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Tel.: (8 ~ 41) 393 043, 8 699 97177
Faksas (8 ~ 41) 595 809
El. paštas jmd@cr.su.lt

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SELF-DIRECTED ENGLISH ACQUISITION IN BLENDED E-STUDIES FOR ADULTS: CRITERIA OF A SCALE

Inara Bojare
Daugavpils University, Latvia

Introduction

The actuality of improving English language skills is caused by the process of globalization. The topic also includes supporting of the European language policy. So the second opportunity for its acquisition is facilitated by lifelong learning and e-studies, where blended e-studies give additional possibilities for learners’ facilitation by linking face-to-face and virtual activities in nonformal education.

On the basis of previous theoretical research, it was concluded, that terms connected with independent learning have their roots in self-learning and self-education and are developed by adding different perspectives (social: an educator, a learning society; a learner’s control, organizational), that make different derivative terms and concepts, except for self-regulated learning, what includes a cognitive dimension of each of them. SRL, SDL and self-determined learning terms with appropriate concepts were chosen as suitable for making a broad meaning of the SDL concept.

Analysis of a traditional humanistic (Maslow, 1943, Rogers, 1961, Knowles, 1970), critical (Mezirow, 1983) and postmodern (Tennant, 2006) understanding of SDL shows different comprehension of the self-concept. It has developed from “Self” to “We-concept”; from reflection on experience to its re-interpretation and developing; from self-motivation, readiness to learn and subject-matter centredness for personal development, self-realization and resolving problems connected with a social role to self-motivation, readiness to learn and subject-matter centredness for personal development, transformation and creating who one might become (Tennant, 2006, 133).

According to Mark Nichols’ (2003) e-learning theory:

“… e-learning is a means of implementing education that can be applied within varying education models, educational philosophies. It gives unique forms of education that fits within the existing paradigms and can be used in two major ways: the presentation of education content, and the facilitation of education processes.”

(Nichols, 2003, 2-3).

In the result, he establishes e-learning as a means, but development of the learner in the context of the curriculum is still the end (Nichols, 2003).

It means that e-studies also support Personal Relevance and Development of Cognitive and Academic Skills (Wrigley, 1993) for developing English as the second language skills in adult education. But SDL, as the central concept, aims to facilitate developing learners’ general skills of self-direction (SD) and personal self-realization (SR), what practically is realized by interactivity with the facilitator. Developing of language skills involves self-regulated learning (SRL) for fulfilling academic tasks what Chomsky (1965) names as language learning and improving its performance. In turn, communicative language acquisition depends on interactive communication with the group, what is not included in existing models. Methodological facilitation of SRL is included in the content of books for self-studies (Harris, M., Mower, D., Sikorzunska, A., 2004), but it is not done with respect to SDL. As a result, a problem of their inappropriateness to nowadays’ understanding of the SDL concept arises.

Nevertheless, an andragogical model (Knowles, 1970) as a means of teaching, is still used in adult education research (Birziņa, 2005) and learning contracts as a means of learning in second language acquisition and SD language learning are inquired by Jolita Šliogerienė (2006). A necessity for further studies of SDL Ralph G.Brockett (2000) expresses by the question Is it time to move on? and suggests considering developing new ways of measuring self-directedness for a future research agenda.

Therefore, the paper aims to define criteria for designing a new scale for a quantitative research on the basise of the new integrative model of self-directed English acquisition in blended e-studies for adults – IMSDEA, worked out by the author of the paper. The following tasks are fulfilled for that: explanation of IMSDEA, its perspectives and dimensions; naming the criteria of a readiness scale. The method of modeling on the basis of conceptual analysis of theoretical literature is used for that.

1. Integrative Model of SDEA, its Perspectives and Dimensions

Tennant (2006) considers SDL as one of the foundation concepts of practice and inquiry of adult and lifelong learning, which strengthens the iden-

Historically SDL models developed from traditional or industrial linear models (Tuohy, 1971; Knowle, 1975) to postmodern or postindustrial integrative models. The first ones show the learner’s development from directed to SD. The second ones examine SDL as a function from the learner’s control (Candy, 1988), responsibility (Brockett, Hiemstra, 1991), instruction style and methods (Gerald O. Grow, 1991).

Merriam and Caffarella (1999) acknowledge that existing models of SDL should be tested and “collaborative learning is a component of or resource necessary for SDL, technology and its association with the personal computer/Internet as a strong catalyst for sustaining and even increasing the level of activity in SDL.” (as cited in Robert C. Donaghy, 2006, 102).

Cafarella and Merriam (2004) distinguish three perspectives in research into adult education: individual, social and contextual, moreover, an individual perspective dominated in research of adult education in previous years.

There is no single opinion about the definition of social perspective: Cafarella and Merriam (2004) interpret the social context as learners’ demographic characteristics; Lieģeniece (2002) – as the environment, Garrison (2003) – the learner’s interaction with the group and a facilitator as a facilitator of learning. In the new integrative model of self-directed English acquisition in blended e-studies for adults; IMSDEA, an interactive and collaborative learning in the group with the facilitator’s assistance and participation in the frame of self-determined learning (in the meaning of SDL in a group) is included, what aims at developing communicative competence – producing the language and performance of the language (Chomsky, 1965) and the individual’s personal development and transformation in a blended environment of e-studies.

An individual perspective consists of the SDL and SDL dimensions. The SRL dimension regards to intellectual SR concerning using strategies for doing subject - matter tasks. The SDL dimension includes language performance because language comprehension is also important. SDL in its narrow meaning regards to SD emotional involvement, planning, evaluation and correction of the learning process for reaching learning goals.

Technologies make a contextual perspective of IMSDEA. They are used not only for delivering the content of learning and providing possibilities of virtual interactivity but also for delivering content containing methodological help. As a result, an opportunity is given to develop not only general SD skills, but also to use the broadened SDL conception for the acquisition of English as a foreign language. The broad meaning of SDL shows that SDL, as the construct of emotional problem-solving connected with the learning process, is connected with a cognitive SRL construct of language performance and comprehension and communicative competences, that develop in the interactive SDL process in the group facilitated by the facilitator in face-to-face classes by including methodological materials on SDL in the content of learning materials, by technological assistance in delivering them and supplying by virtual interactivity between the individual and the facilitator, the individual and the individual and the individual and the group. Graphically the IMSDEA model is shown in Figure 1.

Figure 1. Integrated model of self-directed English acquisition in blended e-studies for adults – IMSDEA
The model shows that adults learning is voluntary and learners are responsible for their learning, self-development, self-realization, self-transformation and socialization. At the same time society can support them by offering and delivering subject-matter learning materials; methodological content for assistance in SRL and SDL; the facilitator’s instruction and assistance and assistance for the group; technological assistance for synchronous and asynchronous interactivity. Perspectives and dimensions of the model are shown in Figure 2.

![Perspectives and dimensions of IMSDEA](image)

Different interrelations are possible, for example, BC reflects planning of learning activities in the group, but AC – communicative learning of English; OC-CO – self/group mutual influence, etc. Similarly to Wedemeyer’s (1971) notions about distance learning, SDL and SR were included in the model, according to which British Open University (1965) was founded. He recognizes self-determination for goals and activities, but the individual is opposed to the group (Garrison, 2000).

Including the group as one of the dimensions of social perspective is novelty of the new model. Not only inner psychological processes are taken in to account, they are also linked with social processes and interaction. As a result, the integrated model confirms the unity of learning, personal development and transformation along with socialization in blended nonformal adult education.

2. Criteria of Determining a Readiness Scale for SDEA in Blended E-learning for Adults

Using technologies in education is compared with learning revolution (Hase, Kenyon, 2000, Ken Robinson, 2010), what opens ways to reorientation from directed to SDL. Already Bitinas (1996) mentioned, that fast changes not always give a desired result in education. In turn, Maslow (1970) said, that self-actualization does not occur in young people, Knowles (1975) agreed that not all adults are able to learn independently.

That’s why blended e-studies are chosen as an intermediate link between online and self-managed learning in learning societies of SD English language acquisition by adults and investigation of the teaching process and individual characteristics of learning. It gives a second opportunity for foreign language acquisition and learning to learn with the facilitator’s help because Garrison’s (2000) blended learning refers to directed learning, SDL and learning in the group. According to Brockett and Hiemstra (1991),

*Optimal learning occurs when congruence between the learners readiness for self-direction and the opportunity through provided resources and planned processes are balanced.*


The SDL conception and the models are critiqued for insufficiency of evidences and testing. For implementing the integrative model of self-directed English acquisition in blended e-studies for adults, IMSDEA (in blended e-studies for adults), it is necessary to design a new scale of measuring readiness, for self-directedness suitable for the subject, collaborative language acquisition and SDL in the group and blended learning environments. New ways of measuring readiness for self-directedness are searched for by conceptual analysis of theoretical literature, SDL research and the results of qualitative research, which will be described in another paper.
It is aimed to assess adult learner’s attitudes, skills, and behavior transformations towards taking responsibility for own learning regarding the named perspectives and dimensions as restrictions of the research. Like the Self-directed Learning Readiness Scale, SDLRS, (Guglielmino, 1977), it is designed as a self-report survey that focuses on tree perspectives and six dimensions related to SD English acquisition in blended e-studies for adults. They are developed from the SDR, SDL and self-determined learning concepts by taking in to account a learning environment and content. Criteria of scales according the dimensions of individual perspective of IMS-DEA are given in Table 1.

Table 1. Dimensions and criteria of individual perspective of SDEARS

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| SDL        | Emotional involvement:  
|            | • confidence in English acquisition; maintaining interest to the subject and desire to learn;  
|            | • enjoying learning English;  
|            | Transformation of self-concept:  
|            | • responsibility related to learning;  
|            | • rising of self-esteem by learning English;  
|            | • readiness to change English learning habits;  
|            | • reasons of learning English.  
|            | Initiative to organize learning activities:  
|            | • setting goals (determination for today’s/ desired English competence level; determination for tasks to reach learning goals):  
|            | • planning (choosing place/ time for learning; choosing learning resources (nonhuman - topics for learning, learning materials, learning tasks; human - asking for help).  
|            | • organising of the learning process (learning time, content, observing mental work hygiene - light, breaks, physical activities);  
|            | • evaluation of the learning process and learning results (definition of the qualitative criteria for evaluation learning results);  
|            | • modifying of the learning process for reaching set goals (analysing the quality of the learning process (activities); determination of mistakes in the learning process; resolving learning problems; changing learning activities for reaching learning goals);  
|            | Developing self-experience in learning:  
|            | • readiness to learn other foreign languages;  
|            | • readiness to create own methods of learning English. |
| SRL        | Learning skills.  
|            | Using metacognitive strategies:  
|            | • choosing cognitive strategies for doing tasks;  
|            | • planning task to accomplish the process;  
|            | • defining qualitative criteria for task accomplishment and monitoring (control) task accomplishment.  
|            | Using cognitive strategies:  
|            | • rehearsal (training, remembering, revision) strategies (learning songs, poems / dialogues, grammar rules, doing grammar tasks);  
|            | • elaboration (improving, comprehension) strategies (answering questions about texts, making summaries, taking notes, conspects);  
|            | • organizational strategies (tables, mindmapping on covered topics, grammar rules);  
|            | • problem solving strategies (making dialogues, investigating topics, making presentations);  
|            | • social / affective strategies (making presentations, overcoming fear of mistakes).  
|            | Subject – matter skills:  
|            | • speaking (pronunciation, learning new vocabulary);  
|            | • listening;  
|            | • reading and comprehension (also translation);  
|            | • writing (writing letters, compositions / essays);  
|            | • use of English (doing grammar tasks).  
|            | Technological skills:  
|            | • working with printed learning materials and dictionaries;  
|            | • working with technical devices (audio/video CDs, computer);  
|            | • making presentations. |
Self-directed English acquisition readiness scales in blended e-studies for adults, SDEARS, like SDLRS, is a self report questionnaire with 55 Likert type items (1 = never true of me; 2 = almost never true of me; 3 = partially feel this way; 4 = almost always true of me; 5 = always true of me) designed to determine the extent to which individuals perceive themselves as possessing skills and attitudes associated with self-directed English acquisition in blended e-studies for adults. That means evaluating each statement from the environmental perspective (learning in the classroom and virtually) and SDL, learning with the facilitator and in the group Part of it is given in Table 2.

Table 2. Questionnaire

<table>
<thead>
<tr>
<th>Nr.</th>
<th>Statement</th>
<th>Learning in the classroom</th>
<th>Learning virtually</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How certain are you that you are ready to…</td>
<td>Teacher directed</td>
<td>Self-directed</td>
</tr>
<tr>
<td>1.</td>
<td>Acquire English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Maintain interest in the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Maintain desire to learn the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Determine your today’s English competence level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td>..........</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>Create your own methods of English acquisition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is planned to test the instrument in a research to determine its validity and reliability. SDEARS test results will be scored by using of quantitative mathematical statistics, Statiscical Package for Social Sciences (SPSS).

Conclusions

1. The aim of the paper is to define criteria for designing a scale for quantitative research on the base of the new integrative model of self-directed English acquisition in blended e-studies for adults, IMSDEA, was reached. It depends on the conclusion that a person’s self-realization in the learning process includes development of subject-matter, cognitive skills and skills of self-direction.

2. Group inclusion as one of the dimensions of social perspective, is novelty of the new model of SDL. Not only inner psychological processes are taken in to account, they are also linked with social processes of collaboration and interaction. As a result the integrated model confirms the unity of the learning process, personal development and transformation, along with socialization in blended nonformal adult education according to postmodern comprehension of SDL.

3. The new scale of measuring self-directed readiness for appropriate subject, collaborative language acquisition and SDL in the group and a blended learning environment aims to assess changes in adult learners’ attitudes, skills, and behavior toward taking responsibility for own learning.

4. The criteria of SDEARS reflect the SDL and SRL dimensions. Self-evaluation provides information about the learner’s readiness to act in various learning environments and with different agents of directing of the learning process. The findings show the learner’s awareness about his/her learning and serves in planning instruction activities for strengthen weak points of learning skills and self-direction skills in the whole learning process.

5. Facilitation of self-directed English acquisition in blended e-learning for adults includes methodological assistance in the form of the content module of SDL, assistance of the facilitator by organizing dialogues and discussions about SD foreign language acquisition experience in the classroom and e-environment and ICT assistance including delivering a subject-matter content and technological assistance of interactivity between the learner / learners and the facilitator, and between the learner and the learner / learners.

References


SELF-DIRECTED ENGLISH ACQUISITION IN BLENDED E-STUDIES FOR ADULTS:
CRITERIA OF A SCALE

Inara Bojare

Summary

Introduction. The actuality of a self-directed learning, SDL, approach to English acquisition in blended e-studies for adults is determined by the process of globalization and facilitated by e-learning and lifelong learning. Blended e-studies give additional possibilities for learners’ facilitation by joining face-to-face and virtual activities but the existing models of SDL do not reflect interactivity between the individual and the group. As a result, a problem of their inappropriateness to nowadays’ understanding of the SDL concept arises.

The aim of the study: to define criteria for designing a new readiness scale of quantitative research on the basis of the new integrated model of self-directed English acquisition in blended e-studies for adults, IMSDEA, worked out by the author of the paper.

The object and the subject. The object of the research is a new IMSDEA model, the subject – criteria for a scale of quantitative research.

Materials and methods: the method of modelling on the basis of conceptual analysis of theoretical literature, research into SDL and the results of qualitative research.

Results. The results were used for designing the scale of quantitative research.

Conclusions. Perspectives and dimensions of the new model were chosen from conceptual analysis of terms and conceptions of independent learning corresponding to a postmodern comprehension of the SDL concept. Criteria of a readiness scale for quantitative research were derived from the model.

Keywords: integrative model of SDEA, perspectives and dimensions of the model, the criteria of SDEA readiness scale, SDEA readiness scale.
Introduction

Many novels written for teenagers which deal with issues and problems typical for this age group, such as: concern about appearance, relationships with peers and the pressure they feel from them, first love and quarrels with the parents. However, the appearance of sensitive or taboo topics, especially those connected with sexuality and the drug culture, in books for adolescents, often shock adult readers and may be considered inappropriate, depending on the prevailing cultural norms in a particular society. Since the early 1990s this situation has gradually changed. Teen novels, including Melvin Burgess’ (b.1954) ones, have become so popular in the entire world that it can be said that they have successfully filled this gap in literature. One writer, Elizabeth O’Reilly, even asserts that Burgess is often called “the Godfather of teenage fiction” (O’Reilly, 2007). It seems that a good part of Burgess’ success is his willingness to touch upon very delicate subjects. The novel Junk (1996), for example, tells the story of two British middle-class teenagers who decide to run away from home and start living in streets; later they become drug addicts. Unusually for fiction aimed at teen readers, this novel does not moralize or pass judgment on any of its characters or their actions; instead, it tries to show British adolescents of the later 20th century the way they are, together with their typical family problems, conflicts in relationships, and search for adolescent identity. Despite all the controversy it has aroused, the novel’s popularity is evident: it has been translated into 28 different languages and adapted for television and the stage (O’Reilly, 2007). Another of Burgess’ novels, Doing It, published in 2003, tells the story of a group of British middle-class teenage boys and their first sex experiences. Again, as in Junk, though in a more comic way, it portrays teenagers the way they are today in the United Kingdom. Doing It may shock more conservative readers for its unusually open treatment of teenage sexuality and vulgar language. In both of these novels all experiences are depicted using typical slang, including words that are considered vulgar or swearwords.

The aim of the paper is to compare the translation of slang and swear words in one of Melvin Burgess’ novels, Doing It, into the Lithuanian language.

The objectives of the article are the following:
1. To discuss the main issues of adolescent literature in Lithuania and English speaking countries.
2. To analyze the translation of Melvin Burgess’ novel Doing It.

The following research methods were used: analysis of translation strategies used by Rūta Razmaitė while dealing with vulgarisms and taboo words in Melvin Burgess’ novel Doing It.

Literature for Teenagers in English-Speaking and Lithuanian Cultures

Young-adult fiction is fiction written for adolescents, roughly between the ages of twelve and eighteen. The stories tend to focus on the experience of an individual, usually a teenage protagonist. Although many sub-genres of teen fiction exist from fantasy to detective and romance novels, there are two major thematic categories of young-adult fiction which are briefly discussed in this section; the so-called problem novel and the coming-of-age novel. In addition, a brief overview of teenage literature written in English in recent decades is provided, the main tendencies of Lithuanian teenage literature are introduced in this section as well. As the Canadian specialist in children’s literature Sheila Egoff defines, “the problem novel is a sub-genre of the realistic adolescent novel: it tends to be narrower in focus, less rich in narrative scope” (Feinberg, 2005). Moreover, Egoff adds that the protagonist is often alienated and hostile toward adults, while sexuality often is openly and frequently discussed in problem novels as well (Feinberg, 2005). In addition, Betty Marcoux claims that the problem novel responds to “requests for literature dealing with fundamental young-adult issues – suicide, death, abortion, peer pressure, looks, pregnancy, etc.” (Marcoux, 2004). Another important theme in young-adult fiction is coming-of-age; which often describes boys or girls who are becoming more mature when faced with adult realities. The author Mary Owen says that “classic coming-of-age stories capture the innocent passion of adolescence, when children sense the layers of human existence, experience the desires, and work out the ideals that will add depth to their
character and provide them with a road map on their journey” (Owen, 2003). A common literary form in the modern world is the coming-of-age novel, in which a normal adolescent encounters hard facts about reality. Young-adult fiction in English-speaking countries has gone through many changes over the years. Owen notes that “in the 1950s two novels drew the attention of adolescent readers: The Catcher in the Rye (1951), and Lord of the Flies (1954). Unlike more recent fiction classified as young-adult fiction, these two were written with an adult audience in mind (Owen, 2003). Owen continues that these two novels, as well as the later novel The Outsiders (1967) by S.E. Hinton, are regarded as pioneer of modern young-adult fiction: Owen stresses that The Outsiders in particular differs from the usual books written for teens as it shows the more realistic and dark side of a teenage life, in part because it is written by a young adult” (Owen, 2003). After these early novels more writers began to produce fiction specifically for teenagers. The author Mary Owen claims that “the 1970s through to the mid-1980s has been described as the golden age of young-adult fiction, when a highly intelligent and demanding literature was written for young people that spoke to them with particular directness” (Owen, 2003). Owen continues that “from the mid-1990s there has been a resurgence and reinvention of young-adult literature; this is mainly due to authors and publishers challenging the traditional content, age limit and format of the teenage problem novel” (Owen, 2003). With time, the topics that could be written about greatly expanded. Owen explains that “in today’s young-adult fiction there is virtually no topic that is off-limits; readers can explore such topics as gay love, AIDS, teen parenting, depression, violent acts, passionate vampires and fairies, suicide, murder, political choice and belief and concerns about money” (Owen, 2003). Teenagers are generally eager to leave the restrictions of childhood behind and want to read about more mature concerns, they also do not wish to be treated as children anymore. Owen notes that “from its very beginning, young-adult fiction has portrayed teens confronting situations and social issues that have pushed the edge of then-acceptable content” (Owen, 2003). As soon as the content of young-adult novels began to include topics of peer pressure, parents’ divorce, drugs, violence, sexuality and swearing, these books attracted the attention of parents, teachers and psychologists. Owen states that “critics of such content argue that the novels encourage destructive or immoral behavior, while the other part of them argues that fictional portrayal of teens successfully addressing difficult situations and confronting social issues helps readers deal with real-life challenges” (Owen, 2003). Nevertheless, despite all the criticism, the journalist Cecelia Goodnow claims that “kids are buying books in quantities we have never seen before and publishers are court ing young adults in ways we have not seen since the 1940s” (Goodnow, 2007). Goodnow provides statistics which shows that teen book sales went up by a quarter between 1999 and 2005 in Great Britain; apparently teenagers have discovered literature once again, because in many ways they can identify with the main characters and the problems they deal with in these new novels. Goodnow continues arguing that “older teens in particular are enjoying a surge of sophisticated fare as young adult literature becomes a global phenomenon” (Goodnow, 2007). Moreover, in 2001 the National Education Association of the United States published an encouraging report titled “Poll on the Reading Habits of Adolescents” which shows that teenagers are particularly interested in current literature for teens that reflects the problems and issues they are dealing with in real life (Owen, 2003). Owen states that “the poll shows that young people are positive about reading, describing it as stimulating, interesting, relaxing and rewarding” (Owen, 2003).

