in conversations and various fields of education (Cecchin, 2005). Furthermore, pre-primary age children are self-confident, able to socialise and cooperate and this is particularly relevant conducting research with children.

Development of resistance to consumerism is analysed considering multi-meaningfulness of the construct of resistance to consumerism, when self-development of resistance to consumerism can be named as a complex, on-going process, by its content encompassing development of consumer culture, financial literacy, independence, responsibility through critical thinking, formation of attitudes and values, supporting of awareness promotion initiatives and other aspects. Today in Lithuania

development of school-age children's and adults' consumption culture is more actualised, focusing on responsible, sustainable and rational consumption. According to L. Duoblienė (2010), development of consumer culture lacks common approach, since it contains both topics of cohesive development and topics of financial management and loans, which not always cohere because on one hand, they teach correct consumption, and on the other hand, consumer-oriented relationship.

The focus on development of pre-primary age children's consumer culture as a constituent of resistance to consumption, is episodic. *National Sustainable Development Education Program for 2007-2015* provides for necessity and opportunities of integration of consumer culture education into general education programs. The said programme states that in 2005-2007, the Teacher Professional Development Centre (now the Education Development Centre) implemented sustainable development training programs; e.g., *Sustainable Development Programme in Pre-School and Primary School (2005-2007)*, designed to enable educators to acquire new competencies: to improve abilities of applying experience of sustainable development at school and kindergarten. Currently, development of consumer culture at pre-school educational institutions is decentralized: every institution is free to decide to what degree consumer culture education is relevant for their learners. Thus, the problem of (self-)development of resistance to consumerism is not actualized; the society, educational institutions, the family and the very pre-primary age children are rarely involved in development of children's resistance to consumerism; (self-)development of the child as a critically thinking and competent user of advertising lacks new educational technologies, the educational potential is untapped, there is a lack of practical recommendations related to development of children's resistance to consumerism.

According to scientists (Kline, 1993; Beasley, Danesi, 2002; Rumbo, 2002; Linn, 2006; Babaalioutas, Papadopoulou, 2007 et al.), children's consumer culture and consumer-oriented way of life are influenced by television and broadcasted adverts, which through construction of the virtual world socialise children, create attitudes, values and lifestyles. So, if marketing professionals find it relevant to assess children as market participants and the purchasing power, from the educational standpoint it is important to foresee opposite (self-)education; i.e., of resistance to consumerism, and to project educational conditions for (self-)education of resistance to consumerism. If children as market participants are viewed from the standpoint of their relationship with brands, advertising, shopping and money, the opposition can be investigated by analysing manifestation of these relationships and their depth in pre-primary age children's behaviour and attitude to the said aspects.

The **problem** of pre-primary age children's (self-)development of resistance to consumerism, analysed in the dissertation research, **can be concretised by the following questions:**

What consumption experience of pre-primary age children manifests itself through their consumer culture?

How does parents' attitude to consumerism, their position with regard to TV advertising determine manifestation of pre-primary children's consumer behaviour and (self-)development of resistance to consumerism?

What is the situation of (self-)development of resistance to consumerism in the family, what methods and means can be employed for building children's resistance to consumerism and critical attitude to consumer culture?

What educational conditions must be observed in order to ensure (self-)development of children's resistance to consumerism in the family?

Research subject: (self-)development of pre-primary age children's resistance to consumerism.

Research hypothesis: educational conditions significant for (self-)development of pre-primary age children's resistance to consumerism can be simulated upon investigation of manifestation of pre-primary age children's consumer culture and consumption experience using children's and parents' critical attitude to consumerism and consumer culture and applying child-centred (self-)education methods and means.

Research aim: to study the experience of pre-primary age children's consumption, the situation of (self-)development of resistance to consumerism in the family and, based on critical attitude to consumer culture and knowledge of the phenomenon of consumerism in children's culture, to disclose educational conditions for (self-)development of their resistance to consumerism.

Objectives:

1. To disclose and theoretically ground the process and phenomenon of resistance to consumerism analysing problems of manifestation of consumerism and children's consumer culture as well as of the relationship of TV advertising as the reason and consequence of consumerism with the child's experience.
2. Employing critical attitude to contemporary consumer culture, to highlight peculiarities of formation of children's consumer culture, identifying opportunities to self-develop resistance to this culture in pre-primary age.
3. To disclose experience of pre-primary age children's consumer

culture, manifesting itself through consumer culture, to identify features of possible influence of TV advertising on the child, to identify opportunities and risks of (self-)development of children's resistance to consumerism in the family and/or educational institution.

4. To disclose manifestation of consumer behaviour of pre-school age children and parents in everyday situations (of the shopping process, using money), to identify parents' opportunities to develop children's critical attitude to consumerism, which is determined by TV advertising and parents' consumption experience.
5. Based on results of conducted researches, to foresee educational conditions for (self)development of children's resistance to consumerism.

Theoretical and Methodological Foundations of the Dissertation Research

The research is grounded on the *interdisciplinary approach* to the research subject, applying knowledge of sciences of education, psychology, economics, sociology, philosophy, communication and other sciences and on designed knowledge-based research instruments.

Child-centred (liberal) education paradigm. Child-centred education aims to educate creative, free, active, self-revealing personalities, characterised by critical thinking and the ability to choose, coping skills and creativity, concern about the community, country and environment (Caughlin, Hansen et al., 1997). In the context of this paradigm, self-development of resistance to consumerism can be identified as part of children's culture, creating conditions for manifestation of critical thinking abilities and creativity. Development of resistance to consumerism is also inseparable from promotion of consciousness, development of consumption culture; thus, development of resistance can serve for achieving various child-centred goals. Child-centred educational paradigm is based on the conception of *pragmatism* as a philosophy of developing critical thinking, when the child's possessed and newly acquired experiences are significant (Dewey, 2013). From the standpoint of pragmatism philosophy the purpose of education is to teach the learner to solve real life problems, where education is understood as permanent renewal of the learner's experience in his/her own activity; moreover, education is seen as learners' life and not as their preparation for future life (Bitinas, 2000). This way, manifestation of children's consumer culture, investigated in the dissertation research, through children's present consumption experience and knowledge about TV advertising presupposes self-development of resistance to consumerism as a continuous self-educational process, inspired by life experience.

Theoretical approaches of the dissertation research are grounded on

the *philosophy of existentialism*, emphasising choice alternatives and prioritising problems of meaning of human existence. The educational conception of existentialism promotes the educator and learner to become interested in fundamental questions of human existence, to overcome satisfaction with life grounded on material well-being (Bitinas, 2000). The dissertation research identifies such choice alternatives as spiritual and material values and oppositions, opposing them, namely, being and possession. According to existentialists, the person (and, thus, the child, too) is free to choose, the educator's duty is to consider the child's world-view and teach the child to choose consciously, help learners to understand their opportunities and orientate towards them. This way, the role of pre-primary age children's parents, developing resistance to consumerism, is actualised, when by their example and behaviour parents both help the child to orientate in the world of goods and services and allow the child himself/herself to offer ways of acting and behaving and acquire his/her own experience.

Postmodernism theory, enabling to perceive postmodernism as the whole of social, economic, political and cultural phenomena, which is changing in time and space. Consumerism in the postmodernism theory is understood as a new and specific way of socialization (Baudrillard, 2010, Bauman, 2011). On the plane of the postmodernism theory cultural contradictions are envisaged: on one hand, the newly born child finds himself/herself in the already formed culture, to which he/she must adapt, and on the other hand, the child is the bearer of the new culture, creating peculiar and different culture. In the context of these contradictions resistance to consumerism is assessed as not only rejecting culture formed by adults and grounded on consumer approaches but also as a way to create new culture, using children's critical thinking and creativity as "breaking of rules and conventions" (Fiske, 1998).

Critical theory and critical pedagogy, representatives of which (P. McLaren, H. A. Giroux, P. Freire) are for new education, when critically thinking individuals, who do not abide any oppression, imposition of ideologies and dogmas, are educated. Not only old traditions and eternal values but also completely new cultural movements, subcultures, media cultures and corresponding values are considered as valuable (Duoblienè, 2011). Theorists raise questions how dominant ideologies (in case of this research, consumerism) affect our perception and actions in the social world (Mac Naughton, 2005), and, according to representatives of the critical theory, the ability to denounce, oppose them, is the first step towards liberation.

Theory of *social constructivism* as the theory of giving a sense to

the child's experience by self-constructed knowledge (Berger, Luckmann, 1999). Essential aspects social constructivism include construction of meanings of the child's consumption experience and of the content of consumer culture, when the child is seen as a critical participant of consumer culture, constructing knowledge that sometimes differs from knowledge declared by parents.

Conducting the research on (self-)development of pre-primary children's resistance to consumerism, the *mixed method approach* (Cresweel, 2009; Teddlie, Tashakkori, 2009) was applied, in parallel combining qualitative and quantitative research methods of data collection and analysis. Quantitative researches help to reveal essential characteristics of the subject, factors of its functioning, while the purpose of qualitative researches is not to verify the already formulated statements about social reality but to comprehensively cognise and describe the chosen subject of cognition (Bitinas, Rupšienė, Žydžiūnaitė, 2008; Bitinas, 2006; Tidikis, 2003); i.e., the phenomenon of consumerism and opportunities of self-development of children's resistance to consumerism.

Research Methods

Theoretical methods. Investigation, analysis, comparison, generalization of pedagogical, psychological, philosophical, sociological, research methodological, etc. literature sources in the chosen aspect, which enabled to identify definitions of pre-primary age children's resistance to consumerism, self-development of resistance and educational conditions as well as ground research methodology and selection of research method corresponding to it.

Data collection methods. Seeking a more exhaustive and broader perception of the investigated phenomenon, the principle of cohering qualitative (literature analysis, content analysis of TV advertising, interview with the child, using unfinished thematic drawing, interview with the child about TV advertising) and quantitative (questionnaire for parents) research methods was applied.

Data analysis methods

Qualitative research. Content analysis of TV advertising and of texts of interviews with children was performed, distinguishing meaningful units, which enabled to understand how the very respondents understand the analysed phenomenon. The researcher's role was to interpret, generalise and use scientific terms to name ideas imparted by respondents. Alongside empirical material is presented (more characteristic examples) so that the reader could also interpret data.

Quantitative research. The analysis of empirical data was performed

using statistical data processing programme *SPSS 19.0 for Windows* (intended for performing factor analysis, distinguishing interrelations and dependence between analysed phenomena) and *Microsoft Excel*. Qualitative content analysis was performed too (analysing respondents' answers to open questionnaire questions).

Defended statements of the dissertation:

- In children's consumer culture, existing in today's post-modern society, the child is seen not only as the future consumer but also as already currently existing full-fledged and important consumer. On the other hand, the opposition to consumerism as a way of life is actualized, when the child is perceived both as a representative of consumer culture and as a conscious, responsible individual, who is self-developing consumer culture, is resistant to consumerism and, therefore, is both consuming and generating culture.
- The child's consumer culture is characterized by the material aspect and possession approaches. Children aspire to have a lot of things, regardless of meaningfulness of their usage. For them not the very acquisition of the thing is important but the shopping process, which contains a distinct cognitive element.
- Values of pre-primary children are formed by parents, peers and the media. One of the main carriers of consumer culture and advocates of material values is advertising. On one hand, advertising can be seen as information provider for children, providing information about products, brands in an attractive way. On the other hand, much danger resides in TV advertising when presenting shaped images, it deprives children of the opportunity to experience the joy of cognition, discover things through experimentation, exploration and creation.
- The construct of self-development of pre-primary children's resistance to consumerism is multi-meaningful, encompassing social, cultural, and political context and educational significance. Children's resistance to consumerism can be consistently fostered, following educators' (parents') applied educational conditions, which are understood as the whole of circumstances enabling to develop resistance to consumerism. Distinguishing of educational conditions includes reconstruction of the child's knowledge and experience with regard to interiorisation of values, transferring from material to spiritual values, from possession of things to meaningfulness of being together, from the child as a passive consumer to the child as an active participant of the society and creator of new culture.

Stages of preparation of the dissertation

The design of the dissertation research is given in Fig. 1.

Stage 1. *Analysis of scientific literature* (January, 2010 – December, 2012), constantly supplemented, considering links of empirical research data obtained in later stages of research with the theoretical part.

Stage 2. *Empirical research*. The strategy of mixed methods was applied collecting and analysing data:

- **Qualitative research. *Content analysis of TV advertising*** shown on Lithuanian television channels (April – May, 2012), intended for disclosing the image of the child and family formed by TV advertising and for distinguishing of possible influence of TV advertising on consumerism. Content analysis of TV advertising enabled to identify the context of interviews with pre-primary age children, using the unfinished thematic drawing “The child in the shop” and to interpret results of parents’ survey. Based on the results of this stage of research, material for the third stage of empirical research was selected.
- **Qualitative research. *Interview with the child, using the unfinished thematic drawing “The child in the shop”*** (May, 2012), intended for disclosing pre-primary age children’s consumption experience, distinguishing features of possible influence of TV advertising on the child and revealing the situation of (self-)development of children’s resistance to consumerism in the family and/or educational institution. Research data also helped to identify pre-primary age children’s (family members’) value orientations. Based on the content of the interview with the child, the child’s consumption experience, which he/she acquires from the environment in which he/she lives and acts as well as approaches to consumerism, acquisition of goods, etc. are disclosed.
- **Qualitative research. *Interview with the child about TV advertising*** (May, 2012), intended for disclosure of pre-primary age children’s attitudes to TV advertising and opportunities of (self-)development of resistance to consumerism in the family and/or educational institution.
- **Quantitative research. *Survey of pre-primary age children’s parents*** (March – April, 2013), intended for disclosing manifestation of pre-primary age children’s and parents’ consumption behaviour in everyday situations, parents’ attitude to consumerism and TV advertising, parents’ experience developing children’s resistance to consumerism and realities, opportunities of parents’ education.

Stage 3. *Analysis and generalisation of empirical research results* (May, 2012 – July, 2013).

Stage 4. *Distinguishing of educational conditions, grounded on the*

research (June – November, 2013).

Stage 5. Formulation of conclusions, preparation of discussion (November – December, 2013).

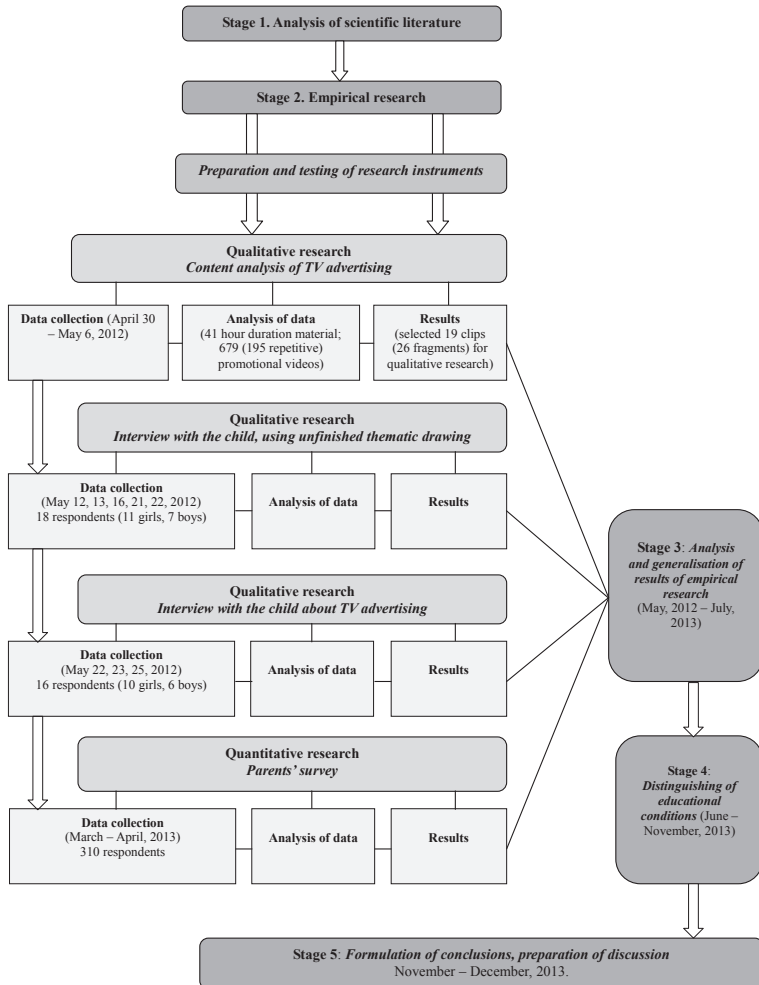


Fig. 1. Design of the dissertation research

Theoretical Novelty and Practical Significance

The dissertation defines constructs of children’s consumer culture, children’s as consumers’ behaviour, highlights socio-cultural and educational conditions of their manifestation, threats and opportunities of

consumer culture for children as the consumers' group. Employing critical approach to the phenomenon of consumerism, it is demonstrated how, based on new knowledge, the educator can cognise children's consumption experience, why this experience is significant for the child and what could be changed in educational activities, applying practices of cooperation with children. In the dissertation research for the first time the situation of (self-)development of children's resistance to consumerism in the family is analysed, disclosing it by choosing pre-primary age children as research participants, who are treated as full-fledged participants of consumption culture, highlighting peculiarities of consumer behaviour of pre-primary age children and their parents.