Meanwhile, the situation is a little different in Lithuania, as a Lithuanian specialist on children’s literature Kęstutis Urba notes: “about 350 books are published for young adults in Lithuania each year, while only about 40 percent of these books are written by Lithuanian writers” (Urba, 2005). Moreover, the majority of these books written by Lithuanians are reprints of books written in the Soviet period and could not be presented to the public for ideological reasons: they do not depict the Lithuania that teenagers know today. Urba states that only 20 percent of books for young adults are newly written now (Urba, 2005). Roma Kišūnaitė claims that “the number of books written for teenagers has increased in 2005 in Lithuania, but mostly books are translated from foreign languages” (Kišūnaitė, 2006). Kišūnaitė adds that the majority of these are translated from English, with the figure being about 48 percent. It should be noted that some Lithuanian writers are beginning to explore new topics while writing for teenagers as well; they are trying to focus more on realistic teenage problems and their interests today. For example, the novel Melnragės Akmenys (The Stones of Melnragė) (2005) by Algimantas Zurba tells the story of a teenage girl who spends her summer holidays by the Baltic Sea; the novel presents her internal struggles and teenage adventures. This novel attracted many teenage readers in Lithuania and was chosen as the book of the
year in 2005 because teenagers could identify with its main character (Kišūnaitė, 2006). Still, the situation changed once again in 2008, when Lithuanian judges nominated only four books, instead of five, in the young-adult fiction category for awards. Despite the fact that there are quite a few Lithuanian authors writing for young adults, such as Akvilina Cicėnaitė, Kristina Gudonytė, Gintarė Adomaitytė, Kazys Saja and many others, there is still a lack of current teenage literature written by Lithuanians, so that this gap must be filled with translated foreign literature. Furthermore, teen books written by Lithuanians differ from the ones written by English-speaking authors; although these novels do discuss teenage life and touch upon teen problems, Lithuanian literary culture is still not very open to sex, swearing, or vulgarisms, as Western novels are. This causes a problem for Lithuanian literary critics, as the number of translations from English is rapidly growing, with teenagers attracted more to these books than to the Lithuanian ones. Urba claims that “the amount of popular literature for teenagers is increasing in Lithuania - books which tell teenagers how to be cool, how to date a girl or a boy, how to have sex, etc.; these books do help teenagers to understand themselves better, but they do not teach any values or morals” (Urba, 2005). Urba continues by saying that “Lithuanian publishers feel a great lack of teenage literature in Lithuania so they are translating and publishing vast numbers of different books for teens, which reflect the modern teen world; meanwhile teenagers greatly enjoy such books” (Urba, 2005). Urba refers to the so-called new realism, which has become the dominant tendency in young-adult fiction and mentions Melvin Burgess as one of the most popular and controversial writers for Lithuanian teens of this time (Urba, 2005). Although Burgess has earned great respect among teenagers all over the world, some literary critics are still quite skeptical about him: Urba himself argues that “Melvin Burgess should not become the new icon for teenagers, while translators and publishers should look for better writers who search for eternal values and solve existential questions in their novels” (Urba, 2005). However, Lithuanian teenagers continue buying and enjoying the novels of Melvin Burgess, who has even visited Lithuania and attracted large crowds of young readers. The critical language used by commentators like Urba shows the conservatism that still dominates the older generation of specialists. Thus there have been many changes in young-adult fiction in recent years, while the novels written for teens today still differ in their topics and styles in English-speaking countries and Lithuania. Nevertheless, this English literature strongly affects Lithuanian literature due to a large number of translations.

Dealing with Sensitive Language: an Overview of Few Examples in the Lithuanian Version of Doing It

The language that is used by teenagers plays a tremendous role in adolescents’ life. Young people use many slang words to express themselves within their peer groups, words and expressions which are understood by particular teenage groups, and form a group language. According to the Oxford Dictionary of English, “slang is very informal language that is usually spoken rather than written, used especially by particular groups of people” (Soanes, 2003). Adolescent slang is often used to discuss such subjects as emotions, drunkenness, sexual organs and activities, and drugs. Teenagers have developed their own terms to express their feelings, thus distinguishing themselves from the adults around them; they feel more comfortable expressing their emotions in their own language. Therefore, slang has become fashionable among teenagers; in addition, they get accustomed to using it. Further, slang plays a role in creating friendships and cliques: as Scott Westerfeld states, “slang is often a factor that determines acceptance or exclusion, “you talk to me, you are like me” (Westerfeld, 2006). In this way slang becomes an inevitable part in the life of teenagers and helps them to find friends within their school world. In particular, teenagers use the so-called sexual slang, which the Alternative English Dictionary defines as, “any slang term which makes reference to sex, the sexual organs, or matters closely related to them”. Teenagers create their codes for particular terms, actions or words referring to sex, different bodily functions and love, which may seem shameful to them or which they feel embarrassed to discuss in a more formal language. As the linguist Lilian Rönnqvist states, “teenagers use slang words for a couple of reasons: firstly, slang helps bonding with friends; secondly, using slang makes them feel more comfortable while talking about particular topics” (Rönnqvist, 2007). The sociologist Colleen Gengler, explains: “The importance of friends to teenagers is well known. Teens often describe their best friends as the ones who “understand exactly how they feel and will stick with them no matter what” (Gengler, 2007). Teenagers often have trouble in finding friends so discovering something in common with other people helps the process; in such cases slang is usually helpful.

In addition to slang, a teenage language is also often full of swearwords which are considered to be offensive, rude, insulting and inappropriate; normally people use swearwords and offensive language to express their emotions and attitudes such as aggression, anger, surprise or frustration. Maria Jesus Fernandez states that “swearing is, if not a universal
feature of human communication, at least common to most societies and civilizations. In most languages, swearing is mainly related to personal and bodily functions, sex or religion” (Fernandez, 2007). Maria Sidropoulou explains that “sociology has associated taboo language with class, generation and gender” (Sidropoulou, 2005). This can be noticed while analyzing teenagers’ speech, where different kinds of swearwords and offensive language are often used. Current analysts provide different reasons why many teenagers swear so much: for example, a family expert Gina Roberts points out that “many young people resort to swearing as a means to try to demonstrate their level of maturity or they swear because it is part of the language of their school yard” (Roberts, 2008). She also adds that some teenagers, especially boys, swear because they wish to seem manly (Roberts, 2008). The other cases in which teenagers tend to swear is when they wish to express emotions such as anger, dissatisfaction or excitement.

Melvin Burgess’ novel *Doing It* depicts adolescent life using many slang words, colloquial language and swearwords while describing teenagers’ thoughts or creating dialogues. In the meantime, the translator of the novel Rūta Razmaitė uses a variety of translation strategies while translating Burgess’ novel into Lithuanian. The basic problem is an intercultural one; as Barbara Schwarz notes, “although more and more concepts are shared and understood between different cultures, there are still many terms and expressions which reflect the morals and values of a particular culture and have no true equivalent in the target language” (Schwarz, 2006). Some cultures allow fairly sensitive topics to be openly discussed in literary texts, while others avoid this and also prefer not to use slang in literature. Furthermore, as Tiina Puurtinen notices, “translated literature may have norms of its own which are not identical to those of original target-language literature. Translations tend to be conventional, even conservative in some cultures” (Puurtinen, 1998). Gideon Toury discusses the same issue claiming that “the notion of norms assumes that the translator is essentially engaged in a decision making process […] the translator fulfils a function specified by the community and has to do so in a way that is considered appropriate in the community” (Toury, 1995). In order to meet the norms of a particular society in an “appropriate” way the translator not only has to be well acquainted with the appropriate language norms, but also to be able to use them in the translation. Generally, different translation strategies help translators to deal with this problem and to transfer the text into the target language without violating the norms of their own cultures while, at the same time, retaining the meaning of a source text. As Toury comments, “at any rate, translators performing under different conditions often adopt different strategies and ultimately come up with markedly different products” (Toury, 2000). For this reason it was not easy for Razmaitė to translate *Doing It* so that it would suit Lithuanian norms and yet, like the original novel, appeal to teenage readers. Razmaitė’s translation of *Doing It* does not lose sight of its main goal and provides a very readable text for teenagers; however, her version is adapted to the current cultural norms referring to swearwords and vulgarisms practiced in Lithuanian literature.

A few most vivid examples are presented to show Razmaitė’s translation choices. Jonathon presents a dare to his other two friends, Ben and Dino, who have to choose with whom they would prefer to have sex. Jonathon proves them only with two choices, both bad: a girl who is considered the least attractive at school and an elderly homeless woman who begs for money: “you either have to shag Jenny Gibson – or else that homeless woman who begs spare change outside Cramner’s bakers”. In this case, Razmaitė chooses the Lithuanian equivalent, the slang verb “dulkinti” (back translation: to shag) for the swearword “to shag”; this is the strategy of preservation. Thus, meaning and tenor are not lost in this case, as the Lithuanian swearword “dulkinti” is just as vulgar slang and as offensive as the English term; moreover, the word is one that is commonly used by Lithuanian teenagers. Jonathon himself quickly makes his choice as well, selecting the plainest girl at school, Jenny, while the other boys tease him, claiming that nobody else except this girl would agree to have sex with him: “that’s just because it’s the only way you could get a shag”. Razmaitė omits the repeated word “shag” here used as a noun: “tik todėl, kad nė viena kita tau neduotų” (back translation: only because nobody else would give it to you). Still, the expression “nė viena kita tau neduotų” includes the notion of having sex, although it is still less open and vulgar than the swearword “shag”. Here Razmaitė uses a synonym that softens the word used in the source text. As the boys continue their game, Dino admits that he would prefer to have sex with Jackie, who is considered the prettiest girl at school and to whom he is strongly attracted. Dino’s friends, however, joke that Dino will never get Jackie, as she feels superior to everyone else: “only the most gorgeous will do for our Deen. Razmaitė adds the word “dulkinti” twice where the English text uses more euphemistic word: “tik patys gražiausi dulkina mūsų Karaliene” (back translation: only the most beautiful shag our queen) and “tu tikriausiai pasidulkinsi anksčiau už mane, - tarė jis” (back translation: “you will probably shag be-
fore me’, he said), which is more offensive than Burgess’ “you’ll probably get it before I do”, where “shag” is omitted. In this way Razmaitė compensates for a loss of more offensive terms which she softens or omits. Moreover, Razmaitė uses synonyms while translating the swearword “to shag”, which is so frequently used by Burgess’ teenagers. This can be seen in the following example: “yeah, but she wouldn’t be a monster if I was shagging her, would she?” Razmaitė changes “shagging her” into “gavus sekso” (back translation: after getting sex), instead of translating it as “dulkintis”. At the same time the translation retains the same vulgarity, but lacks the realistic monotony with which the teenage boys keep repeating the same offensive words. As Razmaitė has mentioned in her interview, she employs synonyms for some words which are repeated a great deal in Burgess’ text when she feels that another word is more suitable. Basically, she alters the stylistic nature of the boys’ conversation and illustrates the tendency for translation of literary texts to reduce repetition. Razmaitė uses strategies such as preservation, softening, omission, compensation and synonymy in her Lithuanian translation of Doing It. Softening and compensation prevail in this translation as she follows Lithuanian norms of politeness and tends to soften offensive language by using a more general term or even omitting the word; moreover, she presents a greater variety of swearwords and vulgarities in her translation by employing synonyms.

**Conclusion and Findings**

Adolescent literature has become a major publishing phenomenon in the world lately, with more and more books aimed at the teen audience. One of the reasons for this popularity is that current books for adolescents are more interesting for teens as they tend to deal with the realities, some very complex and difficult, that teens have to face nowadays. Adolescents are interested in the topics which touch upon the issues they are dealing with themselves: this is one of the main reasons that Melvin Burgess’ novels have become so popular among teenagers in the entire world. Doing It is among those that have been translated into Lithuanian and very well received. Because the novel contains sensitive language and topics the Lithuanian translator Rūta Razmaitė faced particular challenges while translating and making it suitable for a target audience that lives in a less liberal society than that of Britain. Analysis of the translations of sensitive language has shown that Rūta Razmaitė tends to choose a Lithuanian slang equivalent or use synonymy, omission, softening and compensation, while overall, compensation and softening strategies prevail in both translated novels. Statistical analysis shows that there are 66 swearwords and 118 sexual slang words in the novel Doing It. Overall, statistical analysis of the translation strategies Razmaitė uses to deal with swearwords and sexual slang shows that softening and compensation strategies have been used the most; analysis of particular episodes in the novel also show a similar tendency. Doing It is a comic novel describing teenage boys whose only thought seems to be sex; therefore, they end up in different humorous situations. Moreover, the characters in the novel speak in colloquial and slang language which is common to the majority of teenagers in Great Britain. Thus it has been a challenge for Razmaitė to convey this by finding a language which is equally typical for Lithuanian teenagers. At the same time Lithuanian literary traditions inhibit the use of a great deal of vulgarity and swearwords. In addition to softening, compensation and omission strategies, which help Razmaitė to meet Lithuanian literary norms, she employs a great variety of synonyms in her translation as well. Razmaitė employs at least three different synonyms for one swearword or sexual slang word in Burgess’ novel; this helps Razmaitė to avoid repetition, which is considered bad style in Lithuanian. Moreover, synonyms allow Razmaitė to soften the vulgarity of swearwords. Overall, such translations enrich Lithuanian teen literature in many ways as this genre is only beginning to develop in Lithuania and being separated in the eyes of the critics from children’s literature. Burgess’ novels differ from traditional romantic or didactic novels meant for teenagers as they reflect the current realistic life of contemporary teenagers in the Western world without moralizing. Teenagers can empathize with the characters of Melvin Burgess’ novels who speak their own language and can then reflect on the issues these novels raise. Rūta Razmaitė has creatively translated the novel and contributed towards encouraging changes in Lithuanian teen literature.

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TABOO SUBJECTS IN LITHUANIAN LITERATURE FOR YOUNG PEOPLE:
THE EFFECT OF TRANSLATED LITERATURE

Brigita Dimavičienė

Summary

The paper focuses on the way in which certain aspects of adolescent speech in the British novelist’s Melvin Burgess’ Doing It are translated into Lithuanian. The main aim of the paper is to analyze a few examples from the novel and see how the translator deals with sensitive language, mainly swearwords and sexual slang. In general, it is expected that softening and omission of taboo language will appear, since Lithuanian norms for the use of this kind of language, especially those aimed at young people, are less liberal than in English-speaking countries.

Keywords: adolescence, teen literature, literary norms, teenage slang, sexual slang, swearwords, taboo.
INFLUENCE OF ECONOMIC FIRMNESS ON THE EFFICIENCY OF THE MECHANISM OF THE BALANCED FUNCTIONING GLOBAL FINANCIAL SYSTEM

Olena Gerasymenko  
Lviv State Financial Academy

Introduction

Proceeding from the universal processes of transformation, states’ intensive division on access signsto associations, and also considering other factors of influence on states’ economic systems, each country should be defined by their own items in the world markets. But very few people wish to deal with unstable economy, uncertain political policy, disbalanced financial system, etc. a sharp necessity of interstate communications settlement with an ultimate goal of strengthening this or that state – the economic plan as a whole arises. Also we can talk about settlement of interstate communications on a subject of global financial system balancing.

Thus, there is a problem of working out a mechanism of the formation and managing of a global financial system balancing in the conditions of whole economic firmness which is the object of this research.

In general, the problem of the formation of an effective mechanism of a territory’s financial system balancing and of the financial system position has not been given sufficient attention till now. Certainly, it is necessary to recall separate cases (which are met not too seldom in scientific and periodic literature) of the use of the words “mechanism”, “financial system”, “balancing”, etc. But often they concern, first of all, with state budgetary relations and indicate a necessity of equilibration of incomes and costs in a particular territory or branch, or revealed the essence of separate directions of economic knowledge which have no direct relation to financial system balancing. Also till now no sufficient attention was given to economic firmness as a factor of influence on the efficiency of balancing mechanism functioning.

Research aim is to define economic firmness as a factor of influence on the efficiency of the global financial system on balancing mechanism functioning.

As a whole, the concept of firmness is fundamental without which it is impossible to realise the condition of economic growth and public progressive development. This concept began to be used widely in humanitarian scientific literature only in the end of the 20th century. In the meantime in the technical it became widely used in the end of the 19th century when the concept of firmness was defined and theories about the firmness and instability of the technical system were formulated.

Now the term “firmness” is widely used in such concepts as “financial system firmness”, “industry structure firmness”, “proof of company growth”, “physical firmness of goods production”, etc. But unfortunately, only in few works necessary conditions for firmness, as well as necessary and sufficient conditions for development instability the whole society and its separate elements have been accurately formulated.

In addition, prior to defining economic system firmness we notice that the economic system is an interaction of five basic spheres: production, financial system, control system, social and economic spheres. It depends on a set of factors: inflation, unemployment, production gain, budget gap level, trade and payment balances, interest rates, national savings, etc.

In terms of sets and conditions two concepts emerge: a set of economic system initial condition and a set of the final economic condition. In these terms firmness is defined so (Pavlovsky, 1999):

The proof of the economic system is that the system, where transition from the initial condition to a set of growth condition occurs in such a manner that any of – factors sets (inflation, production gain, unemployment, etc.) does not leave for admissible borders on the set trajectory of the economic system condition change that conducts economic growth.

Together with it, with reference to a simplified concept of proof of society growth is such: “Proof of society growth is an expected and flexible society that can function normally throughout many generations, not undermining a material and social security system” (Inozemtseva, 1999, p. 593).

Basing on the definitions in different references and also proceeding from previous research (Gerasymenko, 2007; Inozemtseva, 1999; Kyrychenko, Erohyn and Gerasymenko, 2008), the author of the paper reveals the essence of the mechanism of formation and management of the territory’s financial system balancing. So, it is rational to consolidate corresponding methods, forms, levers and tools, and also legal, standard and information maintenance which promote support for the territory’s financial system balancing on an optimum level.
It is necessary to focus attention on impossibility of direct consideration of the territory’s financial system balancing mechanism without understanding of difficult system interrelations between the local (state) and the global (world) financial systems at least in a general view. Proceeding from it, the author is presenting the corresponding scheme of interrelations (see Fig. 1).

**Figure 1.** Interrelations of the local and global financial systems

*(designed the author)*

It is necessary to note, that though at first sight the concepts of firmness and balance of a separately taken system are equivalent, actually there is difference between them.

So, the system which is considered for any moment as completely stable is not necessarily simultaneously balanced. And the process of balancing any system obviously contradicts the main principles of firmness.

In general, the concepts of firmness and balancing can be showed by the corresponding schemes (Fig. 2, Fig. 3).

In particular, it is evident Fig. 2, that firmness is characterised by the system’s ability to come back to the initial condition by comparing positive and negative influence factors in the course of time.

**Figure 2.** Schematic display of separately taken system firmness elements action principle

*(designed by the author)*
It is also necessary to note that a simplified variant is considered in this case the system’s firmness and balanced (because of the conformity of positive and negative factors influences on the aforementioned influences are equal to zero). The same situation would be observed under the condition of placing the system’s firmness point on one of medi- ans of any quarter of positive and negative factors. And in the case of any other placing of a firmness point the system would be considered as firmness in the presence of positive or negative disbalancing.

The action of element balancing is schematically presented in Fig. 3; unlike the previous scheme there is a change of the system condition in the course of time. The main purpose in this case is searching of the ways of equilibration of positive and negative factors influences on the investigated system.

Also it is necessary to consider that near the concept of “balance” there is its direct antipode or “disbalance”, which confirms a necessity of adequate measures for system reduction to a balanced condition to make more visual.

Disbalance as something imperfect exists in the origin of a society. Even constantly tracing negative tendencies in an ideally balanced environment, any (at first sight insignificant) influencing factor can essentially infringe a condition of balance and lead to disbalance. Certainly, it is possible to express the thought that balancing of the environment (including the global financial system) is superfluous, unnecessary; in the long run the influence of positive and negative factors will be counterbalanced, and the time of disbalance, from which we can not completely be protected, will prevent nobody, and in addition will stimulate the development of a particular territory. But it is far not so. Self-balancing is possible only at minimum (or zero) state influence on financial processes, and it is basically impossible because of the existence of an external influence and a necessity for the fulfillment of the state’s functions (at least because of the requirement to justify existence). To some extent self-balancing occurs in a long-term period, but time necessary for a complete equilibration of the system without additional actions is extremely difficult to measure, almost impossible. And, consequently, such expectation of “best times” is possibly groundless to consider.

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**Figure 3.** Schematic presentation of separately taken system balance element action principle *(designed by the author)*

Besides, it is necessary to note that it is practically impossible to reach ideal balance (as well as absolute disbalance). Therefore it is necessary to speak not about achieving balance as that, but more about a maximum level of a financial system balance (or minimum disbalance).

Also it is necessary to pay attention to relative inexpediency and low efficiency of balancing in the conditions of the considered country’s economic development formation. As balancing should be inherent in countries at a particular development level, in settled economic, political and social relations in society and to be used for the purpose of minimizing their possible fluctuations, and also returning to an equilibrium condition quickly.

Also the phrase „the country is in an equilibrium
condition” unfortunately say’s nothing about the development level of a given country (or about „balancing level”, a comparative indicator that helps to measure a degree of the investigated territory’s balancing at present or during time). It is clear that even in an African settlement all existing relations of a given company can be accurately settled, thus system it is considered balanced (or close to balance) though it is natural that the development level the of a similar territory leaves much to be desired.

A similar situation can also be in a highly developed modern state which skilfully uses all existing regulation levers and gradually leaves the maximum step of development, considerably not infringing an equilibrium condition. Thus, in this case “from the outside” (that is, having only statistical data and knowing nothing about a particular concrete country) the investigated state is in a long-term balance, and it is impossible to say about an increasing (or decreasing) level of its economic development by the means of the given method.

Speaking particularly about Ukraine, we note that at the given stage it sensitively enough reacts to any influencing factors (especially external). Therefore it is extremely difficult to predict any processes with high accuracy and for a long period under these conditions. Forecasting only for short time seems possible. For the purpose of evidence the is presented in last assertion Fig. 4. It shows dependence between the indicators of financial system balancing and volumes of direct foreign investment in it in Ukraine.

So, Fig. 4 helps to trace dependence of this character: increase of the volume of direct foreign investment increases negative disbalance of the state’s financial system. The author considers a similar tendency to be a result of irrational use of investment therefore the financial system needs an increasing demand of finding effective methods of rebalancing. With the help of reasonable influence on the volumes and directions of use of direct foreign investment, it will be possible to obtain a desirable result in short time in the form of updating the Ukrainian financial system equilibrium condition. In the future it will be possible to talk about a possibility to involve the corresponding maintenance mechanisms of the state’s economic firmness at the point of the reached equilibrium condition.