The research deals with threats posed by TV advertising and its provided opportunities for self-development of children's resistance to consumerism. It is demonstrated that having disclosed manifestation of children's consumer culture through children's possessed experience and knowledge about TV advertising, shopping and finances, educational meaningfulness can be entrenched anew and educational conditions that are significant for self-development of children's resistance to consumerism can be discovered. As a result of the dissertation research, supplementing educational practice, the structural model of educational conditions, grounded on research results, intended for development children's resistance to consumerism, can be presented.

The dissertation research develops traditions of research into phenomena of contemporary children's culture in Lithuania, when the phenomenon is understood as a certain phenomenon of childhood culture, analysing every investigated phenomenon of children's culture (in case of the dissertation, *children's consumer culture* and *children's resistance to consumerism*) as having educational meaningfulness and potential. Conducted research on (self-)development of pre-primary age children's resistance to consumption expands the research field of Šiauliai university scientists (doctoral students) about such phenomena of children's culture as *children's computer culture* (Šaparnytė [Masiliauskienė], 2007), *the child's and adolescent's private interior* as a reflection of spiritual and material culture of mankind (Plungė, 2010), *children's self-directed learning culture* (Rūdytė, 2011), *children's leisure culture* (Šiaučiulienė, 2011) and traditions of applying methodology of educational qualitative researches on children's culture in Lithuania.

The research and its results are significant for the science of education because they highlight aspects of children's culture. The child's consumer culture as influencing the educational context was analysed using researches on the child's attitude to advertising and shopping experience.

The research discloses children's and parents' value approaches, actual needs and opportunities of resistance development.

In terms of **practical applicability**, research results that attest manifestation of pre-primary age children's consumer culture are relevant. This enables educators (first of all, parents) to understand meaningfulness of children's culture and significance of (self-)development of resistance to consumption, which is purposefully presented using various dissemination methods (see the section of approbation of research results). Practical significance of the dissertation research is demonstrated by distinguishing and applicability of educational conditions for (self-)development of children's resistance to consumption, grounded on research, creating the possibility for educators to seek the result of (self-)development of children's resistance to consumption.

Research results can be used for improvement of the educational process, bringing together the child's possessed powers and approaches changed by educators. Dissemination of research results is relevant both to the scientific community and practitioners. Research results can be used for preparation of educational articles and organisation of counselling sessions intended for improvement of competency of pre-school and pre-primary age children's educators.

Research material can also be used for parent education and development of children's resistance to consumerism, programmes for developing critical approach to TV advertising. Research results enable children to acquire such social and cultural experience which would enable them to become resistant to consumer culture influences, responsible for themselves and others, independent, free individuals, able to choose and make decisions.

Structure and scope of the dissertation research. The dissertation consists of the introduction, three sections: *the first one* includes theoretical contextualisation of (self-)development of pre-primary age children's resistance to consumerism, *the second* section presents research methodology and methods of (self-)development of pre-primary age children's resistance to consumerism, *in the third section* research results of (self-)development of pre-primary age children's resistance to consumerism are analysed and, based on them, educational conditions, significant for (self-)development of children's resistance to consumerism are distinguished. Conclusions, discussion, reference list and annexes are presented.

The dissertation presents 39 tables (30 in the dissertation, 9 in annexes) and 11 figures (9 in the dissertation, 2 in annexes). The total scope of the dissertation: pages (without annexes). Annexes are given in the compact disc. Reference list contains 196 sources.

CONTENTS OF THE DISSERTATION

INTRODUCTION

1. THEORETICAL CONTEXTUALISATION OF (SELF-)DEVELOPMENT OF PRE-PRIMARY AGE CHILDREN'S RESISTANCE TO CONSUMERISM

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REVIEW OF THE CONTENT OF THE DISSERTATION AND RESEARCH RESULTS

In the first section of the dissertation – THEORETICAL CONTEXTUALISATION OF (SELF-)DEVELOPMENT OF PRE-PRIMARY AGE CHILDREN’S RESISTANCE TO CONSUMERISM – the analysis of scientific literature is presented. Reviewing definitions of the pre-primary age child, resistance to consumerism, self-development of resistance and educational conditions, actualised in the dissertation research, the concepts of consumerism, (children’s) consumer culture and problems of the relationship between the child and advertising as the reason and consequence of consumerism are disclosed. It is concluded that nowadays children’s consumption experience is affected by TV and advertisements shown on it. However, it is equally important to find out how in the rapidly changing environment, promoting consumerism, children learn to resist shopping and brands, which are constantly attacking them. First, these phenomena must be seen from the child’s perspective. This way, it becomes relevant to investigate the child’s knowledge, attitudes to advertising and his/her possessed consumption experience.

This subsection also focuses on children’s consumer culture, which was started to be discussed around 1990, when childhood was named as becoming increasingly commercialised and the very children were no longer treated as outsiders of contemporary consumer culture. It is concluded that children’s consumer culture is part of modern culture and at the same time a little investigated field of social researches.

Discussed problems of children’s consumer culture and consumerism as a more negative aspect of consumer culture inspired the analysis of the concept of resistance to consumerism. The concept of resistance to consumerism is relatively new in Lithuania; resistance to consumerism and to related phenomena, such as advertising or shopping, are more often analysed by foreign scientists and researchers (Morris, 2001; Rumbo, 2002; Haiven, 2007; Sandlin, 2007; Sandlin, McLaren, 2010 et al.), who support the ideas of critical theory. Thus, the modern world is inseparable from consumer culture; however, educators’ attention to recognition of manipulation and profit ideology and at the same time to development of resistance to consumerism is still missing.

The author of the research treats consumerism and its accompanying effects negatively and shown up children’s consumer culture as influenced by adults. It, therefore, becomes relevant to talk about children’s resistance to consumer culture influences so that children create their own culture rather than culture influenced by marketing, advertisers, promoters

of mass culture. Of course, it does not mean that the child has to grow in vacuum which would protect him/her from consumerism. The child himself/herself has to experience that culture so that he/she is able to resist its influences, select existentially more important and not temporary things.

The analysis of scientific literature enables to design research into the situation of (self-)development of pre-primary age children's resistance to consumerism in the family, encompassing assessment of the educational situation through the analysis of children's possessed knowledge about TV advertising, children's consumption experience (e.g., experience of visiting shopping centres, etc.) as well as researches on parents as formers of consumption behaviour. Results of this multi-complex research will enable to project educational conditions for (self-)development of children's resistance to consumerism in the family.

The second section of the dissertation presents RESEARCH METHODOLOGY AND METHODS OF (SELF-)DEVELOPMENT OF PRE-PRIMARY AGE CHILDREN'S RESISTANCE TO CONSUMERISM

In subsection 2.1. *the general concept of the research on (self-)development of pre-primary age children's resistance to consumerism and organisation of the research* are described.

The dissertation research analyses the situation of self-development of pre-primary age children's resistance to consumerism in the family, which can be studied by analysing knowledge and experience of children living in consumer culture. The phenomenon of children's resistance to consumerism can be studied employing TV advertising, children's possessed shopping experience as well as attitude, approaches of persons who are important for the child with regard to consumerism. Figure 2 presents the chart generalising problem issues of the research.

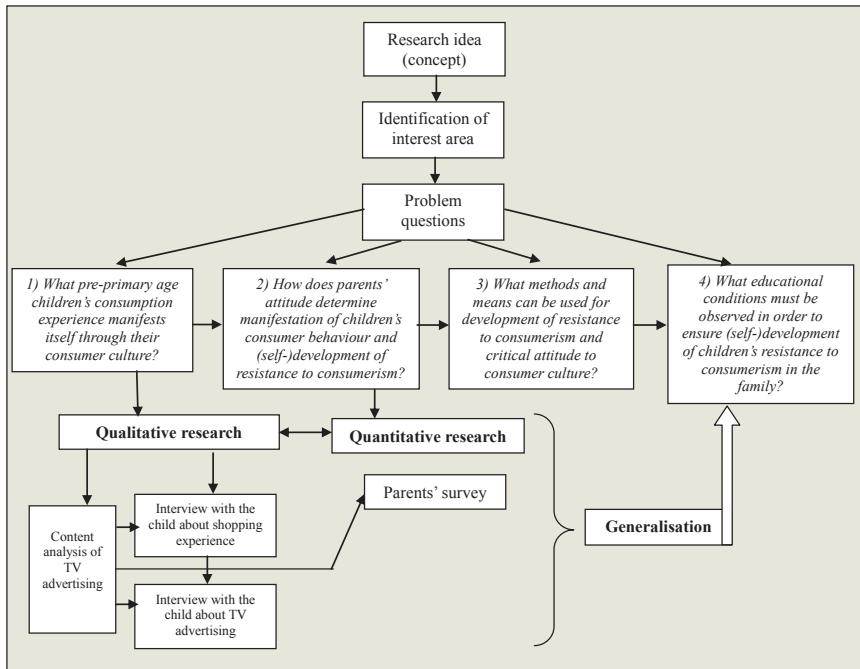


Fig. 2. *Generalising chart of problem questions of the research*

The idea of the research was presupposed by problems of influence of children's consumer culture on their socialization, which emerged during theoretical studies (Ekström, 2010; Cook, 2008; Freeman, 2006; Kline, 1993 et al.), and search for opportunities for self-development of resistance to consumerism (Berns, 2009; Linn, 2006; Pugh, 2004), which so far has been little investigated in Lithuania. Reviewing foreign researchers' (Marschall, 2010; Linn, 2006; Kline, 1993 et al.) focus on commercialisation of children's culture by means of various marketing strategies, the area of scientific interests was identified, namely, *the phenomenon of self-development of children's resistance to consumerism*. Because the concept of resistance is multidimensional and the process of resistance development is an infinite and constantly on-going process, the analysed problem was concretised by **problem questions**.

Seeking to identify opportunities for self-development of children's resistance to consumerism in the family, first of all it was necessary to find out 1) *what experience of pre-primary age children's consumption manifests itself through consumer culture*. For that purpose several methods for collection and analysis of research data were used. Manifestation

of the child's consumption experience was analysed during interviews with pre-primary age children about their shopping experience; possible influence of TV advertising on manifestation of children's consumer behaviour was analysed during conversations about TV advertising, distinguishing thematic areas, considering theoretical analysis of literature sources about the analysed topic and in view of results of the conducted content analysis of TV advertisements.

Investigating pre-primary school children's consumer culture, significant role in children's culture creation is also played by people who stay together and are important for children. Parents' survey enabled to view children's consumer culture in adults' eyes and answer the second problem question, namely, 2) *how parents' approach determines manifestation of children's consumer behaviour and (self-)development of resistance to consumerism*.

Both qualitative and quantitative research data presupposed the possibility to answer the third problem question, 3) *what methods and means can be used for development of children's resistance to consumerism and critical attitude to consumer culture*. Having analysed children's possessed knowledge, their consumer experience and parents' attitude to children's consumer culture and consumerism, possible methods and means for self-development of resistance to consumerism were distinguished.

The last problem question is the result of generalisation and analysis of research data because it was important for the researcher both to find out the situation of self-development of children's resistance to consumerism in the family and 4) *what educational conditions have to be observed in order to develop children's resistance to consumerism in the family and/or educational institution*. The role of the educational institution showed up during the investigation, and, although educators and the very educational institution were not included in the research sample, it would be worth including them into a similar type of research in the future in order to achieve completeness of the research.

Conducting the research on (self-)development of pre-primary age children's resistance to consumerism, ***mixed methods approach*** was applied (Cresweel, 2009; Teddlie, Tashakkori, 2009), in parallel *combining qualitative and quantitative methods for collection and analysis of research data*. The approach of mixed methods was chosen in order to collect more diverse empirical material and ground research results on different sources and forms. During the research priority was given to the qualitative research, while quantitative research results were analysed as supplementing and presenting another attitude (target groups of the qualitative research and quantitative research differed). The mixed methods

strategy was conducted according to stages of *successive procedure strategy* (Cresweel, 2009): first qualitative and quantitative research data were collected, then they were analysed separately; finally generalised qualitative and quantitative research results are presented together in the section about distinguishing of educational conditions.

In subsection 2.2. methodology of qualitative and quantitative researches is presented.

In subsection 2.2.1. methodology of content analysis of TV advertising is described.

For one week (from April 30 till May 6, 2012) the TV content (programmes, films, etc.) shown on the most popular Lithuanian TV channels (TV3 and LNK) during the most watched time (on weekdays between 7.00 pm and 9.30 pm, on weekends between 9.00 am and 1.00 pm) was recorded. Time for recording was chosen according to the specificity of pre-primary age children's day routine when it was likely that children watched TV when together with parents they returned from the pre-school educational institution (on weekdays) and in the morning on the weekends. In total 679 promotional videos lasting 41 hours (including repetitions; in total 195 different adverts) were recorded. TV advertising was analysed using the pre-constructed instrument. Data received during the research were processed and analysed using *Microsoft Excel 2010* software, calculating frequency of distinguished meaningful units.

In subsection 2.2.2. methodology of the qualitative research (of the interview with the child, using the unfinished thematic drawing "The child in the shop") is presented.

The interview with the pre-primary age child as a research method was chosen due to universality, openness of this approach, grounded on trust between communication partners. Usage of the child's drawing as an additional means or mediator helped the child to relax better and the researcher, to have more freedom giving questions. Pre-primary age children who took part in the research were given the *unfinished thematic drawing*, depicting the child and empty shelves and the shopping trolley next to him/her.

The *goal* of the interview with the child, using the unfinished thematic unfinished drawing "The child in the shop" is to reveal the experience of pre-primary age children's consumption, distinguish possible features of influence of TV commercials on children as well as to disclose the situation of self-development of pre-primary age children's resistance to consumerism in the family and/or educational institution.

This stage of research was attended by eighteen children aged between

6 and 7 (11 girls, 7 boys), attending pre-primary groups in Šiauliai nursery-kindergarten.

According to the content *thematic* (focus on one particular problem, namely, consumption experience and self-development of resistance to consumerism), *free* according to the structure (*non-formalized, non-standardized*) *interview with the child* was applied. Main topics of interviews with children included *highlighting of children's knowledge of trading places and product assortment, discussion of children's shopping process, disclosure of information about providers of goods and services for children, about the child's wishes and needs, preferences, awareness of brands, aspects of the price of goods, cash receipt and spending*. Not all said topics in each case were comprehensively disclosed because development of the topic depended on the context of the child's drawings, on possibilities to pass to the corresponding topic. During the research separate topics were analysed in detail, no strict consistency of topics was followed. *Questions were given for each child individually and depended on the situation*.

Qualitative analysis of the content of the interview with the child was performed on the basis of distinguishing the most appropriate meaningful units from the text and their coding. The text is analysed consistently, distinguishing meaningful units in the inductive way, formulating them into subcategories and then combining into categories.

The content of the interview with the child disclosed children's experience, which they acquire from the environment in which they live and act, as well as values, attitudes towards consumerism, acquisition of goods. Based on the performed qualitative content analysis, conditions for self-development of resistance to consumerism were distinguished and conclusions of the research were formulated.

In subsection 2.2.3. *methodology of the qualitative research (of the interview with the child about TV advertising)* is presented.

Preparing the research instrument, the approach was followed that TV advertising influences children's consumer behaviour and consumerism. Opportunities for self-development of resistance to consumerism can be foreseen employing children's possessed knowledge of TV advertising when TV advertising can also be used as the means or method for resistance development.

Out of 679 promotional videos recorded in April - May, 2012, 19 TV advertisements were selected. 19 promotional videos were used for preparation of 26 printed fragments (pictures).

The *goal* of the interview with the child about TV advertising was to

disclose pre-primary age children's attitudes towards TV advertising and realia of (self-)development of resistance to consumerism in the family and/or educational institution.

The participants of this stage of the research were sixteen 6-7 year-old children attending pre-primary education groups of Šiauliai nursery-kindergarten (10 girls and 6 boys). Research participants were from the same pre-primary education groups as children who took part in the second stage of research; two children (a girl and a boy) did not participate in the second stage.

During the research children were shown pictures prepared according to fragments of selected TV commercials (from 1 to 26) and, showing every picture, children were asked whether they had seen the shown picture before. If children answered positively, they were asked where they saw it, if negatively, they were asked to tell the plot of the shown picture. All children who attended the research earlier or later named that a certain picture was an advert.

Demonstration and discussion of pictures were followed by additional questions to children who took part in the research: *Do you watch TV? Do you watch advertisements? How do you know when, for example, they are showing a film and when, a commercial? What is a commercial? Why are they showing it? Have you ever asked to buy a certain advertised thing?*

These questions were given to all children who participated in this stage of research. Questions disclosed additional information that helped to reveal features of influence of TV advertising on the child, the child's attitude to advertising and the situation of (self-)development of resistance to consumerism in the family (such as discussing parents' role while explaining the purpose of TV commercials) and/or at the educational institution.

Research data were analysed applying qualitative content analysis.

Data analysis of the qualitative research disclosed the image of the child as a consumer and the image of the family as a community of consumers, formed in TV advertising; pre-primary age children's consumption experience, methods and means of self-development of children's resistance to consumerism in respondents' families. This determined distinguishing of part of educational conditions, significant for developing children's resistance to consumerism. The research also enabled to identify prerequisites for influence of frequent TV watching on children's involvement in consumer culture and (mis)understanding of the goal of TV advertising. The content of interviews with children highlighted children's consumer approaches, their position with regard to consumer culture. It was planned to supplement data of the qualitative research,

which responds to children's experiences, with aspects of parents' approach to the analysed phenomenon. This way, the same phenomenon of children's consumer culture, consumerism, self-development of resistance to consumerism is viewed from children' and parents' perspectives.

In subsection 2.2.4 methodology of the quantitative research (survey of pre-primary age children's parents) is presented.

The goal of *the survey of pre-primary age children's parents* was to disclose manifestation of pre-primary age children's and parents' consumer behaviour in everyday situations, parents' attitude to consumerism and advertising as well as experiences developing children's resistance to consumerism, and realia, opportunities of parents' education.

Data of parents' survey are analysed in the aspects of manifestation of children's and parents' consumption behaviour, TV advertising as a means of disseminating consumerism, self-development of resistance to consumerism in the family and educational institution, parents' education and new knowledge for (self-)development of children's resistance to consumerism (in total 7 blocks of questions were distinguished).

The research was attended by pre-primary age children's parents whose children attended pre-school educational institutions (18 educational institutions took part in the research). In March - April, 2013, 445 questionnaires were disseminated in Lithuania, 321 filled in questionnaire returned (72,1 per cent.); 310 of them were acknowledged as suitable. Geography of research included Šiauliai city and district, cities of Panevėžys, Kelmė, Joniškis, Mažeikiai, Akmenė.

Data analysis was performed using *Microsoft Excel 2010* and *SPSS for Windows 19.0* software. Descriptive statistics methods were used for calculating *numerical characteristics of various indicators* (data distribution frequency (in per cent), means, standard errors and deviations, etc.) and *statistical significance criteria*. Cronbach's Alpha coefficient was used assessing the link between statements that make up the instrument. Hypotheses were verified using *Chi-square* (χ^2) criteria, to identify strength of relationship between variables *Spearman correlation* coefficient and *Cramer's V* coefficient were used. The research employed statistical significance level $\alpha=0,05$; the difference is statistically significant when $p<0,05$.

Analysis of answers to open questionnaire questions was performed using content analysis and open coding methods. Respondents' answers were read several times and grouped into separate groups according to the content of answers.

In subsection 2.3. *principles of ethics of the research* for data collection and analysis are presented.

In section three of the dissertation the EMPIRICAL RESEARCH ON (SELF-) DEVELOPMENT OF PRE-PRIMARY AGE PUPILS' RESISTANCE TO CONSUMERISM and its results are presented.

The situation of (self-)development of pre-primary age children's resistance to consumerism in the family is analysed and interpreted disclosing the image of the child as the consumer and of family as the community of consumers, formed by TV advertising, revealing possible impact of advertising on children's as consumers' behaviour, experience of children's participation in consumer culture, manifestation of children's and parents' consumer behaviour in everyday situations and parents' attitude to advertising and consumerism. Presenting research results, parents' experiences, developing children's resistance to consumerism, and realia and opportunities of parents' education are presented. Analysis of the situation of (self-)development of pre-primary age children's resistance to consumerism in the family enabled to disclose educational conditions for (self-)development of resistance to consumerism in the family.

In subsection 3.1. the image of the child and the family formed in TV advertising and aspects of influence on consumerism are analysed.

Content analysis of TV advertising enabled to identify most frequently advertised products (the results were used preparing the questionnaire for parents), addressee of promotional videos, cases of using the child's and family's images, identification of children's role in advertising.

Generalising results of this stage of the research, it can be stated that due to positive attitude of potential consumers towards children the child's image used in TV advertising is most often employed in order to achieve advertising goals (aroused interest in the advertised product, emotional persuasiveness that arouses the wish to purchase the advertised product, etc.). The situation is analogous speaking about usage of the family's image in TV advertising too, when the media forms the perception of the family and what it should be like. This way consumerism can be referred to as a consequence of advertising, the effect of which is strengthened by the image of the child and the family; it can also be stated that consumerism is influenced by methods of psychological impact (the image, persuasiveness, admiration, etc.). Based on the results of this stage of the research, material for analysing the interview with the child about TV advertising was selected, part of generalised material was included in the questionnaire for parents.

Subsection 3.2. presents children’s consumption experience and impact of TV advertising on children’s consumer behaviour.

Content of the interview with the child, using the unfinished thematic drawing “The child in the shop”, is analysed reviewing children’s possessed knowledge of trading places, the assortment of goods and services, money, brands, marketing tactics; existing consumer experience, which can be evaluated analysing children’s possessed shopping experience, ways of purchasing products or services, reasons determining shopping, etc.

Conducted qualitative content analysis of the interview enabled to make further generalizations. Pre-primary age children who participated in the research have shopping experience, know assortment of goods in stores and brands. In addition, children who took part in the research are both able to name brands and depict them; for example, in the drawing “The child in the shop” a 6 year old boy portrayed a bottle of Pepsi (the brand in the drawing is depicted quite accurately both in terms of shape and colour), to write names (a 6 year old girl drew and wrote names of chocolates Mars, Snickers, a 7 year old girl, mineral water Vytautas). It was also observed that children mentioned such brands that are popular, well-known and often advertised.

Children’s drawings revealed the aspect of gender, as toys intended for girls were often drawn by girls, and those for boys, by boys. On the other hand, it was found that children who took part in the research were not always affected by gender stereotypes entrenched in the society because household goods were drawn and discussed exclusively by boys, whilst girls also drew active leisure and sporting goods that were more related to boys.

Six-seven year old children who took part in the research are familiar with the concept of economics. Formation of this concept is influenced by possessed shopping experience and constantly deepened and renewed knowledge about money, its value, ways of acquiring it, etc. Due to the latter reason the importance of developing children’s financial literacy has to be emphasized because the ability to suitably use available finances, evaluation of one’s needs and possibilities are also associated with development of resistance to consumerism.

Generalising the results of this stage of the research, it can be stated that pre-primary age children’s consumption experience is expressed by the content of their possessed knowledge related to consumption and consumerism, envisaging intentions of suppliers of information about goods and services and the very children’s created meanings. The research revealed children’s consumer behaviour and experience of living in the consumer society, determined by consumer behaviour of peers, who act as agents of communication, and of other adults (not just family members).

In subsection 3.3. self-formation of children's attitudes towards TV advertising as an opportunity of self-development of resistance to consumerism is disclosed.

The analysis of scientific literature demonstrated that pre-primary age children already differentiate TV advertising from other television content but they recognize advertising by external, formal features, not yet quite understanding persuasion and marketing motives. Children of such age cannot view advertising critically and consciously resist its effect while approaches towards TV advertising are just beginning to form. For the latter reason, the goal of the third stage of the empirical research was to find out attitudes of pre-primary age children in relation to television advertising and realia of (self-)development of resistance to consumerism in the family and/or educational institution. For that purpose the interview with the child on TV advertising was conducted. Children's attitudes to TV advertising are assessed reviewing children's possessed knowledge of TV advertising, their approach to TV advertising; aspects of possible impact of TV commercials on the child and the situation of self-development of critical approach to advertising and/or of resistance to consumerism in the family are generalised. Revealed realia of education in the family helped to distinguish educational conditions of self-development of resistance to consumerism.

The research enabled to find out what features are characteristic to advertisements that are most often decoded by children. Children who took part in the research found it easiest to memorize advertisements that often appear on TV and contain product brands which are entrenched in Lithuania. Children remember funny plots or such adverts the plot of which is approached to life realia, memorable dates or holidays. The advert attracts children's attention when the advertised item is intended for families or children or when the very advert is animated (the very product may not be intended for children). Children find it easiest to recognise such adverts that promote products that have been tried out or that they want to try out. Children find it more difficult to remember and decode such adverts that advertise products intended exclusively for adult audiences and are not used by children themselves.

The fact that children recognize TV adverts shown for them demonstrates that children are forced to encounter TV advertising and they have certain knowledge of TV advertising for children. At the same time it shows that advertisers work not in vain.

To sum up the results of the interview with children about television advertising, it can be stated that pre-primary age children who participated in the research distinguish themselves by more positive attitudes

towards TV advertising; children's present knowledge of TV advertising, its goals coincide with data obtained by other researchers. Nevertheless, pre-primary age can be also treated as the beginning of formation of the critical approach to advertising, when children begin to express dissatisfaction with advertising and decode sales goals hidden in adverts.

In terms of projecting educational conditions, it should be said that it is necessary to both speak with children about TV advertising and watch it together with the child, discuss goals of advertising when the child is asking for advertised products. Parents' permanent bans (not to look, not to buy advertised products) will not give a positive result; on the contrary, children may encounter difficulties socialising with peers, engaging in peer group conversations. Development of critical approach, teaching the child to select, weigh the pros and cons, creation of suitable conditions for that are important and significant for the very children, moreover that through their acquired experience they learn a lot.

In subsection 3.4. manifestation of children's and parents' consumer behaviour and experiences of development of children's resistance to consumerism in the family are analysed.

The analysis of parents' survey demonstrated that children's as consumer' behaviour depended on the family and other actors of education; e.g., the media, advertising. Children, seeking to get a thing or entertainment that they have seen in TV advert, use various tactics of impact on parents (most often the tactics of aligning to others). However, parents' role in this process is essential; they as educators make a final decision about purchasing of goods and services. This is explained by the fact that monetary power in the family is concentrated in the hands of adults.

Adults who, shopping together with the child, choose goods according to the pre-made shopping list and avoid spontaneous purchases are less frequently asked by their children to buy goods that are important for them or that they have seen in adverts. Thus, it can be stated that children also follow examples of parents' as consumers' behaviour; parents' behaviour affects formation of children's consumer behaviour in everyday life situations.

Parents state that one of the reasons of children's consumerism is television and adverts shown on it; therefore, it is proposed that parents should discuss peculiarities of advertising, issues of potential benefit and harm and also set certain limits on television watching. According to adults, fostering of children's spiritual values, raising children with love, emphasizing the importance of good relationships and not just relationships grounded on material values, is also important. Pre-primary age children's parents who took part in the research also pointed out that

every child was individual, thus, ways of developing the particular child's resistance to consumerism might also differ.

In subsection 3.5. modelling of the system of educational conditions for (self)development of children's resistance to consumerism, grounded on the research, are presented.

Child-centred educational paradigm actualises construction of education from the child's perspective. Today's children need to acquire such experience and competency which would help them both to adjust to life in the modern society and culture and create it anew. Therefore, there must be an interaction between the child as the object of educational and social relations and adults, who would try to understand the child's world and adjust education to him/her. Therefore, cognition of subculture of childhood, its values, self-development patterns become the most important basis for children's education (Monkevičienė, 2011).

Living in the environment permeated by consumerism, today's children can self-develop possessive approaches and assess interrelationships and other people not according to the way they are but by what they have. Educators' (first of all, parents') task is to change these approaches, ensuring implementation of the child's best interests. Children's knowledge and experience, encompassing aspects of TV commercials, shopping, consumer behaviour, attitude to money, disclosed during the dissertation research, presupposed the possibility to cognise these children's culture through the prism of consumption and consumerism. In the case of the dissertation research children's knowledge and experience were disclosed using the method of the interview with the child; the research also analysed adults' approach to children as consumers. Knowledge obtained through cognition of children enabled to distinguish the following ***educational conditions, grounded on research*** (Figure 3). These conditions should be followed seeking the child's freedom, responsibility for his/her choices, prioritisation of spiritual values, in other words, resistance to consumerism.

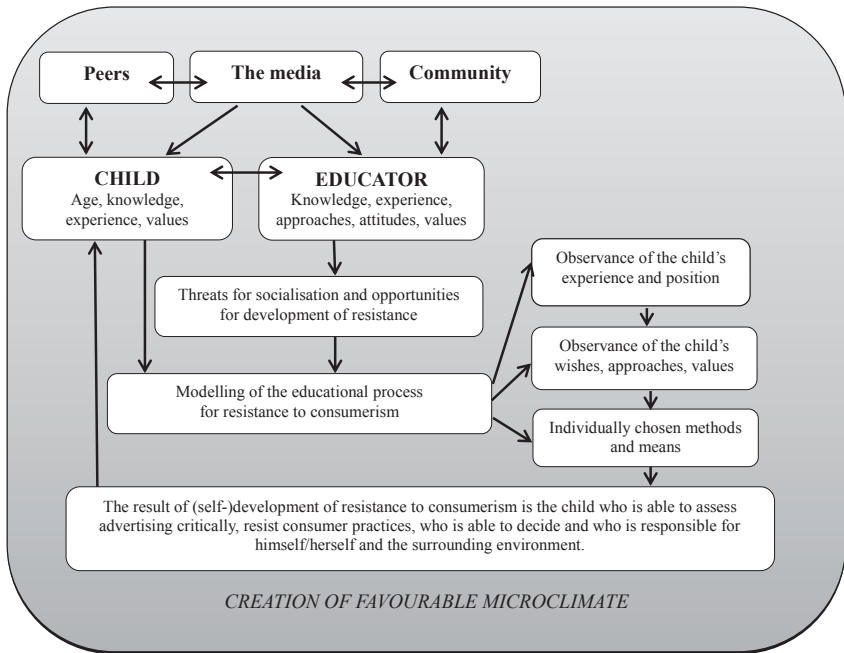


Fig. 3. *The model of distinguishing structure of educational conditions*

To develop children's resistance to consumerism, educators must first **know the child as a consumer and creator/participant of modern consumer culture**. Cognition can take place when it is refused to treat the child as the outsider of consumer culture, reproducing consumer culture created by adults. Seeking to develop children's resistance to consumerism, first we must understand **what is the child like in today's consumer culture, what knowledge and experience he/she has**. That experience can be disclosed through a variety of methods: the interview with the child, observation of the game, thematic drawings, etc. Pre-primary age children's consumption, disclosed during the research, encompasses children's shopping experience, children's as consumers' behaviour characteristics, approaches towards advertising, knowledge of TV advertising, brands and finances. On one hand, possessed experience can be assessed as threat: children form material values, become victims of manipulation without realizing the goal of advertising, but on the other hand, as an opportunity: children self-develop the feeling of responsibility, independence, the ability to select.

The educator's role in the process of developing resistance to consumerism can be named as another important educational condition. Educators' *approaches and attitude* towards consumerism and the goal of (self-)development of resistance to consumerism, critical attitude to consumerism and related phenomena influence children who stay together. No educational process will be effective if educators (both parents and educators) by their personal example show the opposite compared with what is discussed during education or impart contradictory approaches. The dissertation research showed *significance of the adult's personal example* in the process of developing resistance to consumerism, ranging from parents' attitudes towards advertising, children's observed shopping examples to educators' emphasis on spiritual rather than material values, promotion of responsible, sustainable way of life and healthy lifestyle.

Modelling the educational process, it is important *to distinguish potential dangers of consumerism, reasons and factors negatively influencing children's socialization*. Theoretical studies revealed that TV advertising as one of the means of socialization influences children's consumer behaviour. The media (including advertising) as a microsystem presents stereotypical portrayal of the child in the aspects of gender and age. Another potential danger is commercialised TV advertising, usurping areas that are possibly significant for children and determined not only by material values. For the latter reason, it is important for educators to model the educational process in such manner that stereotypes or unsuitable values promoted in the media (and sometimes in the society) do not anchor in the child's subconsciousness.

Child-centred process of developing resistance to consumerism. Cognising the child, being aware of threats and educational opportunities, educators can *choose educational methods and means that are suitable for every child*. It may be possible that some resistance development methods that are suitable for some children can cause a negative reaction to other children. For example, decoding of messages of advertising, investigation together with the child can be more suitable in home conditions, when parents organise the process of developing critical attitude to advertising at home, employing certain tools and knowledge necessary for education. The educator using analogous methods at the educational institution may encounter difficulties or controversial children's and parents' reactions if there are children in the group who do not watch TV or watch only channels and/or programmes intended for children. Advertisements shown to such children and their discussion within the limits of the child's opportunities may lead to the wish to watch advertising or to purchase the advertised product. Parents' survey also enables to distinguish

other proposals as to what methods and means could be employed for distancing from advertising: involvement in joint active activities with children, performing of relaxation exercises, active leisure, etc.; working in a group or at the pre-school educational institution, it is advisable to arrange festivals of exchanging toys, recreate toys for “new life”, this way fostering children’s creativity as the antithesis to consumerism.

Selecting appropriate methods, it should be emphasized that the process of resistance to consumerism should not be directed exclusively to the children’s group. ***It is important that during the educational process appropriate methods for parents as educators of children’s resistance to consumerism should be chosen.*** Information about the problem of consumerism should be provided for educators in attractive ways like information in magazines, flyers, information portals, as named in the dissertation research.

Development of children’s resistance to consumerism is joint work of the family, educational institution and community. ***Creation of favourable climate, mutual support and assistance during education*** are also among educational conditions that are significant developing children’s resistance to consumerism. The research revealed that knowledge about goods and services are first of all conveyed for children by parents, also other adults, peers and the media. Joint work of all participants of the micro-system towards development of resistance would contribute to existence of healthy, democratic society.

Thus, distinguishing educational conditions, it is important to consider the role of microsystems influencing the child’s experience in consumer culture. The process of (self-) development of resistance to consumerism, presented in the structural model, must be consistent and holistic. The originality of the structural model of educational conditions lies in methods used for disclosing the child’s experience and knowledge, when educational conditions are disclosed investigating children’s and parents’ experience, perceiving children as active participants who are able to self-develop critical attitude and be resistant to influences of consumer culture and applying proposed measures for prevention of consumerism.