Analyzing the statements above, it is possible to draw such conclusions:

1. The fundamental mechanism, which is a necessary condition to exit from crisis and transit to the condition of economic growth, to maintain the conditions of national security in all spheres and national interests of each state, and also to optimise the global financial system balancing level, is economic firmness. It is provided mainly by a purposeful system of the nationally economy regulation.

2. The concepts of firmness and balancing are not identical, even contradicting. So, firmness is possible in the presence of a territorial financial system disbalance, and balance can be reached as a result of firmness infringement. The tandem
of the aforementioned concepts is possible as a short time special case, not as a law.

A perpective for further researches is search for a mechanism which will procide a possibility of a stable balanced development of the global financial system.

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ECONOMIC FIRMNESS INFLUENCE ON AFFECTIVITY OF MECHANISM OF GLOBAL FINANCIAL SYSTEM BALANCING FUNCTIONING

Olena Gerasymenko

Summary

Mechanism of territory financial system balancing in view of the factor of economic stability is considered in an article, system of interrelations of local and global financial systems is resulted. Distinctions between concepts of firmness and equation are designated.

The author has come to conclusion, that the fundamental mechanism which is a necessary condition of an exit from crisis and transition in a condition of economic growth, maintenance of conditions of national security in all spheres and national interests of each state, and also optimisation of a global financial system balancing level, is an economic firmness. It is supplied mainly with purposeful system state regulation of economy.

Concepts of firmness and balancing are not identical, and even contradict one another. So, firmness is possible in the presence of a territorial financial system unbalance, and balance can be reached as a result of firmness infringement. The tandem of aforementioned concepts is possible as short time special case, not as a law.

Keywords: mechanism of balancing, territory financial system balancing, economic stability, local and global financial systems.
PROMOTION OF MULTILINGUALISM IN THE EUROPEAN UNION AND INNOVATIVE OPPORTUNITIES FOR FOREIGN LANGUAGE ACQUISITIONS ONLINE

Inese Barbare, Daina Grasmane, Sanita Grasmane
Ministry of Welfare of Latvia
Latvia University of Agriculture
Latvia University of Agriculture

Introduction

Current changes in the international labor market require a new approach to higher education, including acquisitions of advanced professional foreign language skills at universities. The European Commission emphasizes that in its initiative New Skills for New Jobs: Anticipating and Matching Labour Market and Skills Needs:

Highly skilled and adaptable workforce helps both to boost the competitiveness of the economy as a whole, and benefits employers and employees. Developing skills ensures greater employability in the long term, and can lead to better job opportunities, and wage increases. For employers, investing in skills is a way to enhance their employee motivation and productivity, and to boost capacities to innovate and adapt (European Commission, 2009)

Nowadays, a large part of the global population can communicate in more than one foreign language. The long-range goal of the European Commission is to achieve general multilingualism in the EU (European Union) so that, in addition to the native language, every EU citizen could communicate in at least two foreign languages (European Commission, 2005). However, as testified by practice, a considerable number of member countries ignore this proposal because the role of foreign languages has not been sufficiently understood and appreciated by them.

In accordance with the EC (European Commission) initiative, in 2005 a survey “Europeans and Their Languages” was conducted in 25 member countries by the Eurobarometer with the aim to identify the opinions of the population on several matters concerning multilingualism (European Commission, 2006). The findings of the survey, in which almost 29,000 respondents participated, testified that approximately 50% of them considered that they could communicate in at least one foreign language. The most popular foreign language in the EU was English (as indicated by 38% of the respondents), followed by German (14% of the respondents) and French (14% of the respondents).

When comparing the data by countries, considerable differences were found: 99% of the respondents from Luxembourg, 93% from Malta, 90% from Lithuania, and 71% from Hungary admitted that they could speak one foreign language. 28% of the respondents said that they could speak two foreign languages. According to their self-assessment, 70% of the British respondents, and approximately 60% of the respondents from Spain, Italy, and Portugal could communicate just in their native language. However, in Latvia, in accordance with their self-assessment, one foreign language was spoken by 95% of the respondents, two foreign languages – by 51%, and three foreign languages – by 14% of the respondents.

It is not easy to achieve the goal that was put forward by the EC: to acquire one’s native language, plus two foreign languages, as a considerable proportion rejected this goal as being difficult to implement. Also, the educational policies in many EU member countries do not facilitate the acquisition of several languages. However, an innovative removing of this obstacle could be found.

The implementation of the above mentioned EC initiative “The Multilingual Europe” (European Commission, 2005) in the higher education institutions of Latvia is currently very significant, as specialists are being trained for employment in the international labor market. In order to be able to implement the Lisbon Strategy on the development of a competitive knowledge-based economy within the EU (European Commission, 2000) and the Copenhagen Declaration (European Commission, 2002) on facilitating of the restructuring and development of professional education, innovative means should be used to successfully implement the common aims of the member countries. One of most effective solutions is gradual introduction of e-learning, using appropriate learning and teaching aids.

E-learning as an Effective Means of Fostering Foreign Language Acquisitions

In our opinion, computer software programs “Intelligent Tutorial Systems”, “Simulations”, and “Hypermedia” should be used to enhance efficient acquisitions of foreign languages. These programs can be relatively called “instructors with the artifi-
cial intelligence”. These kinds of software stand out because of their high level of interactivity—new knowledge is acquired through modules based on the learners’ preliminary knowledge, and the levels of knowledge are related to the learner’s wants to analyze his/her achievements and to develop new knowledge (Ehler & Schenkel, 2005). Autonomous learning can be combined with support given by the tutor. Learners are free to model the content of the lessons by combining modules and choosing the most suitable time and venue for learning online. Learners communication needs are satisfied with the help of ICT (Information Communication Technologies) that provide possibilities to socialize with other learners and the tutor.

As it is well-known in practice, e-learning can be conducted in several different versions. For example, many German and British higher education institutions successfully use virtual lectures, “Virtual Collaborative Learning” and “Self-paced-learning” on the basis of WBT (Web Based Training). In Latvia, the popularity of WBT has been also rapidly growing because WBT interactive multimedia learning aids with links, simulations or scenario games, supported by a tutor, are found to be very motivating. The main principle of organizing learning is that the learner can choose the time, the pace and the venue himself/herself, which is also critical because the learning process becomes very flexible.

E-learning scenarios usually take the following path (Bruns & Gajewski, 2002):

1. The learner acquires the virtual lectures online independently and then during a video conference participates in a discussion with other learners or only with the tutor using a communication tool based on the Internet (“Open Distance Learning”);
2. The learner works with the interactive learning material in the network with other learners and during the learning process communicates with other participants and the tutor;
3. A class for a group of learners in a video conference format is conducted. During the class the learners are actively involved in class online activities, they are seen on the screen, and can communicate in an audio-visual format.

Undoubtedly, e-moderation implemented by electronic mass media takes a very significant role. For learning the basic course in a foreign language tutors usually use virtual classrooms, but for skill development and informational support online tools with the function for individual application, ranging from e-mails to group video conferencing, are very suitable. In order to deliver virtual lectures, run seminars, give consultations or correspond several prerequisites are indispensable, and technical facilities and skills to communicate in the virtual environment are in the first place. Regrettfully, real-life practice testifies that virtual meetings cannot always be efficiently organized due to the lack of adequate competencies of the academic staff and learners to use the electronic mass media.

**Acquisitions of Foreign Languages Online in Different Countries**

In higher education institutions online courses for foreign language acquisition are not commonplace. Nevertheless, there are many successful examples, and some of them are as follows:

1. Singapore National University Pilot project: e-DaF German as a Foreign Language (e-DaF NUS, elektronisches Selbstlernzentrum für Deutsch als Fremdsprache an der National Universität Singapore) (Retrieved from http://courses.nus.edu.sg/course/e-daf);
2. Thailand Cyber University offers foreigners an e-learning basic Thai language course (25 classes for listening comprehension and speaking competencies, and 10 classes for basic writing and reading skills: Thailand Cyber University. Open Courseware) (Retrieved from http://thaicyber.goth/courseware/main.php);
3. Within the EU-funded projects, the European Language Network offered several online foreign language courses aimed at the integration of the population into society, their retraining and professional development (Retrieved from http://www.icc-languages.eu/completed_projects.php).

One of the most successful projects implemented by the European Language Network for learning foreign languages online was the international project ActivELP (Retrieved from http://www.activelp.net/partners.htm), in which the Faculty of Education and Psychology, the University of Latvia, also participated.

Whilst conducting a study on online learning of German for Beginners in the Latvian higher education institutions we found that such an online learning offer did not exist. In comparison with offers for online English courses we noticed that online German courses were offered mainly by publishing houses and IT (Information Technology) companies which focus on the development of e-learning and teaching aids. For example, the publishing house Max Hueber Verlag stands out for its contributions in that field. The international language training centre Eurocosm (www.eurocosm.com) is also popular for its online language courses.

However, when interviewing officers from the Ministry of Education and Science of Latvia, we
found out that the offer of foreign language online courses is very limited in Latvia.

**Online Foreign Language Courses: Opportunities and Advantages Method**

In order to identify the advantages offered by foreign language acquisitions in the virtual environment in comparison to face-to-face learning, an experiment was conducted by the authors of this paper, within which the learning aid “Deutsch online für Anfänger” was tested. The demo version of the learning aid can be retrieved from the Internet: http://demo.hueber-language-alliance.de/ilias/.

**Data Collection**

68 participants were involved in the experiment. They represented different age groups: 18 participants up to 24 years of age; 35 participants from 25 to 39 years of age, and 15 participants from 40 to 55 years of age. Three groups were formed: (1) 13 students from Latvia, (2) 19 volunteers from Latvia, and (3) 36 volunteers from overseas.

The mother tongues of the participants were: English (49%), Latvian (46%), Russian (5%), and Ukrainian (1%). By gender, 37 female and 31 male respondents were involved. By occupation, students (25%), IT specialists or IT project managers (32%), and middle or top managers (43%) participated in the study.

The learning aid was envisaged for learners who can use English. The experiment lasted 12 weeks. A web page was developed by one of the authors. For this purpose, a free tool Mambodeesign was used. The learners registered themselves, received their personal identification number and gradually completed 10 modules of the course online German for Beginners. After the completion of each module, the results were sent online to the data basis developed with the help of the Microsoft Access program.

**Results**

Before the course the respondents expressed their preferences for online learning, classroom based work, or blended learning (see Fig. 1). Their responses testified that many of them were not sure whether they could do without the support of the tutor, and this was suspected to be why 39 of the 68 respondents would prefer blended learning.

![Figure 1. Respondents’ opinions before starting the course](image)

(25) After the course the respondents became more confident as they relied on their experience acquired. When comparing the advantages of blended learning and online learning, all of the respondents from overseas preferred online learning, but all respondents from Latvia chose blended learning. This can be explained by the fact that the respondents from overseas had considerably higher ICT competencies as their professional activities were related to IT applications.

The respondents attributed several different motivating factors to learning online (see Fig. 2).
Factors motivating to learn online (Scale from -5 to +5)

Figure 2. Evaluation of factors after course completion (Source: Data obtained by the authors of the current study)

Factor (1): *Flexible choice of time for learning.*
Factor (2): *Choice of level of learning according to learner’s wishes.*
Factor (3): *Self-adjustment of pace and intensity of learning.*
Factor (4): *Choice of topics according to learner’s interests.*
Factor (5): *Provision of feedback on the learners’ request.*

As is evident all the respondents highly valued the first factor. The respondents from overseas gave very high evaluation also of the third factor.

This research study also identified the significance of the opportunities provided by the new ICT (see Fig. 3).

Attitudes towards new ICT (Scale from -5 to +5)

Figure 3. Respondents’ attitudes towards usage of new ICT for learning online (Source: Data obtained by the authors of the current study)

Factor (1): *ICT replace printed mass media.*
Factor (2): *Participants are inspired by the usage of progressive tools.*
Factor (3): *Hyper-text resources are available on the Internet.*
Factor (4): *Personal e-vocabulary can be developed.*
Factor (5): *Authentic and topical texts can be read.*
Factor (6): *Active intercultural communication can be organized via mass media.*
The data also demonstrated that opinions were very diffused. For the respondents from overseas the second, third, and sixth factors were the most significant, whereas for the respondents from Latvia the fifth and third factors were most important.

The respondents also evaluated the usefulness of e-learning for the following purposes:

1. to acquire a foreign language;
2. to integrate people with special needs into society; and
3. to brush up foreign language skills before going abroad on a business trip or holidays (see Fig. 4).

The respondents also evaluated the usefulness of e-learning for the following purposes:

1. to acquire a foreign language;
2. to integrate people with special needs into society; and
3. to brush up foreign language skills before going abroad on a business trip or holidays (see Fig. 4).

Attitudes towards usefulness of e-learning (Scale from -5 to +5)

![Figure 4](image1)

**Figure 4.** Respondents’ attitudes towards usefulness of e-learning (Source: Data obtained by the authors of the current study)

All the three groups of the respondents gave high scores (from factor 3(3) to 4(2)) for the usefulness of e-learning aimed at improving foreign language skills for mobility purposes. In comparison to the other two groups of the respondents, the students gave much higher scores to foreign language learning in the virtual environment for the purpose of integrating people with special needs into society.

The data from Figure 5 illustrate how radically different opinions on the necessity to get a tutor’s support were.

Attitudes toward support given to learners by tutor (Scale from -5 to +5)

![Figure 5](image2)

**Figure 5.** Respondents’ opinions about the tutor’s role in online learning of foreign languages (Source: Data obtained by the authors of the current study)

Factor (1): Tutor works only as a consultant for ICT users.
Factor (2): Tutor works as a foreign language teacher.
Factor (3): Tutor is a private teacher for pay.
Factor (4): Tutor acts as an interactive moderator.
Factor (5): Tutor provides feedback in the learning process.
Contrary to the respondents from the overseas the students from Latvia were willing to see the tutor as a consultant for ICT usage. The role of the tutor as a foreign language teacher was valued similarly by all respondent groups. As to the payment to the tutor, the respondents from Latvia were not ready to pay for his/her services. However, the respondents from the overseas held a completely different opinion. They also evaluated the role of the tutor as an interactive moderator and feedback provider much higher.

Conclusions and Recommendations

The international labor market and the knowledge-based economy require highly competent professionals, who possess skills in several foreign languages. The EU language policy envisages the development of multilingualism in the EU. Consequently, higher education institutions in Latvia should also look for innovative approaches towards the implementation of the idea of the multilingual Europe.

In order to increase learner motivation and enhance foreign languages acquisition, innovative means of learning and teaching should be used, and one of them is online learning.

The learners, whose competencies in the modern ICT are high, prefer the virtual learning environment and the self-paced learning method.

In spite of the fact that online learning provides the learners with opportunities to organize their independent learning flexibly, support by the tele-tutor and his/her involvement should also be provided.

The most significant prerequisites for successful blended or online learning are the trainer’s experience of working in the virtual environment and mastery of relevant methods of teaching.

Learning online can serve not only as a means for lifelong development of foreign language skills that are needed for professional purposes but also for the integration of people with special needs into society.

For developing foreign language courses a considerable amount of the EU funding is available. In order to write relevant project proposals it is useful to acquire international experience from other higher education institutions.

References

PROMOTION OF MULTILINGUALISM IN THE EUROPEAN UNION AND INNOVATIVE OPPORTUNITIES FOR FOREIGN LANGUAGE ACQUISITIONS ONLINE

Inese Barbare, Daina Grasmane, Sanita Grasmane

Summary

This paper addresses the issue of the necessity to enhance the development of multilingualism in Latvia as, in accordance with the EU (European Union) language policy, each EU citizen should be able to communicate not only in his/her mother tongue, but also in at least two other languages. Developed foreign language skills ensure greater employability in the long term and can lead to better job opportunities. Therefore, this research study was carried out to find innovative means for fostering foreign language acquisitions. It focused on the analysis of the advantages of online learning as compared to blended learning and the conventional group work. The role of the tutor and his/her specific technical and pedagogical skills were also examined. 68 participants, including 32 people from Latvia and 36 from overseas, were involved in the experiment: Online learning of the German language basic skills. The results showed that before the course the majority of the participants from Latvia would prefer blended learning. However, after the completion of the online course, which was offered to them by the authors of this study, all the participants highly evaluated the advantages of the online course, the main ones being the opportunity to plan one’s time flexibly and choose appropriate levels of learning. It was concluded that for adults with highly developed ICT (Information Communication Technologies) competencies online learning is recommended for self-study support. For other learners blended learning is advisable. Support provided by the tele-tutor is indispensable. Online learning can serve not only for meeting lifelong professional development needs, but also for integrating people with special needs into society via ICT.

Keywords: multilingualism, foreign language needs, e-learning, online learning, blended learning.
SOCIOLÓGICO RESEARCH OF HISTORICAL SUBURBS FOR THEIR SPATIAL STRUCTURE MODERNISATION (CASE OF VILIJAMPOLĖ, KAUNAS)

Justina Mačiukėnaitė
Kaunas University of Technology, Institute of Architecture and Construction

Introduction

Relevance of the problem. Historical suburbs – “medieval suburbs” – are old parts of a town, closely related to the historical cores of cities. The expansion of cities caused by the establishment of new urban communities behind the fortification or the growth of estate in the province or lands and manors near the town caused suburb formation. These holdings grew into larger settlements, suburbs (Dijokienė, 2001). According to D. Dijokienė, European cities no longer have these unique areas, their characteristic features were changed by new variations of a structure of the city. However, some Eastern European suburbs still have retained their original features, they are rich of urban – architectural valuables such as street networks, which are preserved best, land (plot) forms, distinctive wooden buildings, predominant street views of low-rise buildings which have changed little till nowadays.

Taking into account the examples of the survivors historical suburbs in Lithuanian and major cities in the Eastern European countries, a tendency is observed that although these parts retained the authentic features of the city, they are economically, socially and urban – architecturally poor, inactive in the city despite the great geographical situation in the cities. Historic suburbs are abandoned and the preservation of the valuable features of these territories is legally undefined. Also management options or restrictions for suburbs have not been defined. A particularly relevant aspect is preservation and renovation issues of wooden buildings in the historic parts of a city; these wooden buildings reflect joined ethnic and professional cultural traditions of the nation (Každailytė, 2011) and should be preserved for future generations.

Moreover, preservation and fostering of the existing areas and buildings, the aspect of continuing traditions, particularly depend on the attitude of the local inhabitants towards the survived features of historical suburbs. Currently wooden parts of city buildings are managed improperly, people lack skills and qualification.

The aim of the paper. To identify and research specific urban – architectural elements of historic suburbs employing a sociological survey.

Research objectives. The review the historical specificity and determining characteristics of the suburbs of the Eastern European countries in accordance with a general overview of suburbs, to identify general urban and architectural elements which characterize historical suburbs and to reveal their management problems. One of the tasks is to conduct a sociological study the aim of which is to evaluate general historical suburbs and the historical suburb of Vilijampolė, to define their urban, architectural features, to find out respondents’ opinion about the opportunities of the attractiveness of wooden building and management of historical wooden buildings in suburbs, to summarize and structure survey results.

Methodology of the research

Data obtained from literature analysis. The empirical study applies sociological research methods, thus different types of sociological inquiry were carried out. The obtained information was compared by the comparative analysis method and evaluated by the qualitative assessment and data processing method. Historic suburban studies were performed: photography, current state analysis, urban analysis of mapping, changes (fluctuation) and development of street networks and evolution of morphostructural types and blocks.

Research problem. Comprehensive study of historical suburbs with their distinctive traditional architecture in Lithuania was done by Nijolė Lukšionytė-Tolvaišienė (Lukšionytė-Tolvaišienė, 2011), Giedrė Filipavičienė (Filipavičienė, 2004), Jūratė Jurevičienė (Jurevičienė, 2005). Dalia Dijokienė (Dijokienė 2001, 2006) carried out research on the value and genesis of urban structures of historic suburbs. The concept of suburban zones was generally examined by Matas Cirtautas (Cirtautas, 2010).

Peculiarities of Eastern Europe Historical Suburbs and their Management Problems

According to D. Dijokienė, historical suburbs are “parts of the city, which had already been suburbs since the beginning of the city formation (i.e. their appearance is related to the appearance of the city) till the middle of the XIX century” (Dijokienė, 2001). Such historical suburbs formed not only in
Lithuania, they are typical for all Eastern Europe. For example, Riga historical suburb of Lastadia, Supillin and Karlova suburbs in Tartu, Estonia, are distinguished for their originality and are very similar to the situation in Kaunas and Vilnius suburbs. Literature analysis and empirical studies emphasize that Lithuanian and Eastern European historical suburbs have similar features: an archaic street network, valuable forms of land (plots) and building morphotypes, predominant low-rise wooden building and already formed particular social classes (layers).

- **An archaic and authentic street network** is the best preserved urban value, differently formed in each historical suburb. Some suburbs (Šnipiškės, Panemunė, Lithuania) had a linear street network, other suburbs (Vilijampolė, Kaunas, Karlova, Tartu (Hess, 2011)) were planned by a rectangular scheme or remained spontaneous: a dense network of small streets with narrow irregular streets (Šančiai, Kaunas) (Dijokienė, 2006). Supilinn suburb in Tartu had several street configurations: “some streets were developed organically, […] and other streets were planned orthogonally” (Preservation by Neglect…).

- **Building morphotypes.** Most of historical suburbs have a predominant perimeter and rural buildings with a prevailing residential function. For instance, the perimeter building-up is formed by the main streets in Vilijampolė, Šnipiškės (Lithuania). Their plots are of a smaller, narrower, irregular form compared to regular form plots of rural building-ups, in Žvėrynas and Vilijampolė suburbs (Mačiukėnaitė, 2010).

- **Green spaces.** Most of the historical suburbs located near the rivers and slopes, organically merge with the natural environment, so they have retained more green space than city cores (Žvėrynas, Panemunė Lithuania), while other suburbs, especially those, that in times have merged with the city core, or where there is a large density of land, have little of public or private green areas (Mačiukėnaitė, 2010). Another great example of planned public green areas is Karlova suburb, Tartu, where “allées of various tree species” emerged between World War I and World War II; it is “a unique natural settings” of Karlova’s streets (Hess, 2011).