CONCLUSIONS

1. The context of self-development children's resistance to consumerism consists of aspects of manifestation of consumer culture, entrenching materialism, and impact on the today's child, and of the problem of consumerism. Children's consumer culture is little investigated part of contemporary culture; topics of empirical researches on consumer culture encompass moral concern about intensiveness of trade directed at children and search for means of fighting it as well as researches into negative effect of advertising on children. Meanwhile, cognition of children's consumer culture, educational meaningfulness of research results about children's consumer experience are actualised rarer.
2. Today's children are named as creators of new culture, who are receptive to technologies and independent of adults. The changing role of the child and contexts of influences, when children are perceived as important consumers and are no longer treated as outsiders of consumer culture, determine that, on one hand, they represent and create children's new consumer culture, and on the other hand, they are understood as being able to resist influences of that culture, thus, as being able to be conscious, responsible and free individuals.
3. Viewing consumerism as the dominant ideology in the society, within the framework of critical theory resistance to consumerism and other influences of consumer culture are emphasised. The construct of self-development of resistance is multi-meaningful, encompassing social, cultural, and political context and educational significance. (Self-) development of resistance to consumerism is an on-going process involving development of consumer culture, financial literacy, independence, responsibility for oneself and others. This (self-)educational process enables actualisation of critical thinking, formation of attitudes and values, supporting of awareness initiatives.
4. Creating and participating in social life, children seek to experience joy of creation and discovery. In consumer culture children can experience the joy of discovery while shopping or observing advertising. Advertising as the reason and consequence of consumerism, on one hand, can be described as providing cognition opportunities for children, naming information and attractively providing knowledge about advertised products and brands. Besides, advertising is the topic of conversations with peers and adults. On the other hand, advertising can be dangerous for children. Threatening advertising can be such advertising which takes away the joy of discovery from children by presenting pre-made images. Advertising can also be directly threatening, when by

means of shown images and/or promoted products, which are desired by children, it harms children's mental and physical health.

5. Pre-primary age children's consumer experience in consumer culture can be studied from the child's perspective, in ways that are attractive and appealing to children: drawing, thumbing picture books, talking. In case of the dissertation research, qualitative methods (of the interview with the child, using unfinished thematic drawing, of the interview with the child about TV adverts, studying fragments of adverts) were used. **Consumption experience of children** who participated in the research is expressed by the *content of* children's possessed *knowledge* related to consumption and consumerism, which includes such areas of consumer culture as *culture of shopping centres* (children's knowledge about trading places and attending them, shopping experience, children's knowledge about the assortment of products, brands, which children are able not only to name but also to portray), *advertising* (children's knowledge of the purpose and goal of advertising, knowledge of frequently advertised brands; advertising in this context is understood as provider of information about goods and services, as former of preferences). Experience of children's consumption is also seen through *manifestation of children's as consumers' behaviour* (shopping ways, when shopping is done independently or together with the adult, most often with the mother), and envisaging significance of *behaviour models* formed for children by *providers of information about goods and services* (peers, family, the media); for example, in the aspect of gender, when girls' shopping experience is formed by adult women; for boys, respectively, adult men's and male peers' examples are important.
6. Manifestation of children's consumer behaviour is partly determined by *parents' position with regard to television advertising*. Advertising is not a common part of talks between children and adults, although it affects children and influences them. The analysis of qualitative and quantitative researches enabled to distinguish possible *features of impact of TV advertising on the child*. One of them is *requests to buy advertised products*, which showed up during the research. The analysis of parents' survey results showed that pre-primary age children most often ask to buy advertised products using tactics of alignment with others, when the child requests advertised products giving the argument that "... all other kids already have it". Other possible features of impact of TV advertising on the child are *the wish to buy or taste the product shown on the TV advert*, which was expressed during the interview with the researcher, and *literal repetition of the content of*

*seen adverts (in some cases of texts too). Content analysis of interviews with children about advertising enabled to distinguish **common features of the most memorable TV commercials**. These are adverts that are frequently shown on TV, advertising products of famous, entrenched brands in Lithuania; adverts with funny plots or adverts the plot of which is approached to realia of life, memorable dates or holidays. Besides, in order to attract children's attention, the commodity advertised in the advert must be either intended for the family or the child or the very advert must be animated (the very product may not necessarily be intended for children); the advert must advertise the already tried out products or products that children want to try out. Educators, who have knowledge about adverts that are memorable for children and that are likely to make impact on them, can use this knowledge for modelling the process of self-developing resistance to consumerism because possessed knowledge would enable educators to understand that consumer culture which children experience at that time.*

7. Parents' attitude to consumerism and their as consumers' behaviour determine **manifestation of pre-primary age children's consumer behaviour and (self-)development of resistance to consumerism**:
 - a) *Children's possessive approaches are expressed through the content of children's requests, when children often ask to buy goods that are significant for them and that reflect their subculture, namely, toys, games, entertainments, food and drinks. It is likely that such distribution of children's requests is determined by the strategy of adverts of said products, when promotional videos are focused on children's consumer group and when the image of the child is used in them.*
 - b) *Pre-primary age children's behaviour is influenced by adults' behaviour. Adults who shopping together with the child use such shopping ways as choosing goods according to the pre-made shopping list, avoid spontaneous purchases, are rarer requested by children to buy goods that are significant for them or goods that they have seen in the advert than those who buy without prejudice, spontaneously.*
 - c) *Development of children's resistance to consumerism in the family encompasses adult-child conversations, family budget planning, involving children, and adult's personal example. Other ways of developing children's resistance to consumerism, indicated by parents are: more frequent communication with the child, search for the ways that are best suited to the child and help to develop children's resistance to consumerism, fostering of spiritual values, and setting limits for children.*
 - d) *One of the named constituents of children's resistance to consumerism is the ability to suitably use possessed finances. In the family*

development of financial literacy usually takes place in the form of conversations. Talking with children about finances, parents discuss such topics that are understood by the pre-primary age child (issues of earning money and value of money, issues of quality of goods and services, issues of price-quality relationship, necessary expenses and their justification, saving, keeping, etc.). It is purposeful to speak about the said topics both developing children's financial literacy and educating children as responsible consumers.

- e) The biggest ***responsibility developing children's resistance to consumerism falls on the family***. The educational institution can play only an auxiliary role in this process. ***In parents' opinion, development of children's resistance to consumerism in the kindergarten (at school), can include: educational activities*** (games and other game-based activities, interviews with children, financial literacy classes), ***development of children's creativity, and educator's expressed position on consumerism issues, cooperation with learners' family (parents)***.
 - f) Parents who attended the research provided ***proposals for television managers and TV grid makers regarding child-centred TV advertising***. These proposals included the increase of the amount of educational programs for children, more focus on social advertising or on educational content of commercial advertising, reduction of advertising during programs intended for children, refusal of advertising between animated films, allocation of separate time or channel for advertising.
8. Children's resistance to consumerism can be consistently developed following certain educational conditions applied by educators (parents), which are understood as the whole of circumstances enabling to develop resistance to consumerism. Research on pre-primary age children's consumer experience, manifesting itself through consumer culture, enabled to distinguish ***educational conditions for (self-)development of children's resistance to consumerism***. Distinguishing of these conditions included ***reconstruction of the child's knowledge and experience in terms of interiorisation of values***, transferring from material values to spiritual, from possession of things to meaningfulness of being together, from the child as a passive consumer to the child as an active participant of public life and creator of new culture. In this context ***the child's role in the process of self-development of resistance to consumerism*** is named as a significant educational condition. Namely the child, his possessed knowledge, experience and formed values enable the educator to simulate such process of education which would respond to the child-centred education paradigm,

when *individual methods and means are selected for the child and when education takes place seeking to ensure the child's best interests. Distinguishing of potential dangers, reasons and factors which negatively influence children's socialisation in the consumerism aspect*, when consumerism is assessed as a negative aspect which has to be resisted, can be named as another educational condition. In the process of self-development of resistance to consumerism *creation of favourable microclimate, support and assistance of parents, educational institution, the media and community on issues of developing resistance to consumerism* are actualised.

9. Projection of educational conditions enabled to form ***practical recommendations for educators***. TV advertising as the reason and consequence of consumerism must be not only discussed with children; adults must also watch it together with the child, discuss goals of advertising when the child requests advertised products. Parents' constant prohibitions (not to watch, not to buy advertised products) will not give a positive result, on the contrary, children can face difficulties communicating with peers. Development of critical thinking, teaching the child to select, weigh the pros and cons, creation of suitable conditions for that are important for the very children, moreover, that acquired experience contributes to learning. The very children who participated in the research are able to find ways of solving problems when they are looking for compromises with parents regarding some commodity or entertainment that they want to acquire. It should also be emphasized that speaking a lot but doing the opposite, parents will not reach the positive outcome. The child's resistance to consumerism can be achieved if the adult who stays together with the child distinguishes himself/herself by similar features and system of values.

DISCUSSION

The dissertation research deals with alternative choices arising to the contemporary person (thus, to the child, too), namely, spiritual and material values and opposites, opposing them: being and possession. Following the idea about the perspective of freedom and resistance to dominant discourses (in the case of the dissertation, consumerism), expressed by existentialists and proponents of critical pedagogy, the author of the dissertation emphasizes the importance of self-development of children's resistance to consumerism already in the pre-primary age. This way the phenomenon of children's resistance to consumerism, new knowledge about it, discussed in the dissertation, are understood as having educational meaningfulness and potential. Such choice of the author can arouse doubts among researchers of contemporary consumer culture because opposition to a given in a certain sense is also ideological; in addition, consumption in today's society is named as the engine of life. However, the author of the research follows the position that life in the consumer society and among consumers is also possible when the ideology of consumerism is not observed because one can choose the way of disuse (which is unlikely) and the change in the quality of consumption. This would maintain the "draw" between economic levers, enabling functioning of the world, and positions supported by proponents of moral, spiritual and ecological approach to the surrounding world. Noting that today's consumption has become excessive and unhealthy, the author supports E. Fromm's approach that healthy consumption is possible only if increasingly more people want to change their consumption stereotypes and lifestyles.

In the research consumerism and advertising are discussed as supplementing each other. TV adverts observed during the research often employ the model of portraying the traditional family when the child is not "separated" from the family. Such portraying of the child responds to the concept of *familiarisation* of the child and childhood, highlighted by D. Kabašinskaitė (2002). Analysed TV adverts contain a distinct aspect of gender; results of the conducted research coincide with ideas highlighted by other scientists (Swalow, 1997, Larson, 2001, Lloyd-Davis, 2002, Giddens, 2005, Tereškino, 2007 et al.). During the interview with children, when children painted the unfinished thematic drawing, the gender aspect also showed up, when toys orientated to girls' audience were more often drawn by girls and to boys' audience, by boys. It can be argued that advertising responds to stereotypes entrenched in the society. However, being part of culture, advertising could (should) include more otherness and individuality, existing in the modern society. This way it

could contribute to elimination of stereotypes (of age or gender) existing in the society. On the other hand, the research enabled to find out that children were not always influenced by stereotypes entrenched in the society because household goods were exclusively drawn by boys while girls also drew active leisure or sporting goods, which are more associated with boys. The latter idea is also confirmed by previous studies conducted by the author of the dissertation¹.

In the opinion of scientists and parents who participated in the research, the very TV advertising can be one of the means of development of children's resistance to consumerism. However, before using advertising as a means, the educator needs to answer to himself/herself whether the use of advertising will help to develop children's resistance to consumerism or still further encourage consumption and involvement in consumer culture.

Limitations of the research and recommendations for further researches

The research was conducted in the Northern region of Lithuania, therefore, it is not clear whether research results can be applied to the whole Lithuania. In order to reveal the research problem broader, it would be appropriate to conduct the research in other regions of Lithuania too. On the other hand, it was not aimed to represent all children in Lithuania by the results of the research.

The dissertation was prepared following traditions of cohering qualitative and quantitative research methods, applied at Siauliai University and other higher educational institutions of Lithuania. Organizing the quantitative study, the author faced difficulties submitting questionnaires and encountered the problem of their return rate. Having already conducted the research, the researcher believes that in order to achieve the research aim it would have been sufficient to conduct the qualitative research (interviews) with parents of children involved in the research. It is likely that research results would be similar.

The chosen strategy of cohering mixed methods enabled to treat the investigated problem both from the qualitative and quantitative standpoint and analyse data applying theories of pragmatism and social constructivism as theories of giving a sense to the child's experience through self-constructed knowledge. Nevertheless, the author of the research believes that it was possible to choose only the qualitative approach and

¹ R. Ponelienė, A. Gumuliauskienė (2008a), discussing peculiarities of pre-primary age children's creativity, distinguish breaking stereotypes and behaviour norms as one of them and give the following example: "Girl Rugilė <...> drew "The Easter robot", boy Eimantas, <...> the flower pot with flowers, this way denying the position expressed by part of pre-primary educators that boys draw cars, robots, spaceships, and girls, flowers, dolls".

to view resistance to consumerism not through the prism of the critical theory, but through the one of phenomenology, naming resistance as the phenomenon of children's culture.

The research was conducted with pre-primary age children (6-7 years old). It would be appropriate to repeat the research with pre-school age children both disclosing differences in the conception of children's consumerism and expanding educational opportunities for development of resistance.

Excluding of educators as the target group from the research sample can be treated as a limitation of the conducted research. Further research could include organisation of educators' survey or application of another method for investigating consumerism; it could also encompass preparation of the theoretical model of children's resistance to consumerism and testing in the pre-primary education group, in the activities of educators who have tried out the model in practice, organization of focus groups, etc.

Research results should serve the science of education, but side effect of reported results is also possible when advertisers are provided with confirmation that commercial goals of advertising, focusing on pre-primary age children, are achieved. For the latter reason education should be organised not only for parents but also for advertisers and broadcasters, considering both children's preferences and what values we convey for the growing generation.

REZIUMĖ

ĮVADAS

Tyrimo problemos aktualumas ir iširtumas

Socialiniai, kultūriniai, ekonominiai, politiniai procesai (globalizacija, technologijų vystymasis, politinių, kultūrinių ideologijų kaita) veikia vaikų vystymosi sąlygas ir lemia ugdymosi pokyčius. Vartojimui tampant egzistenciniu tikslu įsigali vartotojiška kultūra bei jos skatinamas vartotojiškumas, dėl to kinta požiūris ir į vaiką kaip vartotoją. Nuo XX a. pabaigos vaikystė vis labiau komercializuojama ir vaikai jau nebelaikomi šiuolaikinės vartotojiškos kultūros pašaliečiais (Martens, Southerton ir kt., 2004); į vaikus, kaip pelningą verslo nišą, vis dažniau orientuojasi reklamos kūrėjai ir rinkodaros specialistai, o vaikų statusas ir vaikystė tapo neatsiejama nuo tokių dalykų kaip prekės ženklas ir investicijos (Cook, 2004). Taigi šiandienos vaikai nuo gimimo susiduria su vartotojiška kultūra, kurios bruožų – prekių ir paslaugų gausos, prekybos centrų, reklamos, masinio vartojimo apraiškų ir kt. – apstu artimiausioje vaiko aplinkoje, jų nemažėja pradėjus lankyti ikimokyklinio ugdymo įstaigą, vėliau – mokyklą. Vadinasi, viena vertus, vaikai jau nuo ankstyvojo amžiaus yra veikiami vartotojiškos kultūros, kita vertus – jie „priversti“ joje gyventi.

Šiandien vyrauja dvi nuostatos dėl vaikų kaip vartotojų socializacijos. Viena išryškina tai, kad vaikas, nuo pat gimimo patekęs į vartotojišką kultūrą, socializacijos metu gali tapti kompetentingu vartotoju, kita – jog vaikas gali tapti materialistu, kuriam būtina apsauga nuo marketingo keliamų pavojų. Tačiau šis dualistinis požiūris esti problemiškas, nes ignoruoja kultūrinio konteksto, kuriame auga vaikas, svarbą, o tai lemia pernelyg siaurą supratimą, ką reiškia būti vaiku šiandienos visuomenėje (Ekström, 2010). Juolab kad vaikai ne tik imituoja ar internalizuoja juos supantį pasaulį; jie stengiasi interpretuoti, suvokti juos supančią kultūrą ir joje dalyvauti (Freeman, 2006).

Aptariant vaikų vartotojiškos kultūros konstrukta pastebima, kad nors atliekama nemažai su vaikų vartotojiška kultūra susijusių empirinių tyrimų, teoriniu lygmeniu jis nėra apibrėžtas (Cook, 2004; Tyler, 2009). D. Th. Cook (2008) teigimu, mokslininkai Th. Veblen'as, P. Bourdieu, J. Baudrillard'as, C. Campbell'as ir kiti, analizavę socialinį, istorinį, struktūrinį vartojimo ir vartotojiškos kultūros pobūdį, vartotojų teisių gynimą ir kt., vaikų ir vaikystės savo teorijose nemini. Vaikų vartotojiškos kultūros empiriniai tyrimai apima vartotojiškumo įtaką vaikų ir jaunimo tapatumui (Giddens, 2005; Baran, 2006; Hill, 2011), vaikų vartojimo kultūros ypatumus (Khan, 2006; Sederevičiūtė, Juškelienė

ir kt., 2007; El-Bassiouny, Taher ir kt., 2008; Calvert, 2008; Dačiulytė, Juškelienė, 2010), vartotojiškumo prevencijos priemonių paiešką (Linn (Линн), 2006; Berns, 2009), vaikų kaip vartotojų elgsenos raišką (Pikturnienė, Grod, 2006; Butkus, Stravinskienė ir kt., 2012), reklamos poveikio vaikui aspektus (Beasley, Danesi, 2002; Rumbo, 2002; Molčanovas, Soročenko (Молчанов, Сороченко), 2007; Ali, Blades ir kt., 2009; Baudrillard, 2010); ankstyvojo vaikų ugdymo per suaugusiesiems skirtą reklamą galimybių paiešką (Constandinidou-Semoglou, 2007), reklaminio-vizualinio teksto reikšmingumą vaikų perkeltinės prasmės suvokimo formavimui(si) (Navickaitė, Malinauskienė, 2007), kritiško požiūrio į reklamą ugdymos(si) galimybes (Ali, Blades ir kt., 2009; Babaalioutas, Papadopoulou, 2007; Berns, 2009). Taigi empiriniai vaikų vartotojiškos kultūros tyrimai orientuojami į vaikų kaip vartotojų elgsenos, TV reklamos poveikio vaikui, vaikiškų prekių preferencijų tyrimus ar vartotojų socializacijos tyrimus ir dažnai apima komercinius tikslus. Vaikai kaip rinkos dalyviai reikšmingi analizuojant tokias marketingo temas kaip prekių ženklai, reklama, apsipirkimas, pinigai (Marshall, 2010). O D. Th. Cook (2008) pažymi, kad moksliniai tyrimai turėtų apimti ne tik vaikų kaip vartotojų elgsenos tyrimus, bet ir vaikų vartojimo epistemologiją, kuri leistų kurti naujas žinias apie vaikų vartotojišką kultūrą.

Analizuojama problema aktuali ne tik mokslininkų bendruomenei. Jai dėmesys skiriamas ir Lietuvos publicistikoje, nagrinėjančioje tokias temas: vaikų įtaka tėvams dėl pirkinių (Lukaitytė, 2011), reklamos kūrėjų atsakomybė vaikams (Meilus, 2011), agresyvi reklama vaikų darželyje (Gudavičė, 2010), vaikai kaip partijų ir rinkodaros specialistų taikiny (Simanavičiūtė, 2011) ir pan.

Šiandieninė visuomenė, V. Rubavičiaus (2003) teigimu, kuria jai būdingą vartotojišką kultūrą, o bendriausias visuomenę ir kultūrą nusakantis bruožas yra vartotojiškumas. Vartotojiškumas vartotojiškoje kultūroje gali būti suprantamas kaip tam tikra ideologija ar filosofija, skatinanti įsigyti vis daugiau materialinių gėrybių, norint pajusti malonumą ir (ar) pasitenkinimą. Kitaip tariant, vartotojiškumas įprasmina turėjimo filosofiją, o materialines vertybes iškelia aukščiau kitų žmogaus gyvenimo vertybių. Vartotojiškumas kartu įvardijamas kaip socializacijos ir gyvenimo būdas, vartotojišką kultūrą nusakantis bruožas. Vaikų **atsparumo vartotojiškumui ugdymo(si) prasmingumas** gali būti grindžiamas idėja, jog vaikai turi išmokti ne tik prie vartotojiškos kultūros prisitaikyti, bet ir atsispirti jos visa niveliuojančiai masinei kultūrai. Priešmokyklinio amžiaus vaikai nėra sąmoningi vartotojai, todėl **tampa aktualus pedagoginių sąlygų, reikalingų atsparumui vartotojiškumui ugdyti, išskyrimas**, atsižvelgiant į vartotojiškoje kultūroje gyvenančių vaikų patirtį ir žinias bei vaikui artimiausios

aplinkos – šeimos – narių nuostatas ir vartotojiškos elgsenos raišką.

Atsparumo vartotojiškumui reiškinys dažniausiai aktualizuojamas kultūrine, ekonomine, politine prasmėmis. Disertacinio tyrimo atveju į atsparumo vartotojiškumui sampratą įterpiama edukacinė prasmė, kuri gali būti atskleista išskiriant atsparumo vartotojiškumui ugdymui(si) reikšmingas pedagogines sąlygas. Pedagoginės sąlygos suprantamos kaip ugdytojų žinios apie visuomenėje egzistuojančią vaikų vartotojišką kultūrą, jų kritinio požiūrio ugdymasis žinių ir žinojimo pagrindu, vaikų vartojimo patirties vystymosi paisymas, dialogo, bendradarbiavimo su vaiku metodų, įgalinančių vaikus keisti patirtį, taikymas.

Siekdami suprasti šiuolaikinę vartotojišką kultūrą, ugdytojai raginami domėtis tokiais su vaikais susijusiomis sritimis, kurios svarbios šią dieną dieniniam vaikui, pvz., prekybos centrai, TV laidos, filmai ir pan. Šie siūlymai realizuojami disertaciniame tyrime, atliekant TV reklamos turinio analizę, taip pat pokalbių su vaikais metu, kai **į vaikų vartotojišką kultūrą žvelgiama per pačių vaikų patirtį**. Tyrimo dalyviais pasirinkti priešmokyklinio amžiaus vaikai gali būti charakterizuojami kaip turintys pakankamai galios, žinių ir gebėjimų įvairiose gyvenimo srityse, bendraujantys su kitais vaikais ir suaugusiais. Šiandieninio vaiko kompetencija leidžia jam būti lygiaverčiu pokalbių ir įvairių ugdymo sričių bendradarbiavimo partneriu (Cecchin, 2005). Be to, priešmokyklinio amžiaus vaikai yra pasitikintys savimi, gebantys bendrauti ir bendradarbiauti, o tai atliekant tyrimą su vaikais yra itin aktualu.

Atsparumo vartotojiškumui ugdymas(is) analizuojamas atsižvelgiant į atsparumo vartotojiškumui konstrukto daugiaprasmiškumą, kada atsparumo vartotojiškumui ugdymas(is) gali būti įvardijamas kaip kompleksinis, nuolat vykstantis procesas, savo turiniu apimantis vartojimo kultūros, finansinio raštingumo, savarankiškumo, atsakomybės ugdymą, pasitelkiant kritinį mąstymą, nuostatų ir vertybių formavimąsi, sąmoningumo skatinimo iniciatyvų palaikymą ir kitus aspektus. Šiandien Lietuvoje labiau aktualizuojamas mokyklinio amžiaus vaikų ir suaugusiųjų vartojimo kultūros ugdymas², dėmesį sutelkiant į atsakingą, tvarų, racionalų vartojimą. L. Duoblienės (2011) teigimu, vartojimo kultūros mokyme stokojama bendros koncepcijos, kadangi galima rasti ir darnios plėtros temas, ir finansų tvarkymo bei paskolų temas, kurios ne visada dera, nes, viena vertus, moko teisingo vartojimo, kita vertus – vartotojiško santykio.

2 Daugelyje valstybių mokyklose įgyvendinama programa „Darbotvarkė 21“, kuri pabrėžia saikingą, racionalų vartojimą, daugkartinį vartojimą, tik būtiną vartojimą, ekologišką vartojimą, ekologiškus sprendimus ir pan. (Darbotvarkė 21, <http://pprc.lt/dv/?p=80>). Lietuvoje įgyvendinama Vartojimo kultūros integruojamoji programa (2006), kuriai parengta mokytojo knyga „Vartojimo kultūros ugdymas“ (2007) bei vadovėliai atskirų dalykų pamokoms, taip pat darnaus vystymo mokymosi ir mokymo vadovas „Švietimas kaitai: darnaus vystymo mokymo ir mokymosi vadovas“ (2013) ir kt.

Priešmokyklinio amžiaus vaikų vartojimo kultūros ugdymui, kaip atsparumo vartotojiškumui sudedamajai daliai, dėmesys skiriamas epizodiškai. *Nacionalinė darnaus vystymosi švietimo 2007–2015 metų programa* numato būtinybę ir galimybes integruoti vartojimo kultūros ugdymą į bendrojo ugdymo programas. Minėtoje programoje nurodoma, kad Pedagogų profesinės raidos centras (dabar Ugdymo plėtotės centras) 2005–2007 m. vykdė darnaus vystymosi kvalifikacijos tobulinimo programas, pvz., *Darnaus vystymosi ikimokyklinio ir pradinio ugdymo mokykloje (2005–2007 metai) programą*, kuriomis buvo siekiama sudaryti pedagogams galimybę įgyti naujų kompetencijų – tobulinti gebėjimus taikyti darnaus vystymosi mokykloje ir darželyje patirtį. Šiuo metu vartojimo kultūros ugdymas ikimokyklinėse įstaigose decentralizuotas – kiekviena įstaiga pati sprendžia, kiek šis kultūros ugdymas aktualus jų ugdytiniams. Taigi atsparumo vartotojiškumui ugdymo(si) problema nėra aktualizuojama, į vaikų atsparumo vartotojiškumui ugdymą visuomenė, ugdymo institucijos, šeima ir patys priešmokyklinio amžiaus vaikai retai įtraukiami; vaiko, kaip kritiškai mąstančio, kompetentingo reklamos vartotojo, ugdymui(si) stokojama naujų ugdymo technologijų, neišnaudojamas edukacinis potencialas, pasigendama praktinių rekomendacijų, susijusių su vaikų atsparumo vartotojiškumui ugdymu.

Mokslininkų (Kline, 1993; Beasley, Danesi, 2002; Rumbo, 2002; Linn (Линн), 2006; Babaalioutas, Papadopoulou, 2007 ir kt.) teigimu, vaikų vartotojiškai kultūrai ir vartotojiškam gyvenimo būdai įtaką daro televizija ir ja transliuojama reklama, kuri, konstruodama virtualų pasaulį, socializuoja vaikus, kuria požiūrius, vertybes ir gyvenimą. Taigi, jei marketingo specialistams aktualu vaikus vertinti kaip rinkos dalyvius ir perkančiąją jėgą, edukacine prasme svarbus opozicinis, t. y. atsparumo vartotojiškumui, ugdymas ir ugdymasis bei pedagoginių sąlygų atsparumo vartotojiškumui ugdymuisi numatymas. Jei į vaikus, kaip rinkos dalyvius, žiūrima per vaikų ir prekių ženklų, vaikų ir reklamos, vaikų apsipirkimų bei vaikų ir pinigų santykį, opozicionuojanti priešprieša gali būti tiriamą analizuojant šių santykių raišką ir gilumą priešmokyklinio amžiaus vaikų elgesyje, požiūryje į minėtus aspektus.

Disertaciniame tyrime analizuojama priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) **problema gali būti konkretizuojama šiais klausimais:**

Kokia priešmokyklinio amžiaus vaikų vartojimo patirtis reiškiasi per jų vartotojišką kultūrą?

Kaip tėvų požiūris į vartotojiškumą, pozicija TV reklamos klausimais lemia priešmokyklinio amžiaus vaikų vartotojiškos elgsenos raišką ir atsparumo vartotojiškumui ugdymą(si)?

Kokia yra atsparumo vartotojiškumui ugdymo(si) situacija šeimoje, kokiais metodais ir priemonėmis gali būti ugdomas vaikų atsparumas vartotojiškumui ir kritiškas požiūris į vartotojišką kultūrą?

Kokių pedagoginių sąlygų reikia paisyti, siekiant užtikrinti vaikų atsparumo vartotojiškumui ugdymąsi šeimoje?

Tyrimo objektas – priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymas(is).

Tyrimo hipotezė – priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymui(si) reikšmingos pedagoginės sąlygos gali būti modeliuojamos ištyrus priešmokyklinio amžiaus vaikų vartotojiškos kultūros raišką ir vartojimo patirtį, pasitelkiant vaikų ir tėvų kritinį požiūrį į vartotojiškumą ir vartotojišką kultūrą bei taikant į vaiką orientuotus ugdymo(si) metodus ir priemones.

Tyrimo tikslas – ištirti priešmokyklinio amžiaus vaikų vartojimo patirtį, atsparumo vartotojiškumui ugdymo(si) situaciją šeimoje ir, remiantis kritiniu požiūriu į vartotojišką kultūrą bei žiniomis apie vartotojiškumo reiškinį vaikų kultūroje, atskleisti jų atsparumo vartotojiškumui ugdymo(si) pedagogines sąlygas.

Uždaviniai:

1. Atskleisti ir teoriškai pagrįsti atsparumo vartotojiškumui ugdymo(si) procesą ir reiškinį, analizuojant vartotojiškumo ir vaikų vartotojiškos kultūros raišką bei TV reklamos, kaip vartotojiškumo priežasties ir pasekmės, santykio su vaiko patyrimu problematiką.
2. Pasitelkiant kritinį požiūrį į šiuolaikinę vartotojišką kultūrą, išryškinti vaiko vartojimo kultūros tapsmo ypatybes, identifikuojant galimybes ugdyti atsparumą šiai kultūrai priešmokykliniame amžiuje.
3. Atskleisti priešmokyklinio amžiaus vaikų vartojimo patirtį, besireiškiančią per vartotojišką kultūrą; nustatyti galimos TV reklamos įtakos vaikui požymius bei vaikų atsparumo vartotojiškumui ugdymo(si) galimybes ir pavojus šeimoje ir (ar) ugdymo institucijoje.
4. Atskleisti priešmokyklinio amžiaus vaikų ir tėvų vartotojiškos elgsenos raišką kasdienėse (apsipirkimo proceso, finansų naudojimo) situacijose, nustatyti tėvų galimybes ugdyti vaikų kritinį požiūrį į vartotojiškumą, kurį lemia TV reklama ir tėvų vartojimo patirtis.
5. Remiantis atliktų tyrimų rezultatais, numatyti vaikų atsparumo vartotojiškumui ugdymo(si) pedagogines sąlygas.

Disertacinio tyrimo teoriniai ir metodologiniai pagrindai

Tyrimas grindžiamas *tarpdisciplininiu požiūriu* į tyrimo objektą, taikant edukologijos, psichologijos, ekonomikos, sociologijos, filosofijos, komunikacijos ir kitų mokslų žinias bei tų žinių pagrindu sukonstruotus tyrimo instrumentus.

Į vaiką orientuoto (laisvojo) ugdymo paradigma. Į vaiką orientuoto ugdymo tikslas – ugdyti kūrybingas, laisvas, aktyvias, save atskleidžiančias asmenybes, kurioms būdingi kritinio mąstymo, gebėjimo rinktis, sunkumų įveikimo gebėjimai bei kūrybiškumas, rūpinimasis bendruomene, šalimi ir aplinka (Caughlin, Hansen ir kt., 1997). Atsparumo vartotojiškumui ugdymasis šios paradigmos kontekste gali būti įvardijamas kaip vaikų kultūros dalis, sudaranti sąlygas kritinio mąstymo gebėjimų raiškai ir kūrybiškumui. Atsparumo vartotojiškumui ugdymas neatsiejamas ir nuo sąmoningumo skatinimo, vartojimo kultūros ugdymo, tad per atsparumo ugdymą gali būti siekiama įvairių į vaiką orientuoto ugdymo tikslų. Į vaiką orientuoto ugdymo paradigma grindžiama *pragmatizmo*, kaip kritinio mąstymo ugdymo filosofijos, samprata, kada reikšminga vaiko turima ir naujai įgyjama patirtis (Dewey, 2013). Pragmatizmo filosofijos požiūriu ugdymo paskirtis – išmokyti ugdytinį spręsti realias gyvenimo problemas, kur ugdymas suprantamas kaip nuolatinis ugdytinio patirties atnaujinimas jo paties veikloje; dar daugiau – ugdymas suprantamas kaip ugdytinių gyvenimas, o ne jų rengimas būsimam gyvenimui (Bitinas, 2000). Tokiu būdu disertaciniame darbe tiriama vaikų vartotojiškos kultūros raiška per vaikų turimą vartojimo patirtį, žinias apie TV reklamą suponuoja atsparumo vartotojiškumui ugdymąsi kaip gyvenimiškosios patirties inspiruotą nuolatinį ugdymosi procesą.

Teorinės disertacinio tyrimo nuostatos grindžiamos *egzistencializmo filosofija*, akcentuojančia pasirinkimo alternatyvas ir į pirmą vietą iškeliančia žmogaus būties prasmės problematiką. Egzistencializmo pedagoginė koncepcija skatina ugdytoją ir ugdytinį susidomėti esminiais žmogaus būties klausimais, įveikti pasitenkinimą materialine gerove grindžiamu gyvenimu (Bitinas, 2000). Pasirinkimo alternatyvomis disertacinio tyrimo atveju įvardijamos dvasinės ir materialinės vertybės, jas opozicionuojančios priešpriešos, būtent buvimas ir turėjimas. Egzistencialistų požiūriu žmogus (taigi ir vaikas) – laisvas pasirinkti, ugdytojo pareiga – atsižvelgti į vaiko pasaulėjautą ir mokyti pasirinkti sąmoningai, padėti ugdytiniui suprasti savo galimybes ir į jas orientotis. Tokiu būdu aktualizuojamas priešmokyklinio amžiaus vaikų tėvų vaidmuo ugdant atsparumą vartotojiškumui, kai tėvai savo pavyzdžiu, elgesiu ne tik padeda vaikui orientotis prekių ir paslaugų pasaulyje, bet ir leidžia vaikui pačiam siūlyti veiklos ir elgesio būdus bei įgyti savąją patirtį.

Postmodernizmo teorija, postmodernizmą leidžiančia suvokti kaip socialinių, ekonominių, politinių kultūrinių reiškinių visumą, kuri kinta laike ir erdvėje. Vartotojiškumas postmodernizmo teorijoje suprantamas kaip naujas ir specifinis socializacijos būdas (Baudrillard, 2010; Bauman, 2011). Postmodernizmo teorijos plotmėje išvelgiami kultūriniai prieštaravimai – viena vertus, tik gimęs vaikas patenka į jau suformuotą kultūrą, prie kurios jis turi prisitaikyti, kita vertus, vaikas – tai naujos kultūros nešėjas, kuriantis savitą, kitokią kultūrą. Šių prieštaravimų kontekste atsparumas vartotojiškumui vertintinas kaip ne tik atmetantis suaugusiųjų formuojamą vartotojiškomis nuostatomis grindžiamą kultūrą, bet ir kaip būdas naujos kultūros kūrimui, kuriam pasitelkiamas vaikų kritinis mąstymas, kūrybiškumas, kaip „normų ir konvencijų laužymas“ (Fiske, 1998).