- **Predominant low-rise wooden buildings,** which underwent changes, but still are in the historical suburbs nowadays because these parts of the city remained almost untouched in the period of the Soviet occupation, thus little renovated building have preserved their authenticity (Siliivask, 2002). Some buildings in the historical suburbs are distinguished by their stylistic architectural forms, others barely reflect ethnic traditions of architectural buildings. For example, Karlova suburb, Tartu city, (Fig.1) has lots of stylistic wooden buildings meanwhile buildings in Vilijampolė, Kaunas city, Lastadia historical suburb, in Riga city (Fig. 2) are distinguished by their traditional low-rise wooden buildings, which are valuable as a whole, and retain the general character of the historical suburb.

- In a long period not only a unique urban – architectural character, but also a particular social society class (layer) formed in suburbs. Such examples are Supillin, Karlova suburb in Estonia, Užupis in Lithuania which are favourite among students and artists.

However, these historical suburbs are not protected although they have a cultural value and reveal national identity. Starting heritage preservation of the historical suburbs, general problems emerged after literature analysis and empirical research:

- **Architectural problems.** Most of the buildings are in a poor condition because of little renovation or inappropriate regulations. Moreover, they
lack authenticity due to unqualified work of the inhabitants in wooden buildings management.

- **Urban problems.** Disappearing wooden buildings yield plots to new buildings, which are built disregarding already formed urban buildings and the prevailing height (1-2 floor buildings prevail) in suburbs.

- **Social problems.** A pragmatic public attitude (Lukšionytė -Tolvažienė, 2011) and disinterest of the authorities lead to the decadence of the urban – architectural character of historical suburbs and undeveloped life quality. Society is not motivated to retain and preserve wooden buildings in historical suburbs because they do not perceive them as “a phenomenon of prestige, healthy (ecological) lifestyle and succession of traditions” (Filipavičienė, 2004).

- **Preservation problems.** City general plans do not sufficiently regulate the management of the historical parts of cities, guidelines are undetermined and preservation programs are inefficient. The main problem in the historical suburbs heritage preservation issue is brittle wooden buildings, which reveal the local (ethnic and professional) building traditions, the national identity (Každalytė, 2011) but wooden buildings are not preserved sufficiently and are disappearing. This is seen in Lastadia suburb, Riga, Šnipiskės suburb, Vilnius, where modern glass buildings for commercial functions have replaced poor quality wooden buildings simultaneously changing the steady social layer (class).

**Sociological Research of Management Opportunities of Vilijampolė Historical Suburb in Kaunas**

With reference to analysis of collected literature and foreign and Lithuanian examples, the following considerable problems of historical suburbs management could be distinguished: negative public attitude to the traditional environment of historical suburbs, and undetermined management of historical suburbs (Filipavičienė, 2004, Lukšionytė-Tolvažienė, 2011). This led to a sociological survey of a little researched, now abandoned, inactive Vilijampolė historical suburb to find out a people’s dominating attitude in a Lithuanian society how local population as well as architects value Vilijampolė historical suburb, what direction management professors advise to choose in order to reveal the values of suburb.

**Method**

During the sociological research a survey was conducted. Three types of surveys were prepared: for society, for Vilijampolė residents and for the architects. An interview method of the professors was also used. The questionnaire for the public was developed on historical suburbs, with the aim to find out their opinion and views on wooden and masonry architecture, and its management perspective. Another questionnaire was given to the inhabitants of the historical Vilijampolė suburb, with the aim to find out their attitude towards their environment, architecture, suggestions on how to renovate the wooden buildings in Vilijampolė, and what function and management directions should be taken to improve the quality of life.

A questionnaire for the architects and interviews with the professors were chosen specifically to find out what valuable historical peculiarities of the suburb should be focused on, how separate parts of the Vilijampolė suburb should be managed, how the existing wooden buildings, that dominate in the historical suburb, should be managed. Ten open-ended questions were given to professors.

The respondents were selected by age and education. 50 respondents, representing the general population, were interviewed about the historic suburbs. The number of the architects’ respondents from the Vilijampolė suburb residents was 32, arguments to be valid did not need a large sample, therefore 11 architects were surveyed by the questionnaire and 5 professors were interviewed.

**Sociological Research Progresions and Results**

In the sociological study initial questions were about the concept of wooden heritage. The following questions were given: Would you like to live in a wooden house? Would you like to live in a wooden house in the Vilijampolė suburb? Respondents were surveyed to find out what they associate life in a wooden house with. Having compared the findings, it was concluded that, 68% of the respondents would agree to live in wooden buildings, however, in the case of the Vilijampolė historical suburb a larger part of the respondents (65%) would not agree to live in this suburb. Even 100% of the surveyed architects refused to live in a wooden house in the Vilijampolė suburb.
According to the respondents, this historical suburb is very poor and abandoned, its social environment is frightening, the quality of its architecture and aesthetics issues are low in a historical suburb. Although lifestyle in a wooden house is associates with ecology (56% of Vilijampolė resident, people, 54% of society), tradition (60% of the architects), but living in a wooden house in Vilijampolė is associated with a lack of prestige (4% of Vilijampolė residents) and poverty (10% of the architects).

Other questions were about attractiveness and value of the historical Vilijampolė suburb. Most of the respondents noted that the historical Vilijampolė suburb is not attractive as itself, but, according to Vilijampolė residents, society, architects and interviewed professors the Vilijampolė suburb reveals its attractiveness in other aspects: geographical situation, natural surroundings. In fact, all the respondents defined valuable peculiarities of the historical suburb: network of streets, proportions, forms, materiality of the buildings; moreover, the most valuable element was the height of the buildings (28% of Vilijampolė residents and 30% of the architects). Besides, some groups of the buildings were defined as a valuable feature (28% of Vilijampolė residents).

Summarizing the respondents: answers society’s ‘Vilijampolė residents’, the architects’, the professors’, it has to be said that the historical Vilijampolė suburb, Kaunas city, is distinctive and characteristic due to its authentic urban structure, some groups of valuable buildings despite the fact that it is in a poor and abandoned historically valuable part of the city and needs complex management.

Preservation and management of the architectural – urban value of the historical Vilijampolė suburb. According to the general plan of Kaunas, this historical part of Vilijampolė is named as “a preserved urban site, having cultural value” (Kauno miesto savivaldybės..., 2003, 2010) but separate buildings or complexes of the buildings are not preserved in this historical suburb. It was expected to find out how the architects imagine the future of the historical Vilijampolė suburb, how to manage this abandoned territory with so many values retained until now. A question for architects: “What management direction should be taken for the historical Vilijampolė suburb?” The architects answered:

- The dominant character of the historical Vilijampolė suburb should be preserved;
- Preservation, revitalization, renovation of distinctive buildings should be applied in this historical suburb;
- Improvement of infrastructure, green public areas;
- Preservation of a valuable street network, urban structures, authentic buildings-up.

The interview revealed, that it is most im-
It was suggested to convert chaotically built territories, to change buildings in a bad condition by the high quality constructions on the central part of historical Vilijampolė suburb. According to the interviews and the sociological survey, the architects and the professors suggested to preserve the character of the historical suburb with its wooden low-rise buildings. The architects advised to preserve unique buildings that show the process of variation of wooden architecture and to maintain the valuable features of these vulnerable objects in the historical Vilijampolė suburb. All these valuable buildings could be renovated only using authentic materials.

Opinions of Vilijampolė residents did not differ very much compared to the architects’. The respondents agreed that some buildings in the Vilijampolė suburb given as an example (Fig. 7) should be revitalized. Valuable wooden buildings in the Vilijampolė suburb (No 2, 3 and 5 buildings) should be preserved and renovated. Moreover, the present function of these buildings could be supplemented by residential, cultural, recreational functions. All selected wooden houses could be renovated using natural, traditional and modern materials, meanwhile all other wooden houses in the given example (Fig. 7) could be changed by newly constructed buildings.

New buildings in the context of the historical Vilijampolė suburb. In the interview, the professors suggested to change buildings in a poor condition by high quality constructions which would fit in the characteristic surrounding (by aspects: form, height) in the Vilijampolė suburb. Some newly constructed buildings could be adapted to the environment of the historical suburb by using modern, natural materials.

The survey showed that most of the respondents (society, Vilijampolė residents and the architects) suggested that new buildings could be con-
structured according to the nuance principle: built in a traditional style, using modern-traditional materials (54% of society, 69% of Vilijampolė residents, 72% of the architects), although some contrast buildings could be put up. Residents of the historical Vilijampolė suburb agreed with some contrast structures in the historical suburb, they would differ in form, materiality and still fit in the characteristic surrounding. All respondents emphasized that new buildings should fit in contexts of the existing low-rise buildings (88% of society, 83% of Vilijampolė residents, 82% of the architects and professors).

Conclusions

1. Historical suburbs in Eastern Europe are characteristic parts of the city, they have retained valuable features until nowadays: street network, forms of lands or types of building-up of squares, they changed slightly, unrenovated wooden buildings have retained their authenticity which reflects traditional and stylistic forms of the local architecture. Compositional, visual links of the historical suburbs with the city core have remained almost unchanged.

2. According to analyzed literature and the empirical research, historical suburbs have retained their characteristic peculiarities until now. However, they are poor, abandoned parts of the city and need complex management, positive attitude and initiative actions of society and the government.

3. According to the survey, historical suburbs and especially the Vilijampolė suburb, are not an attractive territory and very few respondents would like to live there. On the other hand, society, Vilijampolė residents and the architects are aware of the uniqueness of the historical suburbs. The respondents distinguish the valuable elements of Vilijampolė: height of the buildings, materiality, building morphotype, character of a human scale, geographical situation of the territory.

4. According to the architects, it is most important to distinguish, which territories and buildings of the historical Vilijampolė suburb could be preserved and which changed. Complex management is necessary: the historical character of the suburb with valuable buildings, street network could be preserved. The valuable buildings could be supplemented by other functions, – commercial and others (cultural/recreational). The newly constructed buildings of high quality architecture should fit considering the nuance and, contrast principles. Moreover, the infrastructure, social places could be improved.

5. Considering the sociological survey, Vilijampolė residents agreed to preserve most of the buildings in the historical Vilijampolė suburb by keeping the residence function and supplementing with new ones (cultural/hotels). The existing wooden buildings should be renovated using traditional, modern materials. New buildings could be adapted according to the nuance principle.

References

SOCIOLOGICAL RESEARCH OF HISTORICAL SUBURBS FOR THEIR SPATIAL STRUCTURE MODERNISATION (CASE OF VILIJAMPOLĖ, KAUNAS)

Justina Mačiukėnaitė

Summary

Historical suburbs are unique, specific parts of the city near the center of the city, they suburbs since the beginning of city founding. The aim of the paper is to identify and research specific urban - architectural elements of historical suburbs by employing a sociological survey. Historical suburbs in Eastern Europe were researched with reference to the examples in the Baltic countries: historical suburbs in Kaunas and Vilnius cities (Lithuania), Lastadia suburb in Riga (Latvia), Supilinn and Karlova suburbs in Tartu (Estonia). Based on literature and empirical studies, such values of suburbs were distinguished: archaic street network, valuable forms of plots and building morphotypes, green spaces, dominant low-rise wooden buildings, a formed particular social class. However, despite these valuable properties there is a common problem that involves preservation possibilities of historical suburban: architectural, urban, social and preservation problems. A particularly relevant architectural problem is renovation and preservation of wooden buildings. In addition, wooden architecture reflects local building traditions in the city; therefore the sociological survey examine architectural - building issues and also public attitudes to the traditional environment developed by low-rise wooden buildings.

Keywords: historical suburb, Vilijampolė old part, wooden houses, heritage of wooden architecture.
WEB QUEST AS A MEANS OF PRIMARY SCHOOL STUDENTS’ INFORMATION CULTURE FORMATION

Komarova Irina, Levkina Anna
Karelian State Pedagogical Academy

Introduction

To begin with, among active users of the Internet certain age categories are defined – children, teenagers and youth. Exactly those make up progressive social groups, quick on the uptake and easily coping with new information technologies. Meanwhile, the Internet resources are a valuable and immense base for creating IT studies environment, education and self-development, and meeting people’s professional and personal interests and needs on the one hand. On the other hand, under the circumstances of real information availability it is becoming necessary for each person to have an ability to search wanted information on his/her own. As a result, information competence requirements for people are increasing nowadays. A person is required to have developed skills to efficiently work in the information environment and use the provided opportunities; in other words, to attain a certain level of information culture or the culture of one’s interaction with information.

At the present stage of society development information culture is believed to be one of the most important indicators of one’s overall culture. Each person’s life is becoming more dependent on the level and way this person is able to receive information promptly, accept it adequately and use it efficiently in his daily life (professional or training activity, leisure time or at home) (Romantsova, 2012). Thus, the meaning of the aim to develop information culture is increasing.

According to the results of the students’ information culture research held in the sociological studies laboratory of the Education Development Center (Samara) in collaboration with the Department of the IT Center more than half of the surveyed students (57.2%) defined the Internet as the most popular source of information. Moreover, the vast majority is certain that the Internet is absolutely universal, assuming that any sort of information can be found there. From students’ point of view, the main advantages of the Internet are connected with training activities. They think that it helps them to find a lot of useful information needed for training activity (71.5%); saves time spent for preparation (43.8%); makes the learning process more interesting (28.5%). It is fair to claim that students are attracted to a quick access to essential information (The Internet Used by the Students of Samara, 2012).

However, only an access to the Internet does not mean a quick and quality education. In scientific literature there are a few descriptions of the fact that the work fell of wrong techniques used for Internet resources interaction have led students to develop false stereotypes and basic conclusions. This fact is supported by research data, which shows that only one third of the polled students share the opinion that information on the Internet is trustworthy. There is also 4.8% of the students who think that there is a lot of untrustworthy information on the global net (The Internet Used by the Students of Samara, 2012). So, the global net actually excludes other sources of information for students surfing the Internet. Along with the television the Internet has become one of the most general sources of information. At the same time school still plays the primary role in students’ education. This could be explained by the following: students, being more or less Internet literate, do not have enough skills to work with information, digest and report it in particular. Therefore, developing students’ skills to independently set objects in the learning process, plan the objects realization, control and estimate their achievements is a priority goal in students’ education. In other words, developing skills to study. Exactly this skill is acknowledged to be a key competence, which allows a person to survive in changing conditions of the information-oriented society.

A modern person lives in the conditions of a rich and active information environment. It is important to teach to live in the stream, creating the background and circumstances for non-stop self-development and taking into consideration integral tendencies of science and equipment changes. In order to enable students to use all that more efficiently to meet educational and professional interests and needs, a necessity to elaborate particular teaching Internet materials has appeared. One of the materials is Web-Quest, the usage of which stimulates students’ cognitive thinking activity and teaches them to work with the Internet resources (Concept to Classroom, 2012).

The founder of the teaching technique Web-Quest is Bernie Dodge, professor of the university in San-Diego. In his opinion, Web-Quest is a reference-oriented interactive educational tool (Concept
to Classroom, 2012). It means that the information explored and estimated by students in class comes from the Internet. Thereby, Web-Quest in the educational sphere is the Internet-search aimed at teaching and learning process (gaining new knowledge, consolidating the given one, developing skills to use the Internet and other skills applied to the subject) (Romantsova, 2012). WQ model is based on the goals of constructive thinking where students, from his/her point of view no matter how “raw” is at the moment, are placed in the center of the educational process. The core message of this approach consists of the following ideas: 1) a student cannot be given knowledge in a ready-made completed form. The only possible thing here is to create certain pedagogical conditions for successful construction and expansion of a trainee’s knowledge; 2) Educational motivation through students’ involvement in the searching process, research and solution of significant problems, first of all problems of reality, solutions of which are directly connected with a real life situation; 3) Creating of conditions (choices of techniques, teaching forms and assessment tools), tracking down intellectual assets, a special value of the view point, an individual approach to a problem solution, a unique perception of the situation and an individual frame of mind of each trainee (Shatalova, 2010). It is important to emphasise that a teacher does not impose his/her own knowledge and views, after all a teacher plays the role of an organizer of the learning-cognitive and research process activity of students and values more the process of achieving the truth rather than the truth itself.

David Thornburg, futurologist and IT specialist, gives an explanation why equipments demand a “teacher-student” interaction more as ever before: “Teachers must mould students’ reading literacy, teach them to consider and estimate information they find. So long as more children have a computer at home as well as the Internet access, some teachers may come to a conclusion that they do not have to focus on the things well known for children. “Well, children have an access to the Internet at home that is why I do not need to pay much attention to that.” The danger of the situation is that most children have developed excellent technical skills (they know how to work with this or that program, how to use search engines of the Internet), but it does not mean that their research skills are developed in the right way to understand the meaning of the found information. That is the turning point where a teacher’s interference, being an organizer, becomes more important as ever before” (Concept to Classroom, 2012).

Results of the Reading Competence. Students’ reading literacy assessment research was carried out by us in grade 2 of the Secondary School № 48. The method of the research – test.

To start the process we prepared a special notebook. The notebook contained a text and two corresponding tasks: one a multiple choice type, the other one – a free constructed response. Students were given 40 minutes to complete the tasks. The results of the research were evaluated by the following criteria: 1) information interpretation and generalization; 2) formulation of simple conclusions; 3) concrete information search; 4) analysis and assessment of the content, language and abstracts of the text. 28 pupils took part in the research. In accordance with the results of the tasks performed by the students conclusions can be drawn that the tasks, aimed at analysis and assessment of the content, language and abstracts of the text, caused the greater difficulty for grade 2 students. The students took these tasks to be more difficult to complete.

Results of the Research

In the long run, while tracking down the skill, we got the following results: 10% of the right answers out of two proposed questions, 67% of the wrong answers and 23% of the tasks were left unanswered. Only two of the students made an attempt to explain why they had characterized Alice with this or that trait. (Question №11: You have learned about Alice from the letter. Write down two qualities attributed to Alice as a person; prove your opinion using the text). Moreover, it was not easy for the students to interpret and generalize the information. To determine this part of the criteria there were four questions for the students to answer. The results: 45% of the right answers, 44% - the wrong answers and 11% - unanswered ones. Mostly the students succeeded in completing the tasks and answering the questions meant for the concrete information search. Seven questions of such type were followed by 61% of the right answers, 36% of the wrong answers and 3% of the questions not answered by the students. Analyzing the students’ results on their skill to formulate simple conclusions, we got: 50% of the right answers, 44% of the wrong ones and 6% of the tasks not completed. It means that the reading competence is not high-formed and we should pay more attention to working with it.

Dr. Bernie Dodge insists that Web-Quest puts more responsibilities on teachers because they, not children, must find good useful web sites. Though, on the other hand, a child is also in charge of several things. Children have to understand what they are reading. They have to gain success in learning, working with each other and using information apparently not clear at first sight. Implementing Web-
Research of the Children’s Interests about Dinosaurs (Part 2). Research method – questionnaire.

Results of the Research

The survey of grade 2 and 3 students from school № 42 (Petrozavodsk), with 30 participants showed that 93% of the students read various literature about dinosaurs (books, magazines). 74% of the students have books about dinosaurs at home and 81% of the primary school students enjoy watching movies about dinosaurs, are keen on the topical literature and even gather collections of dinosaur stickers and toys. Therefore, we can conclude that a dinosaur topic interests primary school students pretty much. For instance, a work about dinosaurs prepared by Y.Buyalo (grade 2, Gymnasium № 37) was presented at the festival “My First Discoveries” (2009). He wrote: “I am interested in everything connected with dinosaurs. I read books and watch movies about them. I can construct figures out of paper parts using origami techniques. I have made bas-relief dinosaur images in plaster and wooden models of pangolins. With the help of the computer program “Dinosaurs Teach to Play Chess” I learned to play chess by myself. I like drawing dinosaurs, modeling them from plasticine or clay, making them of other natural materials” (2009).

Such interest was also noticed by these children’s parents. Moreover, this topic was discussed on a special blog “Why do Children Take Interest in Dinosaurs so Actively?” Here is an example of the answers to the question. A child psychology specialist is explaining children’s interest in dinosaurs by the following argument: “Children like horror stories. Perhaps, they enjoy the feeling evoked by overcoming a fear. Real fears are quite difficult to overcome that is why children like playing fake fear games. Child fears are natural. A child feels uncomfortable if there is no any close creature next to him/her. Anyway, children need to grow up and as a result they find such kinds of games for themselves. The dinosaur is good for horror stories by its more or less presence, by its ugliness, claws and teeth, enormous size and bloodthirsty nature – but these things were long ago and now it is almost a fairy tale. As the initial fear passes in a few years, some mystery...
and fabulousness still remain. The past object of fear becomes alluring and a child plays with a dinosaur as if it was a cheburashka, one of positive fantasy characters. I myself recall the moments when I used to turn pages with dinosaur images in encyclopedia with a trembling feeling. I never disliked them. To sum up, we can say that firstly children like the feeling of overcoming a fear and then they enjoy the mystery and fabulousness of dinosaurs. Although, all children experience it differently” (Dinosaurs.ru, 2009).

According to the argument laid out above we suppose that the WQ devoted to dinosaurs will make a great interest to for primary school students.

We managed to find the WQ elaborated on the basis of one of the series (Szabo, 2012) of the book “Magic Tree” written by an American author Mary Pope Osborne. We got interested in the WQ and thus translated it, then found the book itself and found out that it, particularly the first part “Dinosaurs Before Dark”, is very popular among foreign children. The fact that the book is less-known in Russia backed up our interest even more. We translated the book into Russian and elaborated our own WQ. Additionally, we prepared a special notebook for students to put down some records while reading the book. It is attached to the book accordingly. The notebook contains tasks to identify the level of reading literacy: 1) information interpretation and generalization; 2) formulation of simple conclusions; 3) concrete information search; 4) analysis and assessment of the content, language and abstracts of the text.

According to the classification suggested by Bernie Dodge, we elaborated a long-term WQ which supposed to be studied by students during a month.

Firstly, we introduced children to the book. Along with the characters of Jack and Anny children set off in a fascinating adventure through the pages of the book. The story begins with Jack and Anny finding a magic tree-house piled up with old books. After viewing the pictures with dinosaurs, Jack wants to see Pteranodon with his own eyes. He makes a wish, and the children, as if by magic, made a trip back in time and find themselves in the land of dinosaurs. At this prehistoric time they saw such dinosaurs as Pteranodon, Triceratops, Anatosaur, and Tyrannosaurus. Travelling back in time with Jack and Anny, students studied dinosaurs and made records in the notebook for analysis.

The WQ can be used both in classes and at home as extra reading which is very convenient for a teacher. Students read the book on their own and complete the tasks step by step after each chapter, hand in the worked out materials to the teacher to check. The teacher assesses, discusses the works with the students or writes comments for each work.

The WQ is aimed at deepening and transforming students’ knowledge of dinosaurs through literary work. Working on the project, the children not only learned how to handle information to answer the questions on the book content, they also did a variety of creative tasks connected with research.

The final task of the WQ was to stage own theatre performance based on the book “Dinosaurs Before Dark” which was supposed to be read till the end. In order to make primary school students more interested and involve them into the activity we organized an excursion “Birth of the Performance” to the Musical Drama Theatre of our republic. During the fascination excursion children got answers to the most interesting questions: What is hidden at the backstage and under the stage? How are light and sound effects created? What are costumes and requisites made of? Who dresses up the actors and does their hair?

The next step of the WQ was to distribute the roles. As different people of various professions took part in the preparing performance, students chose roles that reflect their interests and preferences. For instance, a decorator: to make the scenery of the play students had to explore information of the planet that existed million years ago and which can be found in sources given by the teacher. This task, during its completion, formed children’s views on the planet. It helped them in scheming decorations and stage designing.

A costumer: students studied information about dinosaurs, made notes on the pangolins’ appearance. Such work with information helped the participants to identify the peculiarities of this or that dinosaur, and then reflect them in costumes they prepared for the performance.

Actors: students were offered to study information about dinosaurs’ habits. They had to write down general and specific characteristics attributed to the creatures. They a come in handy when children performed their roles.

A stage director, stage manager: students, who chose this role, had to study information about dinosaurs, their habits, specific traits. Children took notes of the most important facts necessary for the performance. The function of the director and assistants was to control the process of the performance creation. Thus it was crucial to deal with all information.

A script writer: his function is to write the script for the play based on “Dinosaurs Before Dark”. Script writers worked with the literary work itself, wrote the actors’ remarks in detail and remarks accompanying actions.
The head of the dancing group and dancers worked with information on dinosaurs, their peculiarities and habits. The aim was to use the studied information and prepare dances for the performance. Besides, it was necessary to find the music defining the mood of certain moments from the book and in accord with that era. It became of great importance that, while playing their roles, students selected only needed information and formed a skill of simple practical decision making on the basis of the read material.

Conclusions

It is a well known fact that efficient teaching can take place if students have highly developed cognitive activity and learning skills. At present there are many ways to develop them during the learning process. One of such ways is the usage of various up-to-date equipments in classes. Work with Web-Quest is interesting for children because it includes independent research activity, which motivates students to search for a particular information on the Internet by the given sources. Furthermore, nowadays children get very interested in everything that involves using a PC and the Internet.

Apart from that, this way of students’ work on the project makes the learning process, varied lively and exciting. This sort of gained experience bears fruits in the future because working on this project many competences: of students WQ stimulated the development develop cognitive and creative skills, an ability to form knowledge without assistance, an ability to become well-oriented in the information space; it fostered the development of critical thinking and information handling skills. Working on this project, students learn to think critically, solve complex problems on the basis of circumstances and corresponding to information analysis, weigh alternative views, make carefully thought decisions independently, take responsibility for realizing these decisions and frequently found themselves in situations of choice. The usage of WQ made students independent and adapted to life. The feeling of a free choice makes an activity meaningful, deliberate, productive and more effective (Romantsova, 2012).

We suggest that at the end of the work on the WQ the level of reading literacy should increase. To be more exact, primary school students will have formed skills to interpret and generalize information, formulate simple conclusions, search for concrete information, analyze and evaluate the content, language and abstracts of the text.

Thereby, the usage of Web-Quests in the learning process can build a strong basis, for preparing children for their future.

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WEB QUEST AS A MEANS OF PRIMARY SCHOOL STUDENTS’ INFORMATION CULTURE FORMATION

Komarova Irina, Levkina Anna

Summary

The formation of information culture occurs in primary school. Web Quest (WQ) is one of unique educational technologies for this purpose. Work with WQ is interesting for children because it is a means of independent research activity on the Internet using specified addresses. In the current world everything connected with the computer and the global network is interesting to children. Additionally, in Russia teachers are seldom familiar with the given technology and do not use it in their practice.
We conducted a study and established that the theme about dinosaurs is very interesting and exciting for younger students. Our research is devoted to studying the influence of the WQ “Dinosaurs Before Dark” on young students’ ability to work with information, that is innovative in Russian primary schools. The objective of the research was to create WQ and the methodology for primary school students and examine its influence on the formation of their information culture. Research methods: testing and a questionnaire.

**Keywords:** formation of information culture, primary school, Web Quest, education technology, the influence of the WQ “Dinosaurs Before Dark”.
REACTION TO AN AUDIOVISUAL STRESSOR AND HEALTH RISK BEHAVIOR IN INDIVIDUALS HAVING A TYPE BEHAVIOR PATTERN

Gabija Jarašiūnaitė, Rūta Kavaliauskaite-Keserauskienė, Aidas Perminas
Vytautas Magnus University

Introduction

In a modern society people constantly rush, are faced with many environmental requirements and various challenges. Nowadays, society encourages people to be aggressive, competitive and leading to be successful. Scientific literature defines the type of people, who are constantly rushing, live under constant stress as related to poor coronary heart disease (CHD) prognosis.

J. T. Kunnanatt (2011) notes that during the post-World War II period in USA there was a sudden and unexplained rise in CHD, particularly among middle-aged US citizens and more than half-a-million people died annually of heart attack. This confused both researchers and practitioners because traditional CHD risk factors such as high blood pressure, high level of cholesterol, smoking, a lack of physical activity failed to account for many of these deaths. In the mid of the 1950s two US cardiologists, M. Friedman and R. Rosenman noticed that a large number of their CHD patients shared the same complex of characteristic pattern, which they labeled as a type A behavior pattern (TABp). Cardiologists defined TABp as “an action-emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and is required to do so against the opposing efforts of other things and other persons” (Friedman, Rosenman, 1974: 67).

The major characteristics of TABP are considered to be covert hostility and anger, impatience and a tendency to lead, dissatisfaction with the work done, hunger for achievements, a tendency to lead and not to loose control of the situation (Palmer, Diez, Ascensio, 2001). People with TABP always move, walk, eat and talk rapidly, participate in many activities, work quickly and have little time to rest. When resting they feel guilty about wasting their time (M. M. Burg, 1993; Goštautas, Perminas, 1997; Scott, 2007). They are very ambitious, always try to achieve more than the others, want to lead in any situation, are impatient, often urge on the person who talks slowly, perform multiple tasks at the same time and are always tense (Friedman, Rosenman, 1975; Kunnanatt, 2011).

According to R.H. Rosenman and M.A. Chis-ney (1980) and F. Rhodewalt et al. (1991), CHD increased in most industrialized societies in the twentieth century is partly due to the fact that these societies encouraged TABP by rewarding those who are initiative, active, perform more quickly, aggressively, and competitively. That mechanism continues even now because in many situations hard-driving behavior individuals having TABP appear to be more successful than their less struggling but more balanced type B (TBBp) counterparts (Kunnanatt, 2011 cit. Steers, 1981).

However, a TABP living style leads to increased psychophysiological arousal that affects the health of the individual. In 1981 the National Institute of Health of US identified TABP as independent risk factor for CHD (Rosenman, 1982). Other scientists also confirmed TABP relation to CHD (Gar- rity et al., 1990; Kunnanatt, 2011). Cardiovascular diseases are the most common cause of death in the Lithuanian population. In 2010 cardiovascular diseases accounted for 56.1% of the deaths (Hygiene Institut of the Lithuanian Health Care Ministry). TABP is one of risk factors of cardiovascular diseases, so it is important to analyze it.

Despite numerous studies there are different opinions about the mechanism which relates TABP and health. One of the ideas is that TABP is related to higher psychophysiological reaction to stressors and health risk behavior (Guenole, Chernysheko, 2007; Murray, Barnes, Ekuma, 2005).

Individuals Having TABP Reaction to Stressors

It is believed that individuals having TABP are living under constant stress. In stressful situations they feel higher levels of stress (Slem, 1985). M. M. Burg (1993) indicates that a type A behavior personality tends to choose more challenging and demanding situations and evaluate those situations as more demanding than they really are. Thus they have stronger physiological response to stressful situations and it also lasts longer (Burg, 1993; Kunnanatt, 2011).

Many studies (Burg, 1993; Kenneth, Hart, 1997; Guenole, Chernysheko, 2007) show that individuals having TABP tend to maintain a higher level of stress hormones throughout the day and it does not abate only after they go to sleep. Thus the harm-
full effects of stress hormones on the heart and the arteries are greater for TABP individuals.

M. M. Burg (1993) and J. J. M. Vingerhoets et al. (2007) indicate that people having TABP experience strong physiological arousal while reacting to a stressor: an increased production of epinephrine and norepinephrine, increased heart rate and blood pressure. L. J. Van Doornen and R. W. van Blokland (1989) also found that type A individuals have higher adrenal excretion and diastolic blood pressure than subjects with TBBP. U. Lundberg (1982) agrees that TABP is related to a higher systolic blood pressure and catecholamine excretion while reacting to a stressor. A laboratory experiment of the same author (U. Lundberg, 1982) also showed that individuals having TABP have higher psychophysiological arousal before giving the stressor than in the stressor phase.

In W. R. Lovallo and V. Pishkin’s (1980) study reactivity of autonomic nervous system was measured while giving two easily solvable tasks and one unsolvable task for 80 male students. Half of the participants in each group had to work in the conditions where a special 105 decibels noise was given in the background and another half solved the tasks in a quiet place. The results of the study showed that systolic blood pressure and skin conductance was higher in the rest phase in individuals having TABP than in individuals having TBBP regardless of the noise or the complexity of the task.

A visual stimulation was given to 30 undergraduate and graduate students to measure their psychophysiological reaction to a stressor in J. Lee, Sh. Watanuku’s (2007) study. Reaction to stressor was measured in 3 phases: at rest, during stressor phase and after getting back to a usual state after the stressor. The results of the study showed that individuals having TABP had higher sympathetic nervous system reactivity than individuals with TBBP at rest and during the stressor phase. Blood pressure decreased less and skin conductance rates remained higher in subjects with TABP comparing to TBBP individuals. Unlike in previous studies, it was found that sympathetic nervous system reactivity was higher at rest in individuals having TAPB comparing to TBBP individuals.

M. Morell’s (1989) study showed that students having TAPB had a significantly higher skin electromagnetic activity level and a higher heart rate under laboratory stressor than TBBP individuals. Mean while F. Rhodewalt et al. (1991) argues that there is no difference between type A and type B persons’ reaction to stressors and only situation factors have an impact on more intense cardiovascular reactivity of type A individuals. D. M. Murray et al. (1985) also did not find any differences between TABP and TBBP children’s heart rate and blood pressure in their reaction to a cognitive stressor.

In K. V. Jones’s (1985) study 24 healthy medical students (12 type A and 12 type B) were randomly assigned to be winners or loosers in a competitive task where the reaction time was measured. Individuals having TABP who were assigned as winners were different from others and had significantly higher systolic blood pressure levels since the beginning of the task. Type A loosers appeared to slow down in their reaction time and lose interest in the competition at the very beginning of the study. The study suggested that constant simulation which individuals having TABP get for successfully competing for rewards may be more important as a risk factor for CHD than a stress of losing.

**Health Risk Behavior in Individuals Having TAPB**

Health risk behavior is one of the most common phenomenon and problem in a modern society. M. E. Vollrath (2006) notes that a personality has an impact whether an individual involves himself in health risk behavior or not. Physical inactivity, unhealthy eating, insufficient sleep, cigarette smoking and alcohol use are risk factors related to health, TABP and CHD.

Buchman’s et al. (1991) study showed the relationship between TABP and lower physical activity in both men and women medical student groups. I.M. Lee et al. (2000) found the relationship between men’s physical activity and decreased CHD risk. I. M. Lee at al. (2001) states that even light physical activity, for example, one hour of walking once a week, is associated with decreased CHD risk among women as well as in a women group having increased risk for CHD (overweight, with high cholesterol level, smokers). However, Eason’s et al. (2002) study showed no links between TABP and physical activity.

There are many studies analyzing the relationship between a personality and diet but there is a lack of information about the relationship between TABP and eating habits. However, one of TAPB components, rapid eating, is related to eating habits. Thus, it can be said that TABP is not only related to rapid eating, but is related to unhealthy eating in general.

Sleep and sleep quality is also related to health as well as TABP. S.J. McKeelvie’s (1992) study showed that shorter sleep duration is associated with higher scores on TABP. TABP students report more (2,5 times) sleep problems comparing to their TBBP counterparts (Hicks, Pellegrini, 1982). There are also
indirect associations between sleep and sleep quality and TABP. TABP is associated with stress (Jimenez, Navia-Osorio, Diaz, 2009) and stress is associated with sleep quality and insomnia.

Smoking as well as TABP are one of the major risk factors of CHD (Goštautas, Perminas, 2004). Johnson’s et al. (1989) study confirmed the relationship between TABP and smoking. Researchers disclosed not only the link between TABP and smoking, but also the relationship between TABP and the effects of smoking (Lombardo, Carreno, 1987). TABP is related to higher alveolar carbon monoxide (COa) levels. The association between TABP and the number of puffs taken was not found, but the relationship between TABP and inhalation duration was found (70% longer for TABP than TBBP). These results suggest that TABP smokers may be at a greater risk for lung cancer. However, A. Goštautas and A. Perminas (2004) found an ambiguous cumulative effect of TABP and smoking upon myocardial infarction.

TABP is also associated with alcohol consumption. C.A. Camargo’s et al. (1986) study showed that men with TABP consumed twice as much alcohol as men with TBBP. N. Bages, L. Feldman, G. Chacón (1995) also confirmed that TABP is associated with increased alcohol consumption. A. R. Folsom’s et al. (1985) study showed that TABP men not only consume more alcohol (30% more than TBBP men), but are also more frequent rather than occasional alcohol users. The results of the study remained independent from age, income, smoking and marital status (Folsom et al., 1985). However, when talking about alcohol consumption relation with TABP, results are controversial. R. J. Glynn, L.O. de Labrie, D.M. Hou (1988) found that the socio-economic and marital status but not TABP influence alcohol consumption and the development of CHD.

To conclude, scientists found the relationship between TABP and reaction to various stressors and health risk behavior, however, results are inconsistent, so the aim of this study was to assess reaction to an audiovisual stressor and health risk behavior in individuals having type A behavior pattern.

It was hypothesized that:
- Individuals having higher TABP have higher psychophysiological reaction to an audiovisual stressor than individuals having lower TABP.
- Individuals having higher TABP are more involved in health risk behavior than individuals having lower TABP.

Method

Two separate studies, related to reaction to an audiovisual stressor and health risk behavior in individuals having TABP, were conducted. A. Goštautas et al. (1993) noted that TABP is characteristic for young people with higher education. So, university students were chosen to participate in both studies.

The study measuring the relationship between students’ reaction to an audiovisual stressor and TABP was done in 2009. 90 students from Vytautas Magnus University aged between 18-30 (mean age 21.9 ± 2.5) participated in this study. There were 19 (21,1%) men and 71 (78,9%) women.

Subjects completed the Students Jenkin’s Activity Survey (SJAS) (Yarnold et al, 1986) to measure their degree of TABP. SJAS was translated into Lithuanian according to the requirements for psychodiagnostic methods. Reliability of the questionnaire was calculated by Cronbach’s alpha, which was 0,554. The participants who scored above the mean in SJAS were attributed as having higher TABP (34 subjects) and those who scored below or equal to the mean, were attributed as having lower TABP (56 subjects).

Mind media device NeXus 10 (serial number 0928050233, Holland) was used to evaluate the participants’ physical condition. Body temperature, skin conductance, heart rate and respiratory rate were recorded using this technology. The programme of the audiovisual stressor was used as a stressor. NeXus 10 technology meets the European Community Council Directive 93/42/EEC for medical device requirements (Mind Media B.V. User manual for NeXus-10, 2004/2005).

The research project was presented and discussed in a session of the Psychology Department at Vytautas Magnus University. It was concluded that it met the ethical requirements. Before the study the participants got all the information about the procedure and their role in this research. They knew that their physical response to stressors would be measured in the experiment and were informed that there could be some negative effects on their health. The participants read the study protocol and signed approved consents on informed participation. The study involved healthy people who had no health problems.

A psychophysiological reaction to the audiovisual stressor was recorded in 4 phases: at rest, while waiting for the stressor, during the stressor phase and after the stressor while getting back to their usual state. The electrodes recording information about their body temperature, skin conductance, heart rate and respiratory rate were attached to participants’ bodies and they were asked to relax. A landscape of water flowing quietly was displayed and slow and restful music was playing in the background during the rest phase. This relaxation phase lasted for about 3 minutes. Later the rhythm of the music started in-
tensifying and a warning about stress was shown on the screen. It said that a stressor would appear in 60 seconds and asked the participants to be ready for it. Then the researcher read the warning aloud as well. During the stressor phase, the participants were watching various intimidating images and hearing loud sounds related to the images shown. The stressor stage lasted for about 30 seconds and then a note on the screen appeared saying that the stressor phase ended and the participants were asked to relax so that the program could record their reaction to the audiovisual stressor. The relaxation phase after the stressor lasted for about 2 minutes more.

Due to the wrong attachment of electrodes that measured the heart rates of 4 participants’ skin conductance rates and 7 heart rate measurements were not included into the analysis of this study.

Another study, assessing the relationship between the students’ health risk behavior and TABP was made in 2011. 202 students from Kaunas University of Technology aged between 18-26 (mean age 19.5 ± 1) participated in this study. There were 63 (31.2%) men and 139 (68.8%) women.

The subjects completed SIAS to measure their degree of TAP. Reliability of the questionnaire was calculated by Cronbach’s alpha, which was 0.515. The participants who scored above the mean in SIAS were attributed as having higher TAP (95 subjects) and those who scored equal or below the mean, were attributed as having lower TAP (102 subjects).

For the assessment of health risk behaviour the subjects completed the Health Risk Behavior Inventory – Pilot Version (HRBI) (Irish, 2011). HRBI was translated into Lithuanian according to the requirements for psychodiagnostic methods. Physical inactivity, unhealthy diet, insufficient sleep, direct and indirect exposure to cigarette smoke and alcohol consumption sub-scales were used to measure the students’ unhealthy behavior in this study. The reliability of the questionnaire was calculated by Cronbach’s alpha, which was: physical inactivity (0.687), unhealthy diet (0.630), insufficient sleep (0.501), direct and indirect exposure to cigarette smoke (0.719), alcohol consumption (0.529).

Results

One of the objectives in this study was to measure individuals’ having higher TAP reaction to an audiovisual stressor. It is argued that TAP persons are more responsive to stressors and the experienced stress lasts longer even after the stressor ends (Jenkins, Zyzanski, Rosenman, 1976; Morell, 1979; Slem, 1985; Stoney, Langer, Sutterer, 1987; Burg; 1993; Guenole, Chernysheko, 2007). U. Lundberg (1982) says that psychophysiological arousal in subjects having TAP is significantly greater even before the stressor starts than in subjects having TBBP. Thus, reaction to an audiovisual stressor was measured in three phases: while waiting for the stressor, during the stressor phase and after the stressor while getting back to their usual state.

It was expected that psychophysiological reaction to an audiovisual stressor of individuals having higher TAP will be greater than of individuals with lower TAP in all phases: while waiting for the stressor, during the stressor phase and after the stressor while getting back to their usual state. Thus, individuals having higher TAP will have higher skin conductance, lower skin temperature, higher respiratory rate and higher heart rate than individuals with lower TAP.

The hypothesis that individuals with higher TAP have higher psychophysiological reaction to the audiovisual stressor than individuals with lower TAP was verified by using a non-parametric Mann–Whitney criterion. Comparison of psychophysiological response to an audiovisual stressor in individuals having higher and lower TAP is presented in Table 1. The results of the study showed that there was no difference in subjects with higher and lower TAP in their reaction to an audiovisual stressor both while waiting for the stressor and during the stressor phase and after the stressor while getting back to their usual state (p>0,05).

Table 1. Comparison of psychophysiological response to an audiovisual stressor in higher and lower TAP

<table>
<thead>
<tr>
<th>Psychophysiological rates</th>
<th>Mean Ranks</th>
<th>Test Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher type A behaviour pattern</td>
<td>Lower type A behaviour pattern</td>
</tr>
<tr>
<td>Skin conductance</td>
<td>42.75</td>
<td>43.94</td>
</tr>
<tr>
<td>Skin temperature</td>
<td>45.93</td>
<td>44.43</td>
</tr>
<tr>
<td>Heart rate</td>
<td>41.10</td>
<td>42.51</td>
</tr>
<tr>
<td>Respiratory rate</td>
<td>47.21</td>
<td>43.64</td>
</tr>
</tbody>
</table>

Stressor phase
The hypothesis that individuals having higher TABP are more involved in health risk behavior than those having lower TABP was verified by using a non-parametric Mann – Whitney criterion. A Comparison of health risk behavior in individuals having higher and lower TABP is presented in Table 2. The results of the study showed that there was no difference in subjects with higher and lower TABP in their involvement in health risk behavior neither in physical activity, nor unhealthy diet, insufficient sleep, direct or indirect exposure to cigarette smoke or alcohol consumption (p>0.05).

Table 2. Comparison of health risk behavior in individuals having higher and lower TABP

<table>
<thead>
<tr>
<th>Health risk behavior</th>
<th>Mean Ranks</th>
<th>Test Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher type A</td>
<td>Lower type A</td>
</tr>
<tr>
<td></td>
<td>behaviour pattern</td>
<td>behaviour pattern</td>
</tr>
<tr>
<td>Physical inactivity</td>
<td>100,01</td>
<td>97,92</td>
</tr>
<tr>
<td>Unhealthy diet</td>
<td>98,00</td>
<td>100,07</td>
</tr>
<tr>
<td>Insufficient sleep</td>
<td>102,02</td>
<td>95,75</td>
</tr>
<tr>
<td>Direct and indirect exposure to cigarette smoke</td>
<td>92,26</td>
<td>104,17</td>
</tr>
<tr>
<td>Alcohol consumption</td>
<td>94,89</td>
<td>102,34</td>
</tr>
</tbody>
</table>

Conclusions

- There is no difference in individuals having higher or lower TABP in their reaction to an audiovisual stressor.
- There is no difference in subjects with higher and lower TABP in their involvement in health risk behavior

Discussion

The results of this study showed that there was no difference in subjects with more and less TABP in their reaction to an audiovisual stressor. Conversely to these study results C. D. Jenkins, S. J. Zyzanski and R. H. Rosenman in 1976 stated that individuals having TABP excrete more hormonus, have higher heart rate and blood pressure when reacting to stressors and psychophysiological response of individuals having TBBP is lower.