Kritinė teorija ir kritinė pedagogika, kurios atstovai (P. McLaren’as, H. A. Giroux, P. Freire) pasisako už naująjį ugdymą, kai ugdomi kritiškai mąstantys asmenys, nesitaikstantys su jokia priespauda, ideologijų ir dogmų primetimu. Vertingomis laikomos ne tik senos tradicijos ir amžinosios vertybės, bet ir visiškai nauji kultūriniai judėjimai, subkultūros, medijų kultūros ir atitinkamos vertybės (Duoblienė, 2011). Teoretikai kelia klausimus apie tai, kaip dominuojančios ideologijos (tyrimo atveju – vartotojiškumas) veikia mūsų suvokimą ir veiksmus socialiniame pasaulyje (Mac Naughton, 2005), o gebėjimas jas demaskuoti, joms priešintis, kritinės teorijos atstovų požiūriu, – pirmas žingsnis išsilaisvinimo link.

Socialinio konstruktyvizmo, kaip vaiko patirties įprasminimo savi-konstruojamomis žiniomis, teorija (Berger, Luckmann, 1999). Socialinio konstruktyvizmo esminiai aspektai apima vaiko vartojimo patirties ir vartotojiškos kultūros turinio prasmių konstravimą, kai vaikas suprantamas kaip kritiškas vartotojiškos kultūros dalyvis, konstruojantis žinias, kurios kartais yra kitokios nei tėvų deklaruojamos žinios.

Atliekant priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) tyrimą taikyta **mišrių metodų prieiga** (Cresweel, 2009; Teddlie, Tashakkori, 2009), lygiagrečiai derinant kokybinius ir kiekybinius tyrimo duomenų rinkimo ir analizės metodus. Kiekybiniai tyrimai padeda atskleisti objekto esminius požymius, jo funkcionavimo veiksmus. Kokybinių tyrimų paskirtis – ne verifikuoti jau suformuluotus teiginius apie socialinę tikrovę, o išsamiai pažinti ir aprašyti pasirinktą pažinimo objektą (Bitinas, Rupšienė, Žydzūnaitė, 2008; Bitinas, 2006; Tidikis, 2003), t. y. vartotojiškumo reiškinį ir vaikų atsparumo vartotojiškumui ugdymosi galimybes.

Tyrimo metodai

Teoriniai metodai. Pedagoginės, psichologinės, filosofinės, sociologinės, tyrimų metodologinės ir kt. literatūros šaltinių pasirinktu tyrimo aspektu studijavimas, analizė, lyginimas, apibendrinimas, leidęs identifikuoti priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ir atsparumui ugdymosi ir pedagoginių sąlygų definicijas bei pagrįsti tyrimo metodologiją ir ją atitinkančių tyrimo metodų pasirinkimą.

Duomenų rinkimo metodai. Siekiant nuodugniau ir plačiau suvokti tiriamąjį reiškinį, taikytas kokybinių (literatūros analizė, TV reklamos turinio analizė, pokalbis su vaiku naudojant nebaigtą teminį piešinį, pokalbis su vaiku apie TV reklamą) ir kiekybinių (klausimynas tėvams) tyrimo metodų derinimo principas.

Duomenų analizės metodai

Kokybinis tyrimas. Atlikta TV reklamos turinio analizė; pokalbių su vaikais tekstų turinio analizė, kuria išskirti prasminiai vienetai, leidžiantys suprasti, kaip analizuojamą reiškinį supranta patys tiriamieji. Tyrėjo vaidmuo – interpretuoti, apibendrinti ir moksliniais terminais įvardyti tiriamųjų išsakytas mintis. Šalia pateikiama empirinė medžiaga (būdingesni pavyzdžiai), kad duomenis interpretuoti galėtų ir skaitytojas.

Kiekybinis tyrimas. Empirinių duomenų analizei naudotos statistinių duomenų apdorojimo programos *SPSS 19.0 for Windows* (skirta faktorinei analizei atlikti, analizuojamų reiškinų tarpusavio ryšiams ir priklausomybei išskirti) bei *Microsoft Excel*. Taip pat atlikta kokybinė turinio analizė (analizuojant respondentų atsakymus į atvirus klausimyno klausimus).

Ginamieji disertacijos teiginiai

- Šiuolaikinėje postmodernioje visuomenėje egzistuojančioje vaikų vartotojiškoje kultūroje vaikas suprantamas ne tik kaip būsimasis, bet ir kaip dabar jau esantis visavertis ir reikšmingas vartotojas. Iš kitos pusės, aktualizuojama ir vartotojiškumo kaip gyvenimo būdo opozicija, kada vaikas suvokiamas ne tik kaip vartotojiškos kultūros atstovas, bet ir kaip sąmoningas, atsakingas, besiuogdantis vartojimo kultūrą, atsparus vartotojiškumui, todėl ne tik vartojantis, bet ir kuriantis kultūrą individas.
- Vaiko vartotojiškai kultūrai būdingas materialusis aspektas, turėtojiškos nuostatos. Vaikai siekia turėti daug daiktų, neatsižvelgdami į jų vartojimo prasmingumą. Jiems svarbus ne pats daikto įsigijimas, bet apsipirkimo procesas, kuriame ryškus pažinimo elementas.
- Priešmokyklinio amžiaus vaikų vertybių formuotojai esti tėvai, bendraamžiai ir žiniasklaida. Viena pagrindinių vartotojiškos kultūros skleidėjų ir materialinių vertybių propaguotojų vaikams yra reklama.

Viena vertus, reklama gali būti suprantama kaip informacijos vaikams teikėja, patraukliu būdu suteikianti informacijos apie produktus, prekių ženklus. Kita vertus, TV reklamoje slypi daug pavojų, kada pateikdama suformuotus vaizdinius ji atima iš vaikų galimybę patirti pažinimo džiaugsmą, atrasti daiktų pasaulį jais eksperimentuojant, tyrinėjant ir kuriant.

- Priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymosi konstruktas yra daugiaprasmiškas, apimantis socialinį, kultūrinį, politinį kontekstą ir edukacinį reikšmingumą. Vaikų atsparumas vartotojiškumui gali būti nuosekliai ugdomas paisant ugdytojų (tėvų) taikomų pedagoginių sąlygų, kurios suprantamos kaip aplinkybių, leidžiančių ugdyti atsparumą vartotojiškumui, visuma. Pedagoginių sąlygų išskyrimas apima vaiko žinių ir patirties rekonstravimą vertybių interiorizavimo prasme nuo materialinių vertybių pereinant prie dvasinių, nuo daiktų turėjimo prie buvimo kartu prasmingumo, nuo vaiko, kaip pasyvaus vartotojo, prie vaiko, kaip aktyvaus visuomenės gyvenimo dalyvio ir naujos kultūros kūrėjo.

Disertacijos rengimo etapai

Disertacinio tyrimo dizainas pateikiamas 4 paveiksle.

I etapas. Mokslinės literatūros analizė (2010 m. sausio – 2012 m. gruodžio mėn.), nuolat pildoma, atsižvelgiant į vėlesniuose tyrimo etapuose gautų empirinio tyrimo duomenų sąsajas su teorine dalimi.

II etapas. Empirinis tyrimas. Renkant ir analizuojant duomenis taikyta mišrių metodų strategija:

- **Kokybinis tyrimas.** Lietuvos televizijų kanalų rodomos **TV reklamos turinio analizė** (2012 m. balandžio – gegužės mėn.), skirta atskleisti TV reklama formuojamam vaiko ir šeimos įvaizdžiui bei išskirti galimai TV reklamos įtakai vartotojiškumui. TV reklamos turinio analizė leido identifikuoti pokalbių su priešmokyklinio amžiaus vaikais, naudojant nebaigtą teminį piešinį „Vaikas parduotuvėje“, kontekstą ir interpretuoti tėvų apklausos rezultatus. Remiantis šio tyrimo etapo rezultatais, atrinkta medžiaga trečiajam empirinio tyrimo etapui.
- **Kokybinis tyrimas. Pokalbis su vaiku, naudojant nebaigtą teminį piešinį „Vaikas parduotuvėje“** (2012 m. gegužės mėn.), skirtas atskleisti priešmokyklinio amžiaus vaikų vartojimo patirčiai, išskirti galimiems TV reklamos įtakos vaikui požymiams bei parodyti vaikų atsparumo vartotojiškumui ugdymo(si) situacijai šeimoje ir (ar) ugdymo institucijoje. Tyrimo duomenys taip pat padėjo identifikuoti priešmokyklinio amžiaus vaikų (šeimos narių) vertybines orientacijas. Remiantis pokalbio su vaiku turiniu atskleista vaiko vartojimo patirtis,

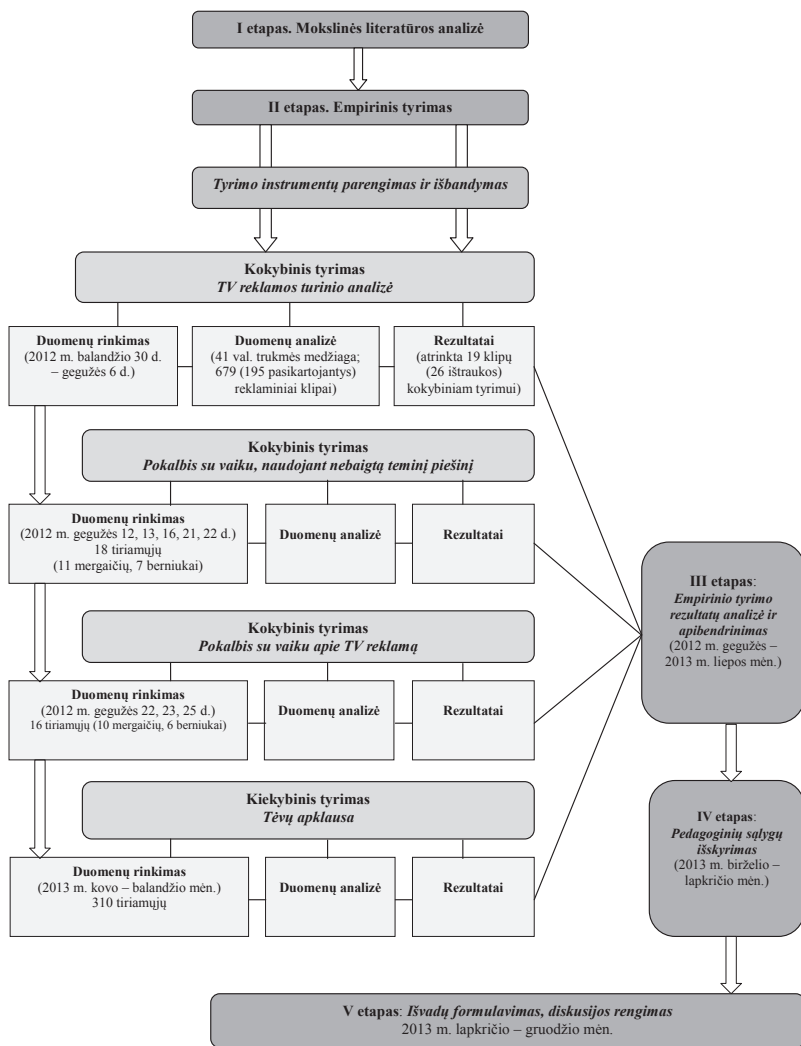
kurią jis įgyja iš aplinkos, kurioje gyvena ir veikia, taip pat nuostatos į vartotojiškumą, prekių įsigijimą ir kt.

- **Kokybinis tyrimas.** *Pokalbis su vaiku apie TV reklamą* (2012 m. gegužės mėn.), skirtas atskleisti priešmokyklinio amžiaus vaikų nuostatoms TV reklamos atžvilgiu bei atsparumo vartotojiškumui ugdymo(si) galimybėms šeimoje ir (ar) ugdymo institucijoje.
- **Kiekybinis tyrimas.** *Priešmokyklinio amžiaus vaikų tėvų apklausa* (2013 m. kovo–balandžio mėn.), skirta atskleisti priešmokyklinio amžiaus vaikų ir tėvų vartojimo elgsenos raiškai kasdienėse situacijose, tėvų požiūriui į vartotojiškumą ir TV reklamą, tėvų patirčiai ugdati vaikų atsparumą vartotojiškumui bei pedagoginio tėvų švietimo realijoms ir galimybėms.

III etapas. *Empirinio tyrimo rezultatų analizė ir apibendrinimas* (2012 m. gegužės – 2013 m. liepos mėn.).

IV etapas. *Tyrimu grįstų pedagoginių sąlygų išskyrimas* (2013 m. birželio – lapkričio mėn.).

V etapas. *Išvadų formulavimas, diskusijos rengimas* (2013 m. lapkričio – gruodžio mėn.).



4 pav. *Disertacinio tyrimo dizainas*

Teorinis naujumas ir praktinis reikšmingumas

Disertacijoje apibrėžti vaikų vartotojiškos kultūros, vaikų kaip vartotojų elgsenos konstruktai, išryškintos jų, kaip fenomenų, raiškos sociokultūrinės, edukacinės sąlygos, vartotojiškos kultūros grėsmės ir galimybės vaikams kaip vartotojų grupei. Pasitelkus kritinį požiūrį į vartotojiškumo reiškinių parodoma, kaip naujų žinių pagrindu ugdytojas gali pažinti vaikų

vartojimo patirtį, kuo toji patirtis vaikui reikšminga ir ką būtų galima keisti ugdomojoje veikloje taikant bendradarbiavimo su vaikais praktikas. Disertaciniame darbe pirmą kartą tiriama vaikų atsparumo vartotojiškumui ugdymo(si) situacija šeimoje, kuri atskleidžiama tiriamaisiais pasirenkant priešmokyklinio amžiaus vaikus kaip visaverčius vartojimo kultūros dalyvius, išryškintos jų ir priešmokyklinio amžiaus vaikų tėvų vartotojiškos elgsenos ypatybės.

Darbe išanalizuotos TV reklamos keliamos grėsmės ir jos suteikiamos galimybės vaikų atsparumo vartotojiškumui ugdymuisi. Parodyta, kaip, atskleidus vaikų vartotojiškos kultūros raišką per vaikų turimą patirtį ir žinias apie TV reklamą, apsipirkimus, finansus, galima naujai įtvirtinti edukacinį prasmingumą ir atrasti pedagogines sąlygas, reikšmingas vaikų atsparumo vartotojiškumui ugdymuisi. Kaip disertacinio tyrimo rezultatas, papildantis ugdymo praktiką, gali būti pristatomas tyrimo rezultatais grįstų pedagoginių sąlygų, skirtų vaikų atsparumui vartotojiškumui ugdyti, struktūrinis modelis.

Disertaciniame darbe plėtojamos šiuolaikinės vaikų kultūros fenomenų, fenomenu įvardijant tam tikrą vaikystės kultūros reiškinį, tyrimo tradicijos Lietuvoje, kada kiekvienas tiriamas vaikų kultūros fenomenas (disertacijos atveju – *vaikų vartotojiška kultūra* ir *vaikų atsparumas vartotojiškumui*) analizuojamas kaip turintis edukacinį prasmingumą ir potencialą. Atliktas priešmokyklinio amžiaus vaikų atsparumo ugdymo(si) vartotojiškumui tyrimas praplečia Šiaulių universiteto mokslininkų (doktorantų) atliekamų vaikų kultūros fenomenų, tokių kaip *Vaikų kompiuterinė kultūra* (Šaparnytė [Masiliauskienė], 2007), *Vaiko ir paauglio privatus interjeras, kaip žmonijos dvasinės ir materialinės kultūros atspindys* (Plungė, 2010), *Vaikų savaiminio mokymosi kultūra* (Rūdytė, 2011), *Vaikų laisvalaikio kultūra* (Šiaučiulienė, 2011), tyrimų lauką ir vaikų kultūros edukacinių kokybinių tyrimų metodologijos taikymo tradicijas Lietuvoje.

Tyrimas ir jo rezultatai reikšmingi ugdymo mokslui, kadangi išryškina vaikų kultūros aspektus, vaiko vartotojiška kultūra, kaip daranti įtaką edukaciniam kontekstui, analizuota pasitelkiant vaiko požiūrio į reklamą ir apsipirkimo patirties tyrimus. Tyrime atskleidžiamos vaikų ir tėvų vertybinės nuostatos, realūs poreikiai ir atsparumo ugdymo galimybės.

Praktinio pritaikomumo prasme aktualūs tyrimo rezultatai, kurie liudija priešmokyklinio amžiaus vaikų vartotojiškos kultūros raišką. Tai leidžia ugdytojams (visų pirma – tėvams) suprasti vaikų kultūros prasmingumą ir atsparumo vartotojiškumui ugdymosi reikšmingumą, kuris kryptingai pristatytas įvairiais sklaidos metodais (žr. tyrimo rezultatų aprobavimo skiltį). Praktinį disertacinio tyrimo reikšmingumą rodo tyrimu grįstų vaikų atsparumo vartotojiškumui ugdymo(si) šeimoje pedagoginių

sąlygų, sudarančių galimybę ugdytojams siekti vaikų atsparumo vartotojiškumui ugdymo(si) rezultato, išskyrimas ir pritaikomumas.