M. Morell (1989) also found that students having TABP had higher skin conductance rate and higher heart rate while reacting to the stressor than students having TBBP while studying the same age persons. Likewise W. R. Lovallo, V. Pishkin (1980) and J. Lee, Sh. Wanatuku (2007) found that skin conductance and systolic blood pressure were higher in individuals having TABP than in individuals having TBBP. However, K. L. Frogatt and J. L. Cotton (1987) and F. Rhodewalt et al (1991) showed that there is no difference between individuals having TABP and individuals having TBBP in their reaction to stressors.

The inconsistencies of the studies can be explained due to the fact that individuals could come to the experiment already having higher psychophysiological arousal because they were informed that their reaction to an audiovisual stressor will be measured.

M. Ch. Slem (1985) says that that individuals having TABP subjectively perceive the same stressor as greater. So, individuals having higher TABP might expect that the stressor will be scary and it might be that for some it looked not as scary as they imagined, so their psychophysiological stress indexes increased slightly because they increased even before the experiment. Additional data analysis supports this assumption. When measuring not reaction to an audiovisual stressor but comparing physiological characteristics between individuals having higher and lower TABP, we found that participants with higher...
TABP had higher and statistically significant respiratory rate than individuals with lower TABP.

One of the main characteristics of the TABP concept is competitiveness (Friedman, Rosenman, 1975; Palmer, Diez, Ascensio, 2001). So, it could be that individuals having TABP took this experiment as a challenge for them and tried to control their psychophysiological reaction to an audiovisual stressor because they wanted to do better than others. The theory of biofeedback says that people can learn to control their physiology and response to stressors (Scott, 2007).

It is said that students is one of the most unhealthy behavior risk groups. Physical inactivity, unhealthy eating habits, insufficient sleep, cigarette smoking and alcohol consumption are common in students’ life (Poteliūnienė, Viraliūnaitė, 2006). Although the relationship between health risk behavior and TABP was proved by earlier studies (Buchman et. al., 1991; Bagés, Feldman, Chacón, 1995; McKelvie, 1992; Hicks, Pellegrini, 1982; Johnson et al., 1989; Camargo et al, 1986) but the relationship between TABP and students' physical inactivity, unhealthy diet, insufficient sleep, direct and indirect exposure to cigarette smoke and alcohol consumption was not found in this study. So, the results of the study could lead to the assumption that students' lifestyle is unhealthy in general independently of the influence or relationship to TABP.

Differences between study results may also be due to different division in to type A and type B individuals by using different methods to measure TABP or different standards when dividing individuals as having TABP or TBBP while using the same method. J. Th. Kunnanatt (2011) mentions that the originators of the TABP concept also stated procedural variations in research methodology such as subject selection, inconsistency in scoring methods, it could result in inconsistent study results related to TABP.

Differences also could occur because we divided individuals as having higher TABP and having lower TABP using a mean as a cutting point, e.i. individuals only had the characteristics of TABP but not necesarily they were a pure type A. Moreover, the Cronbach alpha of Students Jenkin’s Activity Survey (SJAS) was not very high. That is why further studies measuring reaction to stressors and health risk behavior in individuals having TABP are needed.

References
REATION TO AN AUDIOVISUAL STRESSOR AND HEALTH RISK BEHAVIOR IN INDIVIDUALS HAVING A TYPE BEHAVIOR PATTERN

Gabija Jarašiūnaitė, Rūta Kavaliauskaite-Keserauskienė, Aidas Perminas

Summary

Type A behaviour pattern (TABP) is one of the challenges which people living in a modern society should deal with. Society encourages people to be competitive and leading to be successfull. It is convenient for people who have TABP to adjust to these society requirements because they are awarded for their behavior. On the other hand, there are evidences that TABP leads to coronary heart diseases (CHD). It is said that individuals having TABP tend to have CHD because they react to stressors more and tend to be involved in health risk behaviour. However, the results of the studies have been inconsistent. The study aimed at assessing reaction to an audiovisual stressor and health risk behaviour of individuals having TABP. The results of the study showed that there was no difference in subjects with higher and lower TABP in their reaction to an audiovisual stressor. There was also no difference between higher and lower TABP in their involvement in health risk behavior.

Keywords: type a behavior pattern (TABP), coronary heart disease (CHD), modern society, stress, audiovisual stressor, health risk behaviour.
Introduction

School leadership is now an education policy priority worldwide. As countries are seeking to adapt their educational systems to the needs of a contemporary rapidly evolving society, expectations for schools and school leaders are changing. School leadership practice has been greatly influenced by changes in the educational governance and school contexts. Leadership development is a strategic necessity because of the intensification of a school leader’s role as a result of change processes (greater complexity of school contexts; devolution of powers to school level; etc.) in education. School leadership and questions concerning optimum approaches for effective recruitment, assessment and development of principals have become matters to which an increasing concern has been devoted in education systems internationally. Hence school leadership development requires a systemic approach that would be based on the principles of sustainable education.

The systems of preparatory training, certification, selection, assessment, induction and ongoing development for school leaders are necessarily rooted in specific national conditions and contexts. Evaluating these diverse approaches, researches should first of all acknowledge the vital importance of culture and context that shape education, leadership and leadership development in each country (Bolam, 2004). However, despite such differences there has been a global trend toward a more systematic provision of leadership and management development for school leaders. The paradigm of sustainability provides a holistic perspective on school leadership development requiring consideration of economic, social and ecological forces.

In Lithuania it is widely accepted that school heads play a vital role in setting the direction for successful schools, but the existing knowledge of the best ways to prepare and develop highly qualified candidates is sparse. Among major publications Arbatauskas (1996); Kučinskienė, Kučinskas (2002); Želvys, (2003) should be mentioned. The quality of school leadership is seen critical in Lithuania to bringing about changes required to implement the reform agenda as well as for the quality of education. It became apparent that a considerable progress has been made in stimulating the leadership development system improvement in the education system over the past few years. However, specific empiric research on how to improve school principals’ preparation and training programs have not been carried out yet in Lithuania. The recent survey disclosed that training for school leadership roles in Lithuania is often inadequate, uncoordinated (Kontautienė, Melnikova, 2007, 2008; Melnikova, 2011). Despite a quite wide range of various professional development opportunities in Lithuania school heads face some problems. Firstly, school leadership development programmes should go along with leadership standards and meet school heads’ needs both in theory and in practice. However, the majority of school heads reported that average leadership programmes were not aligned with the actualities of what is needed to effectively direct today’s school systems. Secondly, the content of various leadership development programmes is strongly academized and is being delivered only using academic methods with no processes of applying learning back in schools. There is no differentiation, personalization or contextualization of the programmes. Thirdly, the process of leadership development should be more systemic, coherent and controlled. Assistance could be provided in elaborating individual leadership competence development plans. That would help to save time and make the leadership development process more purposeful and focused. Finally, there is a lack of competent lecturers-specialists in school leadership and management. The result of the research is a made assumption that school heads in Lithuania are neither fully prepared nor well trained and are likely to experience difficulties in their leadership roles (Kontautienė, Melnikova, 2011).

Absence of a clear theoretical background for analysis of the school leadership development system as well as the results of the exploratory research of school leadership development in Lithuania inspired the authors to analyze scientific literature in order to design a theoretical model of a coherent and sustainable school leadership development system that would ensure the development of a leadership competencies required at different stages of a leadership career.

Hence, the aim of the paper is to design a theoretical model of a coherent and sustainable
school leadership development system in Lithuania that would ensure the development of leadership competencies required at different stages of leadership career.

The objectives of the paper are:
- to define the notion of school leadership development as well as to highlight the principles of sustainable leadership development;
- to design a theoretical model of school leadership development.

Theoretical analysis of the school leadership development system is based on a postmodern paradigm theory emphasizing the role of a school leader as a facilitator of change, a promoter of organizational learning that enhances a school’s capacities to pursue intelligent learning processes in a way that increases the organization’s effectiveness and capacity for continuous improvement (Bush, Jackson, 2002; Hallinger, 2003) as well as on the adult learning theory (Browne-Ferrigno, 2003). Hence, training and development of school leaders must be based on a clear conception of the aims of education in general and processes in a school as a learning organization in particular. This idea must shape leadership development programmes with regards to the content, methods, patterns, etc.

So, the paper provides an insight on the main concepts and notions in leadership development and highlights the principles of sustainable organization of a school leadership development system. Approaches and methods used to support continuing professional learning of school leaders are highlighted as well. As a result, the theoretical model of a leadership development system was designed. A number of criteria for the model analysis is introduced. The main method of the research is scientific literature analysis.

Definition of School Leadership and Principles of Sustainable Leadership Development

The managing and leading tasks of school leadership are both complex and interrelated, so no clearly defined concept of leadership exists. Most definitions of leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person or a group over other people or groups to structure the activities and relationships in a group or organization (Yukl, 2002). Leadership can not be regarded as a singular activity carried out by the principal. Most schools now have an extensive leadership apparatus, including deputies and/or assistant principals. A recently developing interest is connected with distributed leadership (Hargreaves, Fink, 2006), which means involvement of larger numbers of the staff in school leadership. The emphasis of this article is on school leaders, including but not confined to school principals.

Analysis of scientific literature on the questions of school leadership development as well as sustainable education allowed the author to extract to the main principles of a sustainable leadership development process.

Content of School Leadership Development Programs

Analysis of leadership development programs (Bush, 2008; Bush, Jackson, 2008; Huber, 2004; Pont et al., 2008) allows the author to generate a “content model” for leadership development. Programs may vary in structure, content and effectiveness. Some of the differences perceived depend on how the role of school leadership is conceived. Whether school leadership development focuses on managerial responsibilities, including business skills and resource management, and/or on instructional leadership skills will depend on the level of autonomy and decentralisation granted to schools and the roles leaders are asked to play. However, the core curriculum most likely of includes five main themes: Instructional leadership: topics related to teachings and learning, pedagogical leadership, managing teaching and learning. Leaders seek to achieve good outcomes by influencing motivation, commitment, capability of teachers. They monitor teaching and learning by checking that high standards were achieved. So modules on instructional leadership need to address these themes. Law: the purpose of this module is to ensure that leaders understood the main requirements for schools and their management. Finance: principals need skills to draw and manage the budget, audit spending and ensure that expenditure was targeted and met school objectives. Managing people: principals are responsible for a full range of human resources management: staff selection, induction, mentoring, staff development, deployment, appraisal, discipline. The module should include these themes. Administration: administration should be regarded as the function that supports the educational purpose of a school.

School Leadership Development Based on Leadership Standards

Standards are used for the certification, evaluation and professional development programmes of a principal. These principles underpin knowledge requirements, personal qualities, and leaders’ actions in leadership areas. These standards offer a frame-
work of professional learning and the basis of the development of leadership programmes. Standards should be used as the basis for designing and accrediting leadership programs for school leaders and for developing and implementing assessment tools to license/certify beginning principals and re-license practicing principals.

There are two basic approaches to the standards of school leadership: a competence based approach and a performance based approach (Louden, Wildy, 1999). A competence framework for the standards of school heads’ work usually identifies the key areas of a principal’s responsibility. Within each of the key areas there is a subdivision of further competences. The standard of performance in each competence is to be judged by certain indicators of a principal’s work. A competence based model for standards is the one that describes observable behaviors based on close scrutiny and analysis of the role of school principals. Weaknesses of this approach are hierarchical lists of dispositions, knowledge and duties; decontextualizing of performance and promise of false dichotomies of those who reach a prescribed standard and those who fail. The purpose of a performance based model for leadership standards is to specify and illustrate the range of performance within a school principal’s work. The project consists of three stages. The first stage is an initial research into selecting the dimensions of a school head’s work and establishment of a continuum of performance. The second phase provides an account on the content of a principal’s work. The third stage is designed to develop progress maps that describe progression in development of performance in each dimension. Rich in the reality of case studies, a performance based approach appears as a potential alternative to lists of hierarchical duties and responsibilities in a competence based model as well as provides an insight into leadership development programmes.

Differences in approaches reflect deeply rooted differences in philosophy regarding professional learning and career planning. On the one hand, it is argued that the presence of standards and mandatory requirements creates hurdles that function as disincentives for people who might consider applying for leadership positions. On the other hand, determination and assessment of standards and certification are necessary in order to enhance professionalism and to ensure quality.

School Leadership Development Involving the Identification of School Leaders’ Needs

One of the key questions of leadership development systems is needs analysis. Watson (2003a) points out that training may be related to the needs of individuals, the needs of schools or the needs of the national system. Needs analysis provides crucial information needed to ensure that professional learning is appropriate, valid and relevant. Needs diagnostic processes (e.g. 360-degree feedback) are usually based around national leadership standards. The principle of needs analysis requires the process of leadership development to be based on consistent analysis of needs for competences. Needs analysis provides crucial information needed to ensure that competences development is purposeful, appropriate, valid and relevant.

Leadership Development Needs to be Seen as a Lifelong Learning Process

A school leadership career needs to be supported through the different stages in a balanced manner, including the provision of pre-service, induction and in-service and be complemented when important changes come up.

The significance of pre-service preparation of school leaders was analyzed by Browne-Ferrigno (2003), Bush, Jackson (2002), Hallinger (2003). The notion of preparation suggests a preconceived orientation towards career development by potential principals and/or other education system participants. Hallinger (2003) argues that a considerable criticism of pre-service courses reflects a lack of coherence and detachment from the realities of a principal’s workplace. The predominant mode of delivery is usually a lecture and discussion. Recognizing the importance of pre-service preparation for aspiring principals (Bush, Jackson, 2002) it is agreed that there is a need for fundamental rethinking of the content, structure, delivery, and assessment of leadership learning. That involves the development of a framework for leadership preparation to ensure that formal university based programs and programs offered by other providers of leadership development are complementary.

Preparation for leadership should be part of a continuous process involving both formal study and field based learning. Important connections between self-identity and career goals of individuals need to be taken into consideration when planners are designing leadership learning opportunities.

Great attention in education management literature is given to the induction process to school leadership (Browne-Ferrigno, 2003; Bush, Middlewood, 2005). Induction is the process by which new incumbents become familiar with the context in which they are leading, including a school culture. All first time participants need professional social-
ization (preparation to enter the profession) and organizational socialization (learning how to lead in a particular context) is also required. Induction has three main dimensions (Bush, Middlewood, 2005): 1) Socialization: enabling the employee to become part of the organization; 2) Achievement of competent performance: enabling the new employee to contribute to the organization effectively; 3) Understanding the culture: enabling the employee to appreciate the core values of the organization.

Successful induction should smooth the path for new principals, accelerate their socialization, enable them to make sense of the complex reality of school leadership and build their confidence to perform the role effectively. Inadequate or tacit induction is likely to slow down the learning process, and leave principals with a damaging sense of uncertainty about whether they are leading effectively or not. When induction occurs it may be regarded as a key stage in the ongoing process of continuing development.

Research draws attention to the significance of professional development for successful school leadership (Browne-Ferrigno, 2003; Bush, 2008; Hallinger, 2003). Leadership development is often a generic term used to describe any form of preparation or training for leadership, or it is specifically used to refer to activities undertaken following the appointment of a principal, that is in-service training. Induction is one phase of this process but leadership development should be seen as any professional activity undertaken once a principal has taken this position. Such provision may be complimentary to pre-service preparation or a substitute of it.

Continuing professional renewal of experienced principals is an important part of what is essentially the process of lifelong learning. At the same time programs of professional development should be made available for principals seeking to enhance their professional growth and development, principals themselves can play an important part in professional advancement of a aspiring principals and others who have been newly appointed to the position of principal, and to other positions of leadership in schools and educational institutions more generally.

School Leadership Development Should be Continuous and On-going

Consistent with the concept of lifelong learning, and assuming that school leadership involves a career - the stages of a school leader’s career have been receiving a growing attention. For example, implicit in the data collected in Earley’s at al. (2002) recent study is a call for a coherent school leadership professional development framework which begins shortly after gaining the qualification of a teacher and continues through and beyond leadership. A number of models have been developed to describe various stages of school leadership career (Bush, Jackson, 2002; Bush, 2008). The eminent among them is a five stage structure: Emerging leadership for teachers who are beginning to take on management and leadership responsibilities, including heads of the subject/area. Established leaders for experienced leaders who do not intend to pursue headship, including assistants and deputy heads. Entry to headship for those aspiring first headship and newly-appointed first-time headteachers. Advanced leadership for experienced headteachers and other school leaders who are ready to further develop their facilitation, mentoring and coaching skills. The framework is thought to provide a coherent and flexible model for development and support of school leaders at all stages of their career.

Leadership Succession and Leaders at Many Levels

Succession planning needs attention at all levels. Questions concerning optimum approaches to leadership succession have become matters to which increasing concern has been given in education systems internationally. Effective succession means having a clear strategy to create positive and coordinated flows of headship (Bush, 2008; Hargreaves, Fink, 2006). Researchers should investigate optimum conditions for successful succession as much as we focus on new leaders and startups.

Researches (Bush, 2008; Hargreaves, Fink, 2006; Pont et al., 2008) argues that more emphasis should be put on nurturing and developing leadership within schools, focusing on how to identify and support future leaders early in their careers best. That is why succession planning is essential to widen the applicant’s pool for school leadership and increase the quantity and the quality of future school leaders. Succession planning involves fostering interest in leadership by providing opportunities for teachers to participate in leadership and to learn more about the day-to-day tasks it involves as well as offering training for aspirant leaders. Individuals who have gained some experience in leadership or aspects of it are more likely to be interested in leadership and to be confident in their capacity to lead. It is therefore important that potential leaders were given opportunities to participate in leadership early in their careers. This can be done by distributing leadership
within the school and encouraging teachers to take on responsibilities for certain areas or aspects of leadership. Interest in leadership can also be fostered by shadowing programmes which allow teachers to observe and learn more about particular activities it entails.

High potential teachers need to be identified proactively and encouraged to develop their skills. Professional development opportunities can be a good way for teachers to test their potential for management and leadership. Training opportunities may be targeted to develop leaders for schools particularly in need, or they may be embedded in broad strategies for school leadership development. In addition, inclusion of leadership topics in initial teacher training can foster interest among teachers with a leadership potential in the longer term (Pont et al. 2008).

Succession planning is essential to increase the quantity and the quality of future school leaders. It is a way to counteract principal shortages and to ensure that there is an adequate supply of qualified personnel to choose from when an incumbent leader leaves the position. Succession planning involves proactive identification of potential leaders and encouragement to develop their leadership practices. This can be done by offering training programmes for aspiring leaders and providing opportunities for young teachers to learn more about leadership through close contacts with current leaders. It can also be done by including leadership topics in initial teacher training.

School Leadership Development Should Incorporate Evaluation of Multiple Sources of Provision

One of major issues importance is a necessity to ensure coherence of provision by different institutions. A broad range of providers can cater for varied training needs for school leadership. Training is provided by the Ministries of Education or local governments, or outsourced from specialized institutions, or teacher training institutions or specialized bodies established to focus on school leadership training. Universities also offer a broad range of supply. In addition, teacher training and school leaders’ institutions have developed their own training programmes. Where there is no national orientation but a range of institutions catering for local or regional needs function, it is important to have clear standards which would ensure that the suppliers focus on good leadership development. Designing, delivering and assessing leadership programmes require complex skills, including leadership experience, understanding of relevant research and literature, and highly developed oral and written communication skills. That is why a lack of suitable course leaders and staff may be experienced. Bolam (2004) discusses challenges facing research-ambitious universities to produce high-quality research and publications on school leadership development. Another strategy is to encourage practitioner’s research, to foster school leaders to become consultant leaders and contribute to programmes as facilitators, consultants and coaches.

The content of leadership development programmes needs to be tailored specifically to the changing needs of the participants, whether it is pre-service preparation, induction during the first years, or in-service provision for more experienced leaders. An overview of how the programmes for each stage are linked with each other and with leadership standards and/or certification requirements is vital for a strategic view of leadership development. Of particular importance is a need to contextualize approaches to ensure relevance and to customize approaches to ensure responsiveness to particular needs. The number of continuing professional learning approaches identified is of particular importance. These approaches: reflective practice, action science, mentoring, field based learning, etc. – are considered to be essential elements in the framework intended to support continuing professional development for school leadership.

On the basis of theoretical analysis of the principles of sustainable school leadership development organization a model of school leadership development system was designed.
Discussion

As the expectations of what schools should achieve have changed dramatically over recent years, Lithuania as well as other European countries need to develop new forms of school leadership better suited to respond to current and future educational environments. In order to do so, according to Pont et al. (2008), Lithuania needs to address two sets of challenges simultaneously.

Firstly, Lithuania needs to support and retrain school principals who are currently on the job. Most of them were hired by schools in educational environments that were fundamentally different from today’s. Over time the rules of engagement in principals/leadership have changed. As the roles and responsibilities of principals have evolved, the terms and conditions of service also need to be revised. Today’s school leaders need to learn to adopt new forms of more distributed leadership. They need in-service training to develop and update their skills and more adequate rewards and incentives to stay motivated on the job and provide high quality leadership.

Secondly, Lithuania needs to prepare and train the next generation of school leaders. Especially at a time of high demographic turnover in leadership, thinking about and caring for the future it is an essential aspect of the leadership system. Lasting improvement depends on a clear definition and better distribution of leadership tasks within schools, planned succession mechanisms, professional recruitment processes, preparatory training, mentoring of new leaders, working conditions that attract high quality graduates to educational leadership and commitment to greater leadership density and capacity.
within schools from which future high level leaders can emerge.

At the same time it is important to contextualize school leadership policies. There is no single model of leadership that could be easily transferred across different school-level and system-level contexts. The specific contexts in which schools operate may limit school leaders’ functions, or provide opportunities for different types of leadership. Depending on the school contexts in which they work, school leaders face very different sets of challenges. Approaches to the school leadership policy need to be based on careful consideration of the context in which schools operate and their particular challenges.