Tyrimo rezultatai gali būti panaudoti tobulinant ugdymo procesą, kada būtų sujungiamos vaiko turimos galios ir ugdytojų keičiamos nuostatos. Tyrimo rezultatų sklaida aktuali ne tik mokslininkų bendruomenei, bet ir praktikams. Tyrimo rezultatai gali būti panaudoti šviečiamiesiems straipsniams rengti bei konsultacinio pobūdžio užsiėmimams, skirtiems ikimokyklinio ir priešmokyklinio amžiaus vaikų ugdytojų pedagoginiam kompetentingumui gerinti, organizuoti.

Tyrimo medžiaga taip pat gali būti panaudota pedagoginiam tėvų švietimui bei rengiant vaikų atsparumo vartotojiškumui, kritiško požiūrio į TV reklamą ugdymo programas. Tyrimo rezultatai įgalina padėti vaikui įgyti tokios socialinės ir kultūrinės patirties, kuri leistų jam tapti atspariu vartotojiškos kultūros įtakoms, atsakingu už save ir kitus, savarankišku, laisvu individu, gebančiu pasirinkti ir daryti sprendimus.

Disertacinio darbo struktūra ir apimtis. Disertaciją sudaro įvadas, trys dalys: *pirmoji* apima priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) teorinį kontekstualizavimą, *antrojoje* dalyje pateikta priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) tyrimo metodologija ir metodai, *trečiojoje* dalyje analizuojami priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) tyrimo rezultatai ir jų pagrindu išskirtos vaikų atsparumo ugdymui(si) reikšmingos pedagoginės sąlygos. Pateikiamos išvados, diskusija, literatūros sąrašas, priedai.

Disertacijoje pateiktos 39 lentelės (iš jų 30 disertacijoje, 9 prieduose) ir 11 paveikslų (iš jų 9 disertacijoje, 2 prieduose). Bendra disertacijos apimtis: puslapių (be priedų). Prieduose (kompaktinėje plokštelėje) pateikiami tyrimo instrumentų pavyzdžiai, lentelėse pateikiami atliktos kokybinės analizės duomenys ir kiekybinių tyrimo duomenų statistinių skaičiavimų rezultatai. Literatūros sąrašė 196 šaltiniai.

DISERTACIJOS TURINYS

IVADAS

1. PRIEŠMOKYKLINIO AMŽIAUS VAIKŲ ATSPARUMO VARTOTOJIŠKUMUI UGDYMO(SI) TEORINIS KONTEKSTUALIZAVIMAS

- 1.1. Vartotojiškumo ir vaikų vartotojiškos kultūros samprata
 - 1.1.1. Vartojimo ir vartotojiškumo raiška XXI amžiuje
 - 1.1.2. Vaiko santykis su TV reklama
 - 1.1.3. Vaikų vartotojiškos kultūros raiška
- 1.2. Atsparumo vartotojiškumui sampratos kontekstualizavimas ir ugdymo(si) galimybės šeimoje
 - 1.2.1. Atsparumo vartotojiškumui sampratos daugiaprasmiškumas
 - 1.2.2. Kritinės teorijos idėjos, kaip atsparumo vartotojiškumui ugdymo(si) pedagoginis pagrindas

2. PRIEŠMOKYKLINIO AMŽIAUS VAIKŲ ATSPARUMO VARTOTOJIŠKUMUI UGDYMO(SI) TYRIMO METODOLOGIJA IR METODAI

- 2.1. Bendroji priešmokyklinio amžiaus vaikų atsparumo vartotojiškumui ugdymo(si) tyrimo koncepcija ir tyrimo organizavimas
- 2.2. Kokybinio ir kiekybinio tyrimų metodika
 - 2.2.1. TV reklamos turinio analizės metodika
 - 2.2.2. Kokybinio tyrimo (pokalbio su vaiku, naudojant nebaigtą teminį piešinį „Vaikas parduotuvėje“) metodika
 - 2.2.3. Kokybinio tyrimo (pokalbio su vaiku apie TV reklamą) metodika
 - 2.2.4. Kiekybinio tyrimo (tėvų apklausos) metodika
- 2.3. Tyrimo etika

3. PRIEŠMOKYKLINIO AMŽIAUS VAIKŲ ATSPARUMO VARTOTOJIŠKUMUI UGDYMO(SI) EMPIRINIS TYRIMAS

- 3.1. TV reklama formuojamas vaiko ir šeimos įvaizdis bei įtakos vartotojiškumui aspektai
- 3.2. Vaikų kaip vartotojų patirtis, TV reklamos įtaka vaikų vartotojiškai elgsenai
- 3.3. Vaikų nuostatų TV reklamos atžvilgiu formavimasis, kaip atsparumo vartotojiškumui ugdymosi galimybė
- 3.4. Vaikų ir tėvų vartojimo elgsenos raiška, vaikų atsparumo vartotojiškumui ugdymo patirtis šeimoje
- 3.5. Tyrimu grįstų vaikų atsparumo vartotojiškumui ugdymo(si) pedagoginių sąlygų sistemos modeliavimas

IŠVADOS

DISKUSIJA

LITERATŪRA

PRIEDAI (kompaktinėje plokštelėje)

IŠVADOS

1. Vaikų atsparumo vartotojiškumui ugdymo(si) kontekstą sudaro materializma įtvirtinančios vartotojiškos kultūros raiškos ir įtakos šiuolaikiniam vaikui aspektai bei vartotojiškumo problema. Vaikų vartotojiška kultūra – mažai tyrinėta šiuolaikinės kultūros dalis; empirinių vartotojiškos kultūros tyrimų temos apima moralinį susirūpinimą dėl prekybos, nukreiptos į vaikus, intensyvumo ir kovos su ja priemonių paiešką, neigiamo reklamos poveikio vaikams tyrimus. Tuo tarpu vaikų vartotojiškos kultūros pažinimas, vaikų vartojimo patirties tyrimų rezultatų edukacinis prasingumas aktualizuojamas rečiau.
2. Šiuolaikiniai vaikai įvardijami kaip imlūs technologijoms, nepriklausomi nuo suaugusiųjų naujos kultūros kūrėjai. Kintantis vaiko vaidmuo ir įtakų kontekstai, kai vaikai suprantami kaip reikšmingi vartotojai ir nebelaikomi vartotojiškos kultūros pašaliečiais, lemia, jog viena vertus, jie atstovauja tai kultūrai ir kuria naują vaikų vartotojišką kultūrą, kita vertus, jie suprantami kaip galintys būti atsparūs tos kultūros įtakoms, taigi sąmoningi, atsakingi, laisvi individai.
3. Į vartotojiškumą žvelgiant kaip į visuomenėje vyraujančią ideologiją, remiantis kritine teorija akcentuojamas priešininimasis arba atsparumas jam ir kitoms vartotojiškos kultūros įtakoms. Atsparumo vartotojiškumui ugdymosi konstruktas daugiaprasmiškas, apimantis socialinį, kultūrinį, politinį kontekstą ir edukacinį reikšmingumą. Atsparumo vartotojiškumui ugdymas(is) – nuolat vykstantis procesas, savo turiniu apimantis vartojimo kultūros, finansinio raštingumo, savarankiškumo, atsakomybės prieš save ir kitus ugdymą. Šiame ugdymo(si) procese aktualizuojamas kritinis mąstymas, nuostatų ir vertybių formavimas, sąmoningumo iniciatyvų palaikymas.
4. Vaikai, dalyvaudami socialiniame gyvenime, siekia patirti kūrybos ir pažinimo džiaugsmą. Vartotojiškoje kultūroje pažinimo džiaugsmą vaikai gali išgyventi apsipirkimo proceso metu arba stebėdami reklamą. Reklama, kaip vartotojiškumo priežastis ir pasekmė, viena vertus, gali būti apibūdinama kaip teikianti vaikams pažinimo galimybes, kuriomis galima įvardyti reklama perteikiamą informaciją, kuri patraukliu būdu suteikia žinių apie reklamuojamus produktus, prekių ženklus. Be to, reklama – pokalbių su bendraamžiais ir suaugusiais tema. Kita vertus, reklama gali būti pavojinga vaikams. Grėsminga gali būti įvardijama tokia reklama, kuri, pateikdama iš anksto paruoštus vaizdinius, atima iš vaikų pažinimo džiaugsmą. Grėsminga reklama gali būti ir tiesiogiai, kai rodomais vaizdais ir (arba) reklamuojamais produktais, kurių geidžia vaikai, ji daro žalą vaikų psichinei ir fizinei sveikatai.

5. Priešmokyklinio amžiaus vaikų vartojimo patirtis vartotojiškoje kultūroje gali būti tiriama iš vaiko perspektyvos vaikams patraukliais, įtraukiančiais būdais – piešiant, vartant paveikslų knygas, kalbant. Disertacinio tyrimo atveju taikyti kokybiniai (pokalbio su vaiku, naudojant nebaigtą teminį piešinį bei pokalbio su vaiku apie TV reklamas, studijuojant reklamos ištraukas) metodai. Tyrime dalyvavusių **vaikų vartojimo patirtis išreiškiama** vaikų turimų su vartojimu ir vartotojiškumu susijusių **žinių turiniu**, kuris apima tokias vartotojiškos kultūros sritis kaip *prekybos centrų kultūra* (vaikų žinios apie prekybos vietas ir lankymąsi jose, apsipirkimo patirtį, vaikų žinios apie prekių asortimentą, prekių ženklus, kuriuos vaikai geba ne tik įvardyti, bet ir pavaizduoti), *reklama* (vaikų žinios apie reklamos paskirtį ir tikslą, žinios apie dažnai reklamuojamus prekių ženklus; reklama šiame kontekste suprantama kaip informacijos apie prekes ir paslaugas teikėja, preferencijų formuotoja). Vaikų vartojimo patirtis matoma ir per **vaikų kaip vartotojų elgsenos raišką** (apsipirkimo būdai, kai apsipirkama savarankiškai arba kartu su suaugusiuoju, dažniausiai su mama) bei įžvelgiant **informacijos apie prekes ir paslaugas teikėjų** (bendraamžių, šeimos narių, žiniasklaidos) vaikams formuojamų **elgsenos modelių** reikšmingumą, pvz., lyties aspektu, kai mergaitėms apsipirkimo patirtis formuoja suaugusios moterys, berniukams analogiškai svarbus suaugusių vyrų bei bendraamžių berniukų pavyzdys.
6. Vaikų vartotojiškos elgsenos raišką iš dalies lemia **tėvų pozicija TV reklamos atžvilgiu**. Reklama nėra dažna vaikų ir suaugusiųjų pokalbių dalis, nors ji vaikus veikia, daro jiems įtaką. Kokybinio ir kiekybinio tyrimo rezultatų analizė leido išskirti galimus **TV reklamos poveikio vaikui požymius**. Vienas iš jų – tyrimo metu išryškėję **reklamuojamų produktų prašymai**. Tėvų apklausos rezultatų analizė parodė, kad reklamuojamų produktų priešmokyklinio amžiaus vaikai dažniausiai prašo naudodami lygiavimosi su kitais taktiką, kai reklamuojamų produktų vaikas prašo remdamasis argumentu, kad „...visi kiti vaikai tai jau turi“. Dar vienas iš galimų TV reklamos poveikio vaikui požymių – pokalbio su tyrėja metu išreikštas **pageidavimas įsigyti arba paragauti TV reklamoje rodomą produktą** bei **pažodinis matytų reklamų turinio (kai kuriais atvejais ir tekstu) atkartojimas**. Pokalbių su vaikais apie reklamą turinio analizė leido išskirti labiausiai **įsimintinų TV reklamų bendruosius požymius**. Tai – dažnai per televizorių rodomos žinomos, Lietuvoje įsitvirtinusių prekių ženklų produktų reklamos; **linksmo siužeto** arba tos reklamos, kurių **siužetas priartintas prie gyvenimo realijų, įsimintinų datų ar švenčių**. Be to, kad reklama patrauktų vaikų dėmesį, **reklamuojama prekė turi būti arba skirta šeimai**

ar vaikui, arba pati reklama turi būti animuota (pats produktas gali nebūti skirtas vaikams); jose turi būti *reklamuojami jau išbandyti arba norimi išbandyti produktai*. Ugdytojai, turėdami žinių apie vaikams įsimintinas, tikėtina, ir poveikį darančias reklamas, gali šias žinias panaudoti modeliuodami atsparumo vartotojiškumui ugdymosi procesą, nes turimos žinios leistų ugdytojams suprasti tą vartotojišką kultūrą, kurią vaikai išgyvena tuo metu.

7. Tėvų požiūris į vartotojiškumą ir jų, kaip vartotojų, elgsena lemia priešmokyklinio amžiaus **vaikų vartotojiškos elgsenos raišką ir atsparumo vartotojiškumui ugdymą(si)**:
 - a) *Vaikų turėtojiškos nuostatos išreiškiamos per vaikų prašymų turinį, kada vaikai dažnai prašo jiems reikšmingų, jų subkultūrą atspindinčių prekių, būtent žaislų, žaidimų, maisto ir gėrimų, taip pat pramogų. Tikėtina, kad tokį vaikų prašymų pasiskirstymą lemia minėtų produktų reklamų strategija, kai reklaminiai klipai būna orientuoti į vaikų kaip vartotojų grupę ir juose naudojamas vaiko įvaizdis.*
 - b) Priešmokyklinio amžiaus vaikų elgesiui įtaką daro suaugusiųjų elgesys. Suaugusieji, kurie *apsipirkdami kartu su vaiku* naudoja apsipirkimo būdus, kai prekės pasirenkamos pagal iš anksto sudarytą sąrašą, vengia spontaniškų pirkinių, rečiau sulaukia vaikų prašymų nupirkti jiems reikšmingų prekių arba prekių, matytų reklamoje, nei tie, kurie perka be išankstinių nuostatų, spontaniškai.
 - c) Vaikų atsparumo vartotojiškumui ugdymas šeimoje apima *suaugusiojo ir vaikų pokalbius, šeimos biudžeto planavimą, įtraukiant vaikus, asmeninį suaugusiojo pavyzdį*. Kiti vaikų atsparumo vartotojiškumui ugdymo būdai, kuriuos nurodo tėvai, yra šie: *dažnesnis bendravimas su vaiku, būdų, geriausiai tinkančių vaikui ir padedančių ugdyti vaikų atsparumą vartotojiškumui, paieška, dvasinių vertybių ugdymas, ribų vaikams nustatymas*.
 - d) Viena vaikų atsparumo vartotojiškumui sudedamųjų dalių įvardijamas *gebėjimas tinkamai naudotis turimais finansais*. Finansinio raštingumo ugdymas šeimoje dažniausiai vyksta per pokalbius. Kalbėdami su vaikais apie finansus, tėvai aptaria tokias temas, kurios suprantamos priešmokyklinio amžiaus vaikui (pinigų uždirbimo ir vertės klausimai, prekių ir paslaugų kokybės bei kainos ir kokybės santykio klausimai, būtinos išlaidos ir jų pagrindimas, taupymas, saugojimas ir pan.). Minėtomis temomis kalbėti yra tikslinga tiek ugdant vaikų finansinį raštingumą, tiek ugdant vaikus, kaip atsakingus vartotojus.
 - e) Didžiausia **atsakomybė ugdant vaikų atsparumą vartotojiškumui tenka šeimai**. Ugdymo institucija šiame procese gali atlikti pagalbininko vaidmenį. Vaikų **atsparumo vartotojiškumui ugdymas darželyje**

(mokykloje), tėvų požiūriu, gali apimti: ugdomąją veiklą (žaidimus ar kitas žaidybines veiklas, pokalbius su vaikais, finansinio raštingumo užsiėmimus), vaikų kūrybiškumo ugdymą, pedagogo išreiškiamą poziciją vartotojiškumo klausimais, bendradarbiavimą su ugdytinių šeima (tėvais).