A theoretical model of school leadership development introduced in the paper provides a starting point for designing a methodological framework for school leadership development studies in Lithuania that would respond to a global trend towards a more systematic provision of leadership development, particularly for school principals.

References

PRINCIPLES OF SUSTAINABLE SCHOOL LEADERSHIP DEVELOPMENT IN LITHUANIA: THE THEORETICAL ANALYSIS

Julija Melnikova

Summary

The paper aims at designing a coherent and sustainable system of school leadership development in Lithuania. The paper provides a theoretical insight on the main principles of sustainable education that could be implemented in the system of school leadership development. Hence the organization of school leadership development system is highlighted in two aspects: as a requirement to ensure that leadership development process was coherent and adjusted to school leaders needs at different stages of their career as well as a need to provide opportunities for aspiring, newly-appointed, and established leaders to acquire and develop the skills and competences necessary to accomplish leadership tasks. It is emphasized in the paper that the principles of sustainable education make a premise for optimization of the system of school leadership development in Lithuania.

Keywords: school leadership development, sustainable education.
PRINCIPLES OF VISUAL PROMOTION OF VOLUNTEERING IN THE TEXTS OF EUROPEAN UNION INSTITUTIONS: ANALYSIS OF ASSOCIATIVE SYMBOLISM

Modestas Grigaliūnas
Vilnius University

Introduction

On 27 November, 2009, the European Commission publishes an adopted decision 2010/37/EC regarding European Voluntary Activities Promoting Active Citizenship (2011). (OJ 2010 L17, p. 43), which induced the decisions of the national governments of the European Union member states promoting volunteering and implementing the objectives of the aforementioned decision of the Commission. It should be noted that the aspiration of the Government of the Republic of Lithuania towards successful implementation of the EU policies in the field of volunteering, i.e. encouraging more people to take this action, will be inevitably linked with a change of the post-Soviet Lithuanian identity and positive reconstruction; theoretically it is subject to analysis from the perspective of social engineering and its means of communication, social propaganda and social advertising. Announcement of the European Year of Volunteering (2011) and creation of related political-legal decisions and conditions in EU member states, including Lithuania, commenting from the point of view of social engineering, refers to the objective of creating an identity of an European-volunteer (Lithuanian-volunteer) with accompanying related positive lifestyle, values, sociality, cooperation, attitudes, and even individuation processes.

Positive reconstruction of public identity in pursuance of creation of a socially responsible individual (in this case an individual supporting the idea of volunteering) is associated not only with creation of the required legal and economic environment, but also with the organization of consistent, systematic campaigns of persuasion. For the purposes of the paper, persuasion is perceived according to the meaning formulated in the definition of P. Oržekauskas and S. Simanauskas, i.e. as “an intellectual – psychological functioning, transmitting (conveying) information containing an explicit and specific logical sequence in order to compel an individual or a group of them to accept voluntarily the conveyed information, which has to perform the role of stimulation (or activation) of an activity (or deed)” (2005, p. 104). The paper analyses how part of the institutionally created and advocated persuasive discourse for promotion of voluntary activities in 2011 expressed in visual texts, the video and still image symbols, creates the special associative images of a volunteering phenomenon and volunteers as citizens, which have to encourage the society to engage in voluntary activities and become volunteers. Upon raising the proposition that the visual communication and conveyance of targeted messages and ideas are based on sending of the codes made of visual symbols as a general premise of the paper, the focus here will be on the presentation of the meanings of these codes as a communicative tool of social engineering for the implementation of the European Union social policy and for relevant change of public attitudes and identity.

As it is pointed out by T. Bulut and A. Yurdaisik, we live in the world, where electronic media dominates, so all the developers of visual messages (advertising professionals, film-makers, graphic artists, etc.) use signs and symbols in order to influence the process of our meaning recognition (Bulut and Yurdaisik, 2005). However, it is important to note that this process is not completely universal and proceeds in the consciousness of each recipient individually, that is why every visual message can be and is perceived differently. The subjectivity of interpretation of the communication codes (decoding) is one of the main aspects that can create the assumptions of the comprehension, which is inadequate to the message received. Namely the perception of this subjectivity and providence of at least several possible ways of interpreting of the message is the base for effective communication. Hence, we may conclude that the visual symbols related to the voluntary activity must be adapted to the socio-cultural perception of a target public and complement it respectively.

The subject of the paper is the visual texts of EU institutions intended for promotion of volunteering as a part of this discourse and the associative symbols of volunteering therein as the codes of public persuasion. The aim of the paper is to identify the images of volunteering and a volunteer advocated in the visual texts of EU institutions as the associative symbols and to define the holistic image of volunteering in the aspect of a persuasion message content.

The paper presents a part of the results of the holistic discourse analysis of volunteering promotion in Lithuania.
Visual Discourse Codes of Social Engineering and Purposeful Formation of Identities and Attitudes

The positive activities of social identity (re)construction in order to create a society capable of self-control, managing and resolving of public policy problems, living under the principles of freedom, responsibility, cooperation and sociality are related to social engineering and its communication tools, social propaganda and social advertising (see, for example, Mažeikis, 2006, 2010). The term of social engineering comes from the works of the philosopher of the middle of twentieth century K. R. Popper: in his works Poverty of Historicism (1944-1945) and Open Society and Its Enemies (1945), when writing about the social and political reforms, Popper used the terms of social engineering and social technologies. In the first book, in pursuance of distinguishing between two different approaches to social reforms, Popper used the terms of partial social engineering and utopian social engineering, which he shortened to partial engineering and utopian engineering in the next book. Although Popper has not created the term social engineering himself, the terms partial (social) engineering and utopian (social) engineering and the distinction between them belong to this author. And in comparison, for example, with O. Neurath and K. Mannheim, K. Popper’s theory of the moderate social engineering is the most coherently developed (Avery, 2003, Podgórecki, Alexander and Shields, 1996, Gedutis, 2003) that is why today Popper is mostly subject to association with the technological viewpoint towards performance of social reforms (see more on that issue in Grigaliūnas, 2011). Social engineering, although more related to political actions, decisions and creation of available legal and socio-cultural environment, which influence upon the lifestyle, values and further behaviour of society, herewith is an integral part of the massive persuasion, which creates preconditions for consolidation of the reality changeable by social engineering and its entrenchment in public consciousness. The public persuasion entrenching the results of the processes of social engineering, as already mentioned, is associated with the social propaganda (which is not analysed further in this paper), and social advertising.

Social advertising is a negligible, casual, desultory public persuasion to change the lifestyle or individual values and is related to advocacy and development of a social engineering discourse (see, for example, Mažeikis, 2006, 2010). One of the factors determining the effectiveness of social advertising, as well as of any communicative message, is an adequacy between the socio-cultural contexts of a sender and a recipient determining the content of a message (Research, Principles and Practices in Visual Communication, 2004). This is especially important in the case of the social advertising, which often speaks about sensitive cases of the change of public attitude. In other words, the communicative codes, which are placed in social advertising, must comply with the socio-cultural attitudes of the subject of such the advertisement, if efficient their decoding is expected. The code, by means of which the ideas and communicative messages are sent to the public spaces, is a set of agreements or sub-codes used for communication of meanings. The most effective communication occurs when both the sender and the recipient use the same coding system. Therefore it is very important that the sending party would have a clear understanding of the objective principles of the aforementioned coding and even more that they would know that their target audience, in this case the European society (including Lithuania) involved in volunteering activity, is also aware of these principles. This yields a theory that the code, as a process, is an encoding (coding) and a decoding. The code is comprehended by the public or its part; the comprehension of the code means belonging to that public (Budrevičius, 1998, p. 29-30). Subjectivity of the encoding and decoding (the situation, when a sender sends messages and ideas and a recipient interprets them based on their own individual understanding of the situation) is the cause of all possible communicative misunderstandings. That is why it is possible to raise an argument that the comprehension, evaluation and appropriate use of individual coding components, symbols, are the key tasks of the visual communication organizers (in the case of this paper EU institutions creating and advocating the texts of volunteering popularization) (the research results of such type are presented by Grigaliūnas, 2008).

Creation and Interpretation of Visual Communication Codes. It should be noted that every text conceals other latent texts. The observers freely associate their own direct experiences with the media images. Incorrect decoding occurs when the audience’s comprehension differs from that what the sender aims to convey. According to D. Chandler, the decoding involves not simply basic recognition and comprehension of what a text ‘says’ but also the interpretation and evaluation of its meaning with reference to relevant codes (Chandler, accessed on 23-12-2007). Such spaces open for interpretation and decoding are specified by all the socio-cultural environment of a person as well as his/her psychological state or characteristics: our feelings, cultural environments, rules and values, personal features, our goals, needs, moods influence upon the men-
tioned interpretation process. It has been already mentioned that the same communicative code as well as the symbol contained in it can be decoded completely differently in different countries and cultures due to their collective historical, cultural and social perspectives and experiences, and in the same country or culture such difference can be determined by a particular person’s psycho-emotional state or personal attitudes towards one or another issue. In any case, specialists of visual communication, however, argue that it is possible to understand signs without any linguistic mediation. Their perception of comprehension allows believing that visual information can be comprehended without language (Moriarty, 1996). The visual communication does not consist of linguistic codes, thus the recipient and the visual message are left alone. Studies show that in this situation observers better notice the iconic elements of a message rather than the symbolic or index ones, but the symbolic meanings are much more efficient than the iconic ones (Bulut and Yurdaisik, 2005). We should also remember S. Hall, who has offered three positions of the hypothetical relationship between a “reader” (observer) and a text (visual message):

- **Dominant reading**: the reader fully shares the text’s codes and accepts and reproduces them.
- **Negotiated reading**: the reader partly shares the text’s codes and sometimes accepts them, but sometimes resists and modifies them in a way which reflects their own position and experiences.
- **Oppositional reading**: the reader, whose social situation places them in a directly oppositional relation to the dominant code, understands the text but does not accept the codes intruded (Chandler, accessed on 23-12-2007).

The tolerable independence of the recipient in the process of code interpretation proposed by this viewpoint also shows that the communicative codes not necessarily manage the person’s perception, but the very person also can take the position of acceptance, partial acceptance or rejection of the code. That provides us a real practice, when advertisements are created based on the ability of observers to comprehend the message, which is sent through the ads, and trying to guess the recipients’ knowledge allowing comprehend the receivable information. Advertisers try to find the images that support a product’s image and help selling it. Semiotic analysis of such images taking place in the recipient’s mind must identify visual and linguistic signs in the message, reveal how these signs are arranged pragmatically and stress how the signs in question relate to each other through different coding systems (Bulut and Yurdaisik, 2005).

**Associative Symbolism of Volunteering as a Code of Social Engineering in Visual Texts of the European Union**

The images of volunteering as a social phenomenon and volunteering promotion as a communication process taking place in 2011 supported by the representation agencies of the whole European Union as a geopolitical structure and the European Commission in Lithuania are primarily characterized by the commonness of visual symbolism. This is expressed through the use of special logos in various EU programs and projects funded by these programs: Special rules for promotion of the year’s idea and the visual symbols were created at the European Commission’s level for promotion of the volunteering across the EU countries in 2011, which were linguistically adapted for all 27 EU member states, and became one of the required communication attributes for implementation of that year’s idea. It is important to note that these special logos (see Figure 1) next to the individual implemented projects were mandatory only for those implementers of such the projects, which had institutional or financial links with the programs, funds and agencies of the EU.

![Figure 1](http://europa.eu/volunteering/lt)

**Figure 1.** Special logotypes representing the European Year of Volunteering 2011 in EU: a) a partial logo representing the year and b) a full logo consisting of the EU flag, name of the celebrated event and the partial logo (http://europa.eu/volunteering/lt)
The interpretative analysis is relevant to the partial logo: the idea of volunteering importance is conveyed by the use of stylized hands as a symbol, different colours of hands and joining of hands into a closed circle as their arrangement position. The expression of volunteering by the symbol of hands is generally characteristic of the whole European Year of Volunteering 2011 visualization both at the level of the EU and Lithuania.

Table 1. Typical narrative logic of EU video texts promoting volunteering

<table>
<thead>
<tr>
<th>SITUATION BEFORE:</th>
<th>SITUATIONS: mess, chaos, sadness, dark, stagnation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEOPLE: bored, needy, waiting, grieving.</td>
<td></td>
</tr>
<tr>
<td>SITUATIONS: mess, chaos, sadness, dark, stagnation.</td>
<td></td>
</tr>
</tbody>
</table>

| TRANSFORMATION OF SITUATION:                                                                                               |
| APPEARANCE OF VOLUNTEERS, who are happy, smiling, joking, elated, working, offering a helping hand, arranging the situation, re-establishing balance and managing the chaos |

| SITUATION AFTER:                                                                                                          |
| States of situations and people after the appearance of VOLUNTEERS: enlightenment, exhilaration, recovery and revival. |

The position of joined hands refers to the act of mutual assistance: hand into hand, offering of a helping hand, holding hands. The joining of hands into a closed circle emphasizes sociality and volunteering as the provision of benefit to another person, and at the same time, as getting of benefit for one-
The hands of different colours highlight the diversity of society: every member of society is unique by his/her features, needs, lifestyle, etc.

The institutional video narratives representing EU volunteering collected for the research can be divided into two parts: a) common EU-wide video texts about the Year of Volunteering b) analogous texts initiated by EU representation offices and agencies of EU member states (in this case of Lithuania). At this point, the texts that have been developed by individual members or organizations of society in response to one or another volunteering promotion competition published by the EU are not ascribed to the EU video texts - such texts are ascribed to the appropriate civic or non-governmental sector. From the viewpoint of syntagmatic approach the common EU-wide video narratives promoting volunteering or providing an attractive image of volunteering are created under the same screenplay idea: transformation of a grey daily routine, bleak environment and chaos into an order, harmony, joy and solution of problems after appearance of volunteers in any situation (see Table 1, Volunteer - Make a Difference! European Commission Report...). The image of volunteers as rescue workers: mostly white young people of both sexes happy, smiling, joking, elated, working, offering a helping hand, arranging the situation, re-establishing balance and managing the chaos. It is interesting to note a certain, probably unconscious, though stereotypic racial and age divide: the people of non-Europid race and elder age are generally (though this is not a rule) a subject of volunteering, rather than the very volunteers. From the viewpoint of syntagmatic approach, the videos are characterized by the transition from darkness to light, from sadness to joy, from disorder to harmony, etc. The typical symbols of the videos are smiles and joined hands (see Fig. 2). The diegetic sounds of the films help creating an effect of naturalness of the situation; the non-diegetic sounds - a special easy, relaxed, playful, and in some sense - uplifting, joyful mood of the audience.

![Figure 2. Typical visual symbols of EU video texts promoting volunteering](image1)

The situations, in which the mentioned transformation takes place, refer to the typical fields of volunteering: protection of health, environment, sports, food banks and so on; these situations are not somehow specifically expressed in cultural terms, on the contrary - formulation of the situations most likely refers to typical and universal situations of everyday life in Western Europe.

The analogous texts initiated by the EU representation offices and agencies in Lithuania are attributable to the visual texts promoting volunteering developed by EU - the symbols of visual expression of such narratives will be presented during the analysis of the films of the competition “Do not Waste Your Time - Volunteer!” initiated by the Representation Agency of the European Commission in Lithuania (e.g. Do not Waste Your Time - Volunteer! Ineta Stasiulyte. European Commission Report...) and the video „Hymn of Volunteering” (Hymn of Volunteering - We Are on the Same Way. European Commission Report...). Although the authors of these films have no relationships of employment or similar with that institution in Lithuania, these films are attributable to the visual discourse of the EU because it was namely the Representation Agency in Lithuania which had formulated the detailed task of film-making, which virtually had delineated the main structure of the films’ screenplay (see http://ec.europa.eu/lietuva). Syntagmatically such the structure of the screenplay refers to the transformation of the situation (see Fig. 3): the situation „before” is non-volunteering (which is structurally shown as pickling, wasting, vain spending of time and boring); the situation „after” is volunteering (structurally – the time spent
usefully, giving sense to the film hero’s day). There is no specific narrative distinction between these situations; the situation simply changes and that’s it. Based on the task formulated by the Representation Agency of the European Commission in Lithuania, the humour, absurdity and the factor of surprise are used as the genre and technical means of effect in the films; well-known people play the roles in them. It is prescribed to invoke such measures in order to achieve a “viral” effect, i.e., to make the films sufficiently attractive for people to share them online.

Figure 3. Video texts of the EU Representation Agencies in Lithuania promoting volunteering: creative task visualization solutions

Syntagmatically, in the video “Hymn of Volunteering”, the narrative is developed without transformational and missionary distinctions – after getting up in the morning, people go to clean up a city park – to collect trash, and after doing the job they are just getting pleasure of being together. This is the typical situation “after” of the films analysed before, which had normally formed after the occurrence of transformation and appearance of VOLUNTEERS in any situation or after the Hero had experienced the joy of volunteering. While in the video of the Hymn the volunteering is already triumphing, the heroes no longer need to undergo any transformations of individuation, they are already “touched by volunteering” and know its effects on the daily well-being. Thus, the clip simply shows happy people: volunteers and a chorus singing the Hymn (see Fig. 4). Wide, elevated, emotional smiles along with the melody of the Hymn create that respectively elevated mood of a listener. Structurally, the video clip is edited by a technical comparison of two different filmed situations: the activity of volunteers in the park and other places and the activity of singers in a sound recording studio. It is interesting to note that the elderly people in this video clip are not volunteers as well, rather the subject of the volunteer work. The sounds of the video clip are only non-diegetic: a transmission of the hymn record.

Figure 4. Visualization of the hymn: happy volunteers and happy performers of the hymn

Similarly like in the case of the EU-wide common video texts, the situations or symbols imaged in the video clips of the Representation Agency of the European Commission in Lithuania were not
Conclusions

1. The voluntary activity and the volunteers as people of both the visual texts created and advocated by EU institutions are subject to association with the missionary expressions of positive images by contrasting them with allegedly negative situations and environments before the appearance of volunteers. Therefore, the idea of change and transformation providing the images of dynamics and innovations to the voluntary activities is especially important in the visual texts of EU (the grey daily routine, bleak environment and chaos are transformed into the order, harmony, joy and resolution of problems after the appearance of volunteers in any situation). The associative symbols, by means of which the pictures of the volunteer and volunteering are drawn, are exceptionally positive and associated with the motives of assistance and sociality: e.g., the volunteers are presented as happy, smiling, joking, elated, working, offering a helping hand, arranging the situation, re-establishing balance and managing the chaos mostly young white people of both sexes.

2. The situations of volunteering in the EU visual texts are perceived and represented quite stereotypically: the volunteers can initiate positive changes in the fields of health protection, environment, sports, food banks and so on; these situations are not somehow specifically expressed in cultural terms, on the contrary, the formulation of the situations most likely refers to the typical and universal situations of everyday life in Western Europe. This most likely can be explained by the orientation of the EU texts towards the overall community of the EU consisting of quite different cultures, that is why special symbols of volunteering perception are not used in the texts, e.g., volunteering in army; an associative symbol typical for Lithuania.

3. From the point of view of social engineering strategy, there was taken the decision to create and advocate the identity of European (Lithuanian among them) volunteers in the EU visual communications by invoking the visual codes of versatility and distinctive positivity, which are not specific in the socio-cultural aspect, therefore, are likely to be close and consistent with the codes of acceptance and support typical for the overall European community. The content of persuasion messages is adequate too. In the visual communication promoting volunteering, the common motive of smile and elation is used as a code equally inspiring and influencing different cultures, suitable for popularization of other ideas as well, not just of volunteering. On the other hand, the versatility of the code has to be discussed 1) in the aspect of its efficiency level in comparison with a very esoteric code, and 2) in the aspect of its relationship with the unique associative symbols of national volunteering perceptions. The latter symbols can be analysed in the national texts promoting volunteering.

References

PRINCIPLES OF VISUAL PROMOTION OF VOLUNTEERING IN THE TEXTS OF EUROPEAN UNION INSTITUTIONS: ANALYSIS OF ASSOCIATIVE SYMBOLISM

Modestas Grigaliūnas

Summary

On 27 November, 2009, the European Commission published an adopted decision 2010/37/EC regarding European Voluntary Activities Promoting Active Citizenship (2011). The announcement of the European Year of Volunteering (2011) and creation of related political - legal decisions and conditions in EU member states, including Lithuania, commenting from the point of view of social engineering, refers to the objective of creating an identity of an European-volunteer (Lithuanian-volunteer) with the accompanying related positive lifestyle, values, sociality, cooperation, attitudes, and even individuation processes. A part of these processes is being analyzed in the paper. The aim of the paper is to identify the images of volunteering and a volunteer advocated in the visual texts of EU institutions as the associative symbols and to define the holistic image of volunteering in the aspect of a persuasion message content. The subject of the article is the visual texts of EU institutions intended for promotion of volunteering as a part of this discourse and the associative symbols of volunteering therein as the codes of public persuasion. After analysis done in the paper, it is possible to say that the voluntary activity and the volunteers as people of the visual texts created and advocated by EU institutions are subject to association with the missionary expressions of positive images by contrasting them with allegedly negative situations and environments before the appearance of volunteers.

Keywords: volunteering, visual promotion, associative symbolism.
MATERNAL PARENTING STRESS AND THE HEALTH STATUS OF THE CHILD

Aidas Perminas, Evelina Viduoliene
Vytautas Magnus University

Introduction

Many research concerning parenting stress and child’s health status have been done (Deater-Deckard, 2004; Abidin, 1995). However, this is the first attempt in Lithuania to explore maternal stress, related to a parenting role and its demands with relationship to a child’s health status.

Chronic disabling conditions, both medical and mental, make extra demands for parents, resulting in higher levels of stress (Breslau et al., 1982; Miller et al., 1992). Compared to parents of healthy children those, who raise disabled or chronically ill children, are more likely to be distressed, depressed, restricted in their parenting roles, socially isolated, have more health complains. The researchers discuss that there are bi-directional child’s illness effects on the parent, and parent’s functioning effects on a child’s adjustment to illness and general well being (Hullmann et al., 2010; Weinstein, Faust, McKee, Padman, 1992).

It is important to evaluate children’s with a different sort of disorders impact on their mothers’ well being and compare parenting stress levels of mothers who raise healthy children and with specific somatic or developmental problems as the other authors present ambiguous results and there are few research where comparisons are made according to these particular disorders we have analyzed.