- 9) Tyrime dalyvavę tėvai teikė *siūlymus televizijų vadovams ir TV tinklelio sudarytojams dėl TV reklamos, orientuotos į vaikus*. Šie siūlymai apėmė ugdomųjų laidų vaikams kiekio didinimą, didesnio dėmesio socialinei reklamai arba komercinės reklamos edukaciniam turiniui skyrimą, reklamos mažinimą vaikams skirtų laidų metu, reklamos tarp animacinių filmų atsisakymą, atskiro laiko arba kanalo reklamai sukūrimą.
8. Vaikų atsparumas vartotojiškumui gali būti nuosekliai ugdomas paisant tam tikrų ugdytojų (tėvų) taikomų pedagoginių sąlygų, kurios suprantamos kaip aplinkybių, leidžiančių ugdyti atsparumą vartotojiškumui, visuma. Priešmokyklinio amžiaus vaikų vartojimo patirties, besireiškiančios per vartotojišką kultūrą, tyrimas leido išskirti *vaikų atsparumo vartotojiškumui ugdymo(si) pedagogines sąlygas*. Šių sąlygų išskyrimas apėmė *vaiko žinių ir patirties rekonstravimą vertybių interiorizavimo prasme* nuo materialinių vertybių pereinant prie dvasinių, nuo daiktų turėjimo prie buvimo kartu prasmingumo, nuo vaiko, kaip pasyvaus vartotojo, prie vaiko, kaip aktyvaus visuomenės gyvenimo dalyvio ir naujos kultūros kūrėjo. Šiame kontekste reikšminga pedagogine sąlyga įvardijamas *vaiko vaidmuo atsparumo vartotojiškumui ugdymosi procese*. Būtent vaikas, jo turimos žinios ir patirtis, susiformavusios vertybės leidžia ugdytojui modeliuoti tokį ugdymo procesą, kuris atlieptų į vaiką orientuoto ugdymo paradigmą, kai *vaikui parenkami individualūs metodai ir priemonės, o ugdymas vyksta siekiant geriausių vaiko interesų užtikrinimo*. Dar viena pedagogine sąlyga gali būti įvardijamas *galimų pavojų, priežasčių ir veiksmų, darančių neigiamą įtaką vaikų socializacijai, išskyrimas vartotojiškumo aspektu*, kai vartotojiškumas vertinamas kaip neigiamas aspektas, kuriam reikia atsispirti. Atsparumo vartotojiškumui ugdymosi procese aktualizuojamas *palankaus mikroklimato kūrimas, tėvų, ugdymo įstaigos, žiniasklaidos, bendruomenės tarpusavio parama ir pagalba vaikų atsparumo vartotojiškumui ugdymo klausimais*.
9. Pedagoginių sąlygų numatymas leido suformuoti *praktines rekomendacijas ugdytojams*. Apie TV reklamą, kaip vartotojiškumo priežastį ir pasekmę, su vaikais būtina ne tik kalbėti, bet ir žiūrėti ją kartu su vaiku, diskutuoti apie reklamos tikslus vaikui prašant reklamuojamų produktų. Nuolatiniai tėvų draudimai (nežiūrėti, nepirkti reklamuojamų

produktų) teigiamo rezultato neduos, priešingai – vaikams gali kilti sunkumų bendraujant su bendraamžiais, tačiau kritiško požiūrio ugdymas, mokymas vaiko pasirinkti, pasverti visus „už“ ir „prieš“, tinkamų sąlygų tam sudarymas yra svarbus ir reikšmingas patiems vaikams, juolab kad per savo įgytą patirtį jie daug ko išmoksta. Patys tyrime dalyvavę vaikai geba atrasti problemų sprendimo kelius, kai su tėvais ieško kompromisų dėl norimo įsigyti daikto ar pramogos. Akcentuotina ir tai, kad daug kalbėdami, bet patys elgdami priešingai tėvai teigiamo rezultato nepasieks. Norint, kad vaikas būtų atsparus vartotojiškumui, kartu esantis suaugusysis turi pasižymėti panašiomis savybėmis ir vertybių sistema.

DISKUSIJA

Disertaciniame darbe analizuojamos šiuolaikiniam žmogui (taigi ir vaikui) išskylančios pasirinkimo alternatyvos, būtent dvasinės ir materialinės vertybės bei jas opozicionuojančios priešpriešos – buvimas ir turėjimas. Disertacijos autorė, laikydama egzistencialistų ir kritinės pedagogikos šalininkų išsakomos laisvės perspektyvos bei priešinimosi dominuojantiems diskursams (disertacijos atveju – vartotojiškumui) idėjas, akcentuoja vaikų atsparumo vartotojiškumui ugdymosi svarbą jau priešmokykliniame amžiuje. Taigi disertacijoje aptariamas vaikų atsparumo vartotojiškumui reiškinys, suprantamas kaip turintis edukacinį prasingumą ir potencialą. Toks autorės pasirinkimas gali sukelti šiuolaikinės vartotojiškos kultūros tyrėjų abejonių, kadangi priešinimasis duotybei tam tikra prasme taip pat yra ideologinis, be to, vartojimas šiandieninėje visuomenėje įvardijamas kaip gyvenimo variklis. Vis dėlto darbo autorė laikosi pozicijos, kad gyventi vartojimo ir vartotojų visuomenėje įmanoma ir nesilaikant vartotojiškumo ideologijos, kadangi galima rinktis nevartojimo kelią (kas mažai tikėtina) bei vartojimo kokybės kaitą. Taip būtų išlaikomos „lygiosios“ tarp ekonominių svertų, leidžiančių funkcionuoti pasauliui, ir moralinio, dvasinio, ekologinio požiūrio į supantį pasaulį šalininkų palaikomų pozicijų. Atkreipiant dėmesį į tai, kad šiandieninis vartojimas tapo besaikis ir nesveikas, autorė palaiko E. Fromo nuostatą, kad „sveikai vartosime tik tuo atveju, jei vis daugiau žmonių norės pakeisti savo vartojimo stereotipus bei gyvenimo stilių“.

Vartotojiškumas ir reklama darbe aptariami kaip papildantys vienas kitą. Tyrimo metu stebėtose TV reklamose dažnai pasitelkiamas tradicinės šeimos vaizdavimo modelis, vaiko „neatskiriant“ nuo šeimos. Toks vaiko vaizdavimas reklamoje atliepia D. Kabašinskaitės (2002) išryškintą vaiko ir vaikystės *familializavimo* sampratą. Analizuotose TV reklamose ryškus lyties aspektas, atlikto tyrimo rezultatai sutampa su kitų mokslin-

ninkų (Swallow, 1997; Larson, 2001; Lloyd-Davis, 2002; Giddens, 2005; Tereškinas, 2007 ir kt.) darbuose išryškintomis idėjomis. Pokalbio su vaikais metu, kai vaikai piešdavo nebaigtą teminį piešinį, taip pat išryškėjo lyties aspektas, kai į mergaičių auditoriją orientuotus žaislus dažniau piešė mergaitės, į berniukų – berniukai. Galima teigti, kad reklama atliepia visuomenėje įsigalėjusius stereotipus. Tačiau reklama, būdama kultūros dalis, galėtų (turėtų) apimti daugiau šiuolaikinėje visuomenėje egzistuojančio kitoniškumo, individualumo. Tokiu būdu ji galėtų pasitarnauti atsisakant visuomenėje egzistuojančių stereotipų (amžiaus ar lyties). Iš kitos pusės, tyrimo metu pastebėta, kad vaikai ne visuomet veikiami visuomenėje įsigalėjusių stereotipų, kadangi namų apyvokos prekes piešė išskirtinai tik berniukai, o mergaitės piešė ir labiau su berniukais siejamas aktyvaus laisvalaikio leidimo ar sporto prekes. Pastarąją mintį patvirtina ir ankstesni disertacijos autorės atlikti tyrimai³.

Ugdant vaikų atsparumą vartotojiškumui viena priemonių tiek mokslininkų, tiek tyrime dalyvavusių tėvų požiūriu gali būti pati TV reklama. Tačiau prieš naudojant reklamą, kaip priemonę, ugdytojui reikia sau atsakyti, ar reklamos naudojimas padės ugdyti vaikų atsparumą vartotojiškumui, ar dar labiau paskatins vartoti ir įsitraukti į vartotojišką kultūrą.

Tyrimo ribotumai ir rekomendacijos tolesniems tyrimams

Tyrimas atliktas Šiaurės Lietuvos regione, todėl nėra aišku, ar tyrimo rezultatai gali būti pritaikyti visos Lietuvos mastu. Norint plačiau atskleisti tiriamąją problemą, tikslinga būtų tyrimą atlikti ir kituose šalies regionuose. Iš kitos pusės, tyrimo rezultatais nebuvo siekiama reprezentuoti visos Lietuvos vaikų.

Rengiant disertaciją laikytasi Šiaulių universitete ir kitose šalies aukštosiose mokyklose taikomų kokybinio ir kiekybinio tyrimo metodų derinimo tradicijų. Organizuojant kiekybinį tyrimą teko susidurti su sunkiais tiek pateikiant klausimynus, tiek su jų sugrįžtamumo problema. Jau atlikusi tyrimą disertantė mano, jog tyrimo tikslui pasiekti būtų pakakę atlikti kokybinį tyrimą (interviu) su tyrime dalyvavusių vaikų tėvais. Tikėtina, jog tyrimo rezultatai būtų panašūs.

Pasirinkta mišrių metodų derinimo strategija leido į tiriamąją problemą žiūrėti kokybiškai ir kiekybiškai, duomenis analizuoti per pragmatizmo ir socialinio konstruktyvizmo, kaip vaiko patirties įprasminimo savikonstruojamomis žiniomis, teorijas. Vis dėlto tyrimo autorė mano, kad buvo

3 R. Ponelienė, A. Gumuliauskienė (2008a), aptardamos priešmokyklinio amžiaus vaikų kūrybiškumo ypatumus, kaip vieną jų išskiria stereotipų, elgesio normų laužymą ir pateikia tokį pavyzdį: „Rugilė <...> nupiešė „Velykų robotą“, Eimantas – <...> vazoną su gelėmis, tokiu būdu paneigdami dalies priešmokyklinio ugdymo pedagogų išreikštą poziciją, kad berniukai piešia mašinas, robotus, kosminius laivus, mergaitės – gėles, lėles.“

galima rinktis vien kokybinę prieigą ir į atsparumą vartotojiškumui žiūrėti ne per kritinės teorijos, o per fenomenologijos, atsparumą įvardijant kaip vaikų kultūros fenomeną, prizmę.

Tyrimas atliktas su priešmokyklinio amžiaus (6–7 m.) vaikais. Tikslinga būtų tyrimą pakartoti su ikimokyklinio amžiaus vaikais, atskleidžiant tiek vaikų vartotojiškumo sampratos skirtumus, tiek išplečiant atsparumo ugdymo galimybes.

Kaip atlikto tyrimo ribotumą galima įvardyti pedagogų, kaip tiriamųjų grupės, neįtraukimą į tyrimo imtį. Tolesnės mokslinės studijos galėtų apimti pedagogų apklausos ar kitu tyrimo metodu atliekamo tyrimo vartotojiškumo klausimais organizavimą, taip pat teorinio vaikų atsparumo vartotojiškumui modelio parengimą ir išbandymą priešmokyklinio ugdymo grupėje, pedagogų, išbandžiusių modelį praktinėje veikloje, sutelktų (*focus*) grupių organizavimą ir t. t.

Tyrimo rezultatai turėtų tarnauti ugdymo mokslui, tačiau galimas ir šalutinis pateikiamų rezultatų efektas, kai reklamos kūrėjams pateikiami patvirtinimai, jog siekiamų komercinių reklamos tikslų, orientuojantis į priešmokyklinio amžiaus vaikus, pasiekama. Dėl pastarosios priežasties reikėtų vykdyti ne tik pedagoginį tėvų švietimą, bet ir pedagoginį reklamos kūrėjų ir transliuotojų švietimą, kai derėtų atsižvelgti ne tik į vaikų preferencijas, bet ir į tai, kokias vertybes mes perduodame augančiai kartai.

Tyrimo rezultatų aprobavimas (Approbation of research results)

Straipsniai pripažintose tarptautinėse duomenų bazėse referuojamuose leidiniuose (Articles in acknowledged international data bases and reviewed publications):

- **Poneliėnė R.** (2012). Vaikų atsparumo vartotojiškai kultūrai ugdymo teorinių konstrukčių pagrindimas postmodernizmo kontekste. *Mokytojų ugdymas (Teacher Education)*, ISSN 1822-119X. Nr. 18(1), p. 30–46. Šiauliai: Šiaulių universiteto leidykla. DB: EBSCO; Index Copernicus.
- **Poneliėnė R.** (2011). Vaikas reklamos auka ar vartotojiškos kultūros produktas: teorinio diskurso konceptualizavimas. *Jaunųjų mokslininkų darbai*, ISSN 1648-8776. Nr. 4 (33), p. 55–58. DB: CEEOL; Index Copernicus.
- **Poneliėnė R.** (2010). Vaikų kritiško požiūrio į TV reklamą ugdymo(si) aktualumas: Lietuvos ir užsienio šalių patirtis. *Jaunųjų mokslininkų darbai*, ISSN 1648-8776. Nr. 4(29), p. 46–49. DB: CEEOL; Index Copernicus.

Straipsniai kituose recenzuojamuose mokslo leidiniuose (Articles in other reviewed scientific publications):

- **Poneliėnė R.** (2013). Child's image in Lithuanian commercials. *Responsible adults in a child's space*. Warsaw: Polish OMEP Committee, ISBN 9788390160931, p. 96–112.
- **Poneliėnė R.** (2012). Children's Knowledge of Branding: Guidelines for Nurturing Resistance to Advertising. *Problemy Wczesnej Edukacji = Issues in Early Education*. 2012, No. 2(17): Polityczne Konteksty Dzieciństwa = Political Contexts of Childhood, ISSN 1734-1582, p. 109–115.

Konferencijos pranešimų nerecenzuota medžiaga, tezės (Non-reviewed materials, theses of conference papers):

- **Poneliėnė R.** (2012). Child's Image in Lithuanian Commercials (Obraz dziecka w reklamach telewizyj litewskiej). *Respect for Child: European OMEP Conference – 2012*, Warszawa. Abstracts = Szacunek dla dziecka: Europejska konferencja OMEP – 2012, p. 88–90.
- **Poneliėnė R.** (2012). Развитие детской сопротивляемости к потребительской культуре в условиях глобализации. «Демографическое развитие: вызовы глобализации». Москва, p. 108–111.

Skaityti pranešimai tarptautinėse konferencijose užsienyje (Papers read at international conferences abroad):

- **Poneliėnė R.** (2012). Child's Image in Lithuanian Commercials. *Respect for Child: European OMEP Conference – 2012*, Varšuva (Lenkija), balandžio 18–20 d.
- **Poneliėnė R.** (2012). Развитие детской сопротивляемости к потребительской культуре в условиях глобализации. «Демографическое развитие: вызовы глобализации». Москва (Rusija), lapkričio 15–16 d.

Skaityti pranešimai tarptautinėse konferencijose Lietuvoje (Papers read at international conferences in Lithuania):

- **Poneliėnė R.** (2013). Žaislai vaiko aplinkoje ir jų naudojimas reklamoje kaip vaikų vartotojiškumo skatinimo veiksnys. *Tarptautinė tęstinė mokslinė-praktinė konferencija „Socialinis ugdymas VII: postmodernios visuomenės iššūkiai vaikų ir jaunimo socializacijai“*. 2013-11-15, Šiauliai.
- **Poneliėnė R.** (2013). Priešmokyklinio amžiaus vaikus auginančių tėvų patirtys, ugdant vaikų atsparumą vartotojiškai kultūrai. *Tarptautinė tęstinė mokslinė konferencija „Pasaulis vaikui: ugdymo realijos ir perspektyvos“*. 2013-05-17, Vilnius.
- **Poneliėnė R.** (2012). Tėvų ir darželio auklėtojų vaidmuo ugdant vaikų atsparumą vartotojiškai kultūrai: tyrimo metodika ir instrumentai. *Tarptautinė X tęstinė mokslinė konferencija „Mokytojų rengimas XXI amžiuje: pokyčiai ir perspektyvos“*. 2012-11-23, Šiauliai.
- **Poneliėnė R.** (2012). Children's representation in TV commercials. *International conference of young scientists 2012*. 2012-05-10–11, Šiauliai.
- **Poneliėnė R.** (2011). Vaikas reklamos auka ar vartotojiškos kultūros produktas: teorinio diskurso conceptualizavimas. *International Conference “Safe Childhood in a Global World” (Tarptautinė konferencija „Saugi vaikystė globaliame pasaulyje“)*. 2011-10-06, Vilnius.
- **Poneliėnė R.** (2010). Vaikų kritiško požiūrio į TV reklamą ugdymo(si) teorinės, empirinės problemos. *Tarptautinė IX tęstinė mokslinė konferencija „Mokytojų rengimas XXI amžiuje: pokyčiai ir perspektyvos“*. 2010-11-19, Šiauliai.

Skaityti pranešimai kitose konferencijose (Papers read at other conferences):

- **Poneliėnė R.** (2014). Ikimokyklinio amžiaus vaikai kaip reklamos vartotojai: pavojai ir kaip jų išvengti? *Mokslinė-praktinė konferencija „Kurkime drauge vaikystę šiandien“*. 2014-05-29, Šiauliai.

- **Poneliėnė R.** (2012). Vaikas ir reklama: kaip įžvelgti pavojus ir integruoti atsparumo reklamai ugdymą į ugdymo procesą. *Šiaulių regiono ikimokyklinio ugdymo įstaigų pedagogų metodinė-praktinė konferencija „Ikimokyklinio ugdymo turinio kaitos ypatumai“*. 2012-12-12, Šiauliai.
- **Poneliėnė R.** (2012). Vaikų atsparumo vartotojiškai kultūrai ugdymo svarba ikimokykliniame amžiuje. *Mokslinė praktinė konferencija „Laimingas vaikas – laiminga visuomenė“*. 2012-05-30, Šiauliai.

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In 2006, **Reda Ponelienė** was awarded a Bachelor degree in Education and educator's qualification at Šiauliai University. In 2008, graduated with honours from the Master degree programme in Education. Between 2010 and 2014, studied in the doctoral programme in the field of the science of education at Šiauliai University.

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Nuo 2008 m. R. Ponelienė dirba lektore Edukologijos katedroje, savo mokslinio darbo rezultatus pristato įvairiose konferencijose, rengia mokslines publikacijas vaikų kritiško požiūrio į TV reklamą, atsparumo vartotojiškumui ugdymo(si) temomis, vykdo kitą tyrimo rezultatų sklaidą.

**EDUCATIONAL CONDITIONS
FOR (SELF-)DEVELOPMENT OF PRE-PRIMARY AGE CHILDREN'S
RESISTANCE TO CONSUMERISM IN THE FAMILY**

Summary of the Doctoral Dissertation

**PRIEŠMOKYKLINIO AMŽIAUS VAIKŲ
ATSPARUMO VARTOTOJIŠKUMUI UGDYMO(SI)
ŠEIMOJE PEDAGOGINĖS SĄLYGOS**

Daktaro disertacijos santrauka

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