The goal of this research is to evaluate the relationship between maternal parenting stress and a child’s health status. We expect that mothers who raise children with developmental problems will report the highest parenting stress on all or most stress areas concerning the child as well the parent characteristics, and mothers who raise children with chronic somatic illness or speech and communication disorders will report more parenting stress than mothers of healthy children, but less than mothers of children with developmental problems.

Method

Subjects. We have chosen mothers as participants of our study because usually mothers are primary caregivers. 1066 mothers of children aged 2-6 years attending Panevezys kindergartens participated in the study. According to mother’s report on child’s health status mothers were assigned to 4 health status groups: mothers who raise a healthy child, a child with chronic somatic or autoimmune disease, a child with developmental problems and/ or somatic disease and a child who has speech and communication problems. Demographic characteristics of the sample are presented in Table 1.

Table 1. Demographic distribution of the participants

<table>
<thead>
<tr>
<th></th>
<th>Healthy, N=951</th>
<th>Speech, communication disorder, N=60</th>
<th>Chronic somatic disease, N=33</th>
<th>Developmental disorder, N=22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother’s age (mean and st.deviation, in years)</td>
<td>32,4±5,5</td>
<td>31,6±5,3</td>
<td>31,3±5,6</td>
<td>31,8±4,3</td>
</tr>
<tr>
<td>Mother’s education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than a secondary school</td>
<td>39</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Secondary school</td>
<td>230</td>
<td>11</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>College or vocational training</td>
<td>231</td>
<td>14</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>University</td>
<td>451</td>
<td>29</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never married</td>
<td>119</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Married</td>
<td>756</td>
<td>44</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>Divorced</td>
<td>73</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Child sex (age mean and st.deviation, in years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girl</td>
<td>494 (4,4±0,9)</td>
<td>18 (4,3±0,6)</td>
<td>14 (4,2±0,9)</td>
<td>5 (4,5±1,0)</td>
</tr>
<tr>
<td>Boy</td>
<td>457 (4,4±0,9)</td>
<td>42 (4,5±1,0)</td>
<td>19 (4,1±1,0)</td>
<td>17 (4,4±1,2)</td>
</tr>
</tbody>
</table>

Healthy children’s group. A child was assigned as healthy when the mother did not specify any dis-
abilities, health troubles or diseases or stated only a seasonal and temporal illness, e.g. influenza, cough, varicella, digestive, urinary system disease. Mothers of 951 healthy child participated in the research.

Children’s with speech and communication problems group. 60 participants were assigned to this group as the mothers stated that their children had the diagnosis of speech and/or communication disorder.

Children’s with chronic somatic diseases group. 33 children were assigned to chronic somatic group when their mothers stated that the child is diagnosed with a chronic somatic and/or autoimmune disease, e.g. congenital heart defect (N=3), asthma with/without other allergy (N=21), food allergy with/without atopic dermatitis (N=17, 9 of them also suffered from asthma) and 1 type diabetes (N=1).

Children’s with developmental problems group. A child was assigned to this group as his/her mother stated her/him as having a developmental disorder. 2 mothers stated that their child had Down syndrome, 2 – hydrocephalus, 1 – cerebral palsy and 17 mothers did not specify the sort and severity of a disability.

The limitation of the study is that researchers did not take into account the sort and severity of a developmental or speech, communication disorder, however, the purpose of the study was not to evaluate parenting stress differences in consideration of these variables. So the authors suppose that the children had speech and communication, developmental or somatic health problems.

Measure. In this study we used the Parenting Stress Index (or PSI, Abidin, 1995), the most widely used measure of parenting stress (Deater-Deckard, 2004). It is a 120-item Likert parent self report questionnaire used to measure stress in these areas of the parent-child relationship: 1) child characteristics, 2) parent characteristics areas, and 3) stress stemming from situational or stressful family life events.

To assure the equivalence of the instrument between cultures, the PSI was translated into Lithuanian and then back into English. The translated and back translated PSI was checked for the preservation of cultural and meaning appropriateness and approved by the author of original PSI version R. Abidin and the executive assistant of Psychological Assessment Resources, Inc.

PSI evaluates parenting stress related to child characteristics and has 6 child characteristics stress scales which evaluate those aspects of parenting stress that arise from the child’s behavior, parenting stress related to parent characteristics and has 7 parent characteristics stress scales, which evaluate those aspects of parenting stress that arise from within the parent. Also PSI has Life stress scale – 19 items which evaluate stressful situational circumstances that are often beyond parent control (e.g., loss of the job, death of a close family friend) (Abidin, 1995).

Child characteristics and Parent characteristics stress scales (Abidin, 1995):

Distractibility/Hyperactivity scale – higher scores on this scale may be associated with the child’s behavior symptoms such as overactivity, distractibility, failure to finish things started, attention deficit.

Reinforces parent scale – higher scores on this scale may be associated with the absence of reinforcement from the child, in fact, the parent may feel rejected by the child as interactions between the parent and the child fail to produce good feelings by the parent about herself.

Child’s mood scale reveals children who may have problems with affective functioning, may be depressed, unhappy, frequently cry and do not display signs of happiness.

Acceptability scale – higher scores are produced when the child has physical, intellectual or and emotional characteristics that do not match with the expectations the parent has for her/his child, and the child may not seem as attractive, smart or pleasant as the parent expects or had hoped he/she would be.

Adaptability scale – higher scores reveal the child’s inability to adjust to changes in his/her social or physical environment and that makes the parenting task more difficult and troublesome.

Demandingness scale – higher scores in this area are produced when the parent experiences the child as placing too many demands and these demands may be such as crying, frequent request for help, physical hanging on the parent.

Competence of the parent scale – higher scores may point to a lack of practical child development knowledge or child management skills, also the parent may not find the parenting role as reinforcing as they had expected, he/she may feel less capable for parenting and child rearing practices.

Attachment scale reveals the emotional bonding and parent-child interaction, so higher scores on it show that the parent does not feel emotional closeness with the child or the parent is not capable to observe and understand the child’s feelings and needs accurately.

Role restriction scale – high scores on this scale suggest that the parent experiences the parental role as restricting their freedom, controlled and dominated by his/her child’s demands and needs, also such parent may feel anger toward the child and/or spouse.
Parent’s depression scale – the general impact of high scores on this scale is that the parent finds it difficult to mobilize the psychic and physical energy needed to fulfill parenting responsibilities and may suggest the presence of significant depression of the parent or unhappy feelings and guilt.

Relation with the spouse scale reveals emotional and active support from the spouse and higher scores on this scale may mean that the other parent of the child or the spouse is unwilling to accept responsibilities of the parental role.

Isolation scale shows how much the parent is socially isolated from the peers, relatives and other emotional support systems, often this isolation occurs because of the restriction in the parenting role and a lack of social support.

Parent’s health scale reveals the parent’s health status and elevated scores may show problems in parental health that may be the result of parenting stress or an additional independent stress which has impact on the parent-child relationship.

Reliability coefficients for the scales were 0.59–0.81. Similar internal consistency alphas for PSI were also established in a cross-cultural population study (Hauenstein, Scarr, Abidin, 1987, in Abidin, 1995).

Procedures. The mothers were asked to answer questions of the PSI in consideration of the child attending this particular kindergarten group and answer questions concerning the demographics and communication disorders, chronic congenital and somatic disorders. The questionnaires were anonymous and the participants handed them back in envelopes.

Data analysis. Statistical analysis was conducted using the Statistical Package for Social Sciences. One-way analysis of variance was performed to compare the scores in the four groups.

Results

There were no significant differences on the PSI Life stress scale between four child health status groups so differences in parenting stress is not affected by stressful family life events but other factors, e.g. the child’s health status.

An ANOVA indicated significant group differences: Distractibility/Hyperactivity scale F(3, 1062)=12.91, p<0.0001, Reinforces parent scale F(3, 1062)=5.08, p=0.002, Child’s mood scale F(3, 1062)=60.4, p<0.0001, Acceptability scale F(3, 1062)=39.25, p<0.0001, Adaptability scale F(3, 1062)=7.35, p<0.0001, Demandingness scale F(3, 1062)=18.42, p<0.0001, Competence of the parent scale F(3, 1062)=11.40, p<0.0001, Parent’s depression scale F(3, 1062)=5.33, p=0.001, and Isolation scale F(3, 1062)=7.09, p<0.0001. Analysis of variances demonstrated significant differences on all PSI scales except for Attachment, Role restriction, Relationship with the spouse and Parent’s health scales. The results of post hoc multiple comparisons and significances are presented in Table 2.

Table 2. Comparison between mothers’ having healthy children and with chronic somatic illness, speech and communication, developmental problems groups on parenting stress measures

<table>
<thead>
<tr>
<th>PSI scale</th>
<th>Healthy vs. Speech and communication problems</th>
<th>Healthy vs. Somatic disease</th>
<th>Healthy vs. Developmental problems</th>
<th>Speech and communication problems vs. Somatic disease</th>
<th>Speech and communication problems vs. Developmental problems</th>
<th>Somatic disease vs. Developmental problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distractibility/ hyperactivity</td>
<td>22.5±4.6, p=0.05</td>
<td>22.5±4.6, p&lt;0.0001</td>
<td>25.0±4.9, n.s.</td>
<td>25.0±4.9, n.s.</td>
<td>22.7±5.0, n.s.</td>
<td>22.7±5.0, n.s.</td>
</tr>
<tr>
<td>Reinforces parent</td>
<td>9.7±2.7, n.s.</td>
<td>9.7±2.7, p&lt;0.01</td>
<td>9.9±2.6, n.s.</td>
<td>9.9±2.6, p=0.05</td>
<td>10.1±2.7, p&lt;0.01</td>
<td>10.1±2.7, n.s.</td>
</tr>
<tr>
<td>Child’s mood</td>
<td>11.0±4.2, n.s.</td>
<td>11.0±4.2, p&lt;0.01</td>
<td>11.8±3.3, n.s.</td>
<td>11.8±3.3, n.s.</td>
<td>11.4±3.2, n.s.</td>
<td>11.4±3.2, n.s.</td>
</tr>
<tr>
<td>Acceptability</td>
<td>12.3±3.9, p=0.0001</td>
<td>12.3±3.9, p=0.0001</td>
<td>15.2±4.8, p&lt;0.05</td>
<td>15.2±4.8, p&lt;0.0001</td>
<td>13.0±2.9, p&lt;0.0001</td>
<td>13.0±2.9, p&lt;0.0001</td>
</tr>
<tr>
<td>Adaptability</td>
<td>23.9±4.2, n.s.</td>
<td>23.9±4.2, p&lt;0.0001</td>
<td>25.4±5.9, n.s.</td>
<td>25.4±5.9, n.s.</td>
<td>24.2±4.2, n.s.</td>
<td>24.2±4.2, n.s.</td>
</tr>
</tbody>
</table>
We expected that mothers of children with developmental problems report the highest stress of all or most parent characteristics stress scales, but they rate themselves as more depressed comparing to normal sample, more isolated and less competent comparing to normal sample and to mothers who have children with speech and communication problems; these findings are similar to Fitzgerald’s, Butler’s and Kinsella’s (1990) results. We suppose that the child’s developmental disability has more impact on parenting stress concerning child’s behavior than on parenting stress concerning the parent’s characteristics, her self-image or self-efficiency, also the severity of a developmental disorder was not very serious in our study as the children attended public kindergartens and did not need very special care.

We thought that mothers of children with somatic illness report significantly more parenting stress than mothers of children having speech and communication problems or healthy ones. According to Gupta’s (2007), Hullmann’s et al. (2010) and Carson and Schauer (1992) research results, higher scores in Reinforcement of parent, Adaptability, Acceptability, Demandingness, Mood, Attachment, Isolation, Parent Competence, Relationship with spouse and Parent’s health scales were reported by mothers of children with chronic medical problems and parents of children with asthma and diabetes.

Discussion

The question of the study was to evaluate whether there are differences in maternal parenting stress with respect to the child’s health status and present disability. The results show, as it was expected, that mothers who raise children with developmental problems report the greatest levels of parenting stress concerning child characteristics comparing to mothers who have healthy children or children with somatic or speech and communication problems. Other researchers (Innocenti et al., 1992; Gupta, 2007; Abidin, 1995) also report that parents of children with developmental problems fell in the higher stress categories, especially related to Child characteristics stress. Mothers report greater levels of parenting stress related to all child characteristics because many children diagnosed as having developmental disorder may require supervision in daily living because of their emotional, social, physical, behavioral or cognitive impairment they may be perceived as more moody, demanding, showing distracting behavior, less adaptable and acceptable for their mothers. High scores on demandingness and social isolation scales may indicate that mothers are overwhelmed by the care of these children, and may feel socially isolated due to negative reactions from extended family and other relatives, uneasiness about how the child looks or acts.

<table>
<thead>
<tr>
<th>Demandness</th>
<th>17,7±4,3</th>
<th>17,7±4,3</th>
<th>17,7±4,3</th>
<th>20,4±4,6</th>
<th>20,4±4,6</th>
<th>20,3±3,2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;20,4±4,6</td>
<td>&lt;20,3±3,2</td>
<td>&lt;22,4±4,6</td>
<td>20,3±3,2</td>
<td>22,5±4,6</td>
<td>22,5±4,6</td>
</tr>
<tr>
<td></td>
<td>p&lt;0,0001</td>
<td>p&lt;0,05</td>
<td>p&lt;0,0001</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
<tr>
<td>Competence of the parent</td>
<td>25,6±5,7</td>
<td>25,6±5,7</td>
<td>27,6±5,6</td>
<td>27,6±5,6</td>
<td>27,8±5,0</td>
<td>27,8±5,0</td>
</tr>
<tr>
<td></td>
<td>27,6±5,7</td>
<td>&lt;31,6±6,7</td>
<td>27,6±5,6</td>
<td>27,8±5,0</td>
<td>n.s.</td>
<td>p&lt;0,05</td>
</tr>
<tr>
<td>Attachment</td>
<td>11,7±2,9</td>
<td>11,7±2,9</td>
<td>12,3±3,1</td>
<td>12,3±3,1</td>
<td>12,2±2,5</td>
<td>12,2±2,5</td>
</tr>
<tr>
<td></td>
<td>12,2±2,5</td>
<td>14,3±4,5</td>
<td>14,3±4,5</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
<tr>
<td>Role restriction</td>
<td>16,5±4,2</td>
<td>16,5±4,2</td>
<td>17,1±4,6</td>
<td>17,1±4,6</td>
<td>18,4±3,8</td>
<td>18,4±3,8</td>
</tr>
<tr>
<td></td>
<td>18,4±3,8</td>
<td>18,4±3,8</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
<tr>
<td>Parent’s depression</td>
<td>20,3±4,9</td>
<td>20,3±4,9</td>
<td>21,2±4,6</td>
<td>21,2±4,6</td>
<td>23,6±4,9</td>
<td>23,6±4,9</td>
</tr>
<tr>
<td></td>
<td>22,0±3,8</td>
<td>&lt;23,6±4,9</td>
<td>22,0±3,8</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
<tr>
<td>Relationship with spouse</td>
<td>15,5±5,2</td>
<td>15,5±5,2</td>
<td>17,4±5,0</td>
<td>17,4±5,0</td>
<td>16,7±4,1</td>
<td>16,7±4,1</td>
</tr>
<tr>
<td></td>
<td>17,4±5,0</td>
<td>18,6±5,2</td>
<td>n.s.</td>
<td>n.s.</td>
<td>18,6±5,2</td>
<td>n.s.</td>
</tr>
<tr>
<td>Isolation</td>
<td>12,7±3,9</td>
<td>12,7±3,9</td>
<td>13,4±4,1</td>
<td>13,4±4,1</td>
<td>13,8±3,4</td>
<td>13,8±3,4</td>
</tr>
<tr>
<td></td>
<td>13,8±3,4</td>
<td>&lt;16,3±4,6</td>
<td>n.s.</td>
<td>n.s.</td>
<td>&lt;16,3±4,6</td>
<td>n.s.</td>
</tr>
<tr>
<td></td>
<td>p&lt;0,0001</td>
<td>p&lt;0,05</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
<tr>
<td>Parent’s health</td>
<td>12,1±3,1</td>
<td>12,1±3,1</td>
<td>12,7±3,1</td>
<td>12,7±3,1</td>
<td>13,3±3,6</td>
<td>13,3±3,6</td>
</tr>
<tr>
<td></td>
<td>13,0±3,1</td>
<td>13,0±3,1</td>
<td>n.s.</td>
<td>n.s.</td>
<td>13,3±3,6</td>
<td>n.s.</td>
</tr>
</tbody>
</table>
comparing to normal sample results. However, we did not find any parenting stress differences between chronic somatic disease children and healthy children groups, with the exception of Demandindness scale as children with somatic complans and problems may place too many demands upon their mothers or these mothers are too indulgent because of the child’s health and complaints. Contrary to expected, we did not find any parenting stress differences between chronic somatic disease children and children with speech and communication problems groups, but the last-mentioned mothers perceive their children as less acceptable than mothers who raise children with chronic somatic illness. Explanation of such results may be that our group of somatic sick children is very similar to normal sample or a somatic disorder is mild (it is likely as these children attended public kindergartens), and we did not take into account the severity or co-morbidity of speech and communication problems.

Mothers who raise children with speech and communication problems perceive their children as more hyperactive, distractible and demanding than mothers of healthy ones, and less acceptable than mothers of somatic illness or healthy children groups. Frey, Greenberg, and Fewell (1989) study shows that parents reported more stress, especially on the child’s Acceptability scale (Abidin, 1995), when their child’s communication skills were relatively low according to his/her age norms, and our results support these findings. Robertson and Weismer (1999) investigated that early language intervention resulted in decreased parent stress and had implications for children with developmental disabilities. It is possible that early language intervention for children with developmental disabilities also may result in positive outcomes for parents as well. To conclude, the link between parenting stress and child illness or disability is likely to depend on a specific pattern of symptoms or difficulties that the child and parents face. A child’s illness can be linked with increases in the child’s behavior problem. Severity of the the child’s symptoms may be strongly associated with the parent’s distress if the child also shows emotional disturbances or problems of self control, but the illness may have less impact if the child is well adjusted and is showing typical development (Deater-Deckard, 2004).

Conclusions
1. Mothers who have children diagnosed as having chronic somatic disorder are under significantly more stress related to the child’s demandingness but do not experience higher stress related to other areas of parenting and parent-child interaction comparing to mothers of healthy children.
2. Mothers with children who have speech and communication problems report significantly more parenting stress concerning the child’s distractibility, hyperactivity and demandindness than mothers with healthy children, and report significantly higher stress related to the child’s acceptability than mothers of healthy children or children who have chronic somatic illness.
3. Mothers of children who are diagnosed as having developmental disorder perceive their children as more distractible and hyperactive, moody, placing more demands upon the parent, less acceptable, adaptable and reinforcing the parent, also rated themselves as less competent, more depressed and isolated than mothers of healthy children.
4. Mothers of children who have developmental disorder perceive their children as more distractible and hyperactive and less acceptable and adaptable than mothers who have children with chronic somatic illness.
5. Mothers of children diagnosed as having developmental disorder perceive their children as less acceptable and reinforcing the parent and rated themselves as less competent in child rearing and more isolated than mothers who have children with speech and communication problems.

References
8. Hullmann S. E., Wolfe-Christensen C., Ryan J. L.,


MATERNAL PARENTING STRESS AND THE HEALTH STATUS OF THE CHILD

*Aidas Perminas, Evelina Viduoliene*

Summary

The research investigated whether maternal parenting stress significantly correlates with the child’s health status. 1066 mothers of children aged 2-6 years attending Panevezys kindergartens participated in the study. According to the child’s health status mothers were assigned to 4 health status groups: raising a healthy child, a child with chronic somatic or autoimmune disease, a child with developmental problems and a child with speech and communication problems. Mothers completed the Parenting Stress Index. The results revealed that parenting stress of mothers with children with chronic somatic illness does not differ from parenting stress levels of healthy children’s mothers group, with the exception of the child’s Demandingness scale. Mothers who have children with developmental problems report the greatest levels of parenting stress comparing to mothers who have healthy children or children with somatic or speech and communication problems. Mothers with children who have speech and communication problems perceive their children as more hyperactive, distractible and demanding than mothers of healthy ones, and less acceptable than mothers in somatic illness or healthy children groups.

**Keywords**: child’s health, developmental problems, speech and communication problems, somatic illness, parenting stress.
ALTERATION OF ATHLETIC IDENTITY WHEN APPLYING BRIEF COUNSELLING IN THE SCHOOL SETTING

Vinga Rakauskienė¹, Laimutė Kardelienė²
¹Lithuanian Academy of Physical Education  
²Utena Collegium

Introduction

Erikson (1968) observed that the most important task for an individual during the period of adolescence is self-identification. A specific self-identification directs an individual’s behaviour in a particular direction. Thus one’s physical self is prominently conceived, and it is included into a number of models of welfare and wellness (Myers, Sweeney, 2008) and directed towards a clearly motivated behaviour to be or not to be physically active (Weiss, Williams, 2004).

For approximately thirty years, researchers have been investigating the relationship between individuality (self-esteem and identity) and involvement in sports as well as sporting achievements. One of such human constructs of individuality is defined as athletic identity and related not to some specific behaviour or attitude but rather treated as a multidimensional construct. It has been noted that athletic identity has to be developed already during the period of adolescence (Daniels, Sincharoen, Leaper, 2005; Crocker, Kowalski, Hadd, 2008). It is likely that a strong sporting identity of an adolescent having been developed, it will contribute to superior health and more prominent physical wellness throughout the life of an individual (Daniels, Sincharoen, Leaper, 2005).

Some scholars define athletic identity as a construct describing the extent of a human’s self-identification with his/her sporting activity or physical activeness (Brewer, Van Raalte, Linder, 1993; Anderson, 2004). It has also been claimed that athletic identity is shaped by the importance and exceptionality of physical activeness or sports as conceived by an individual as well as his/her self-identification with physical activeness or going in for sports (Good, Brewer, Petitpas, Van Raalte, Mahar, 1993). On the grounds of quantitative research, analysts suggest a number of multidimensional models striving to define the phenomenon of athletic identity.

Anderson (2004) claims that athletic identity is undoubtedly a multi-level and multidimensional self-realization, for which the attitude to one’s sportiveness is essential (i.e. whether an individual is or looks sportive). This model also considers to what extent going in for sports/exercise/physical activeness is important, to what extent an individual is competent to practice sports and whether an individual is able/skillful to perform various sporting activity. In her model, Anderson (2004) also highlights the importance of the social environment: the support/encouragement which can be provided by surrounding individuals such as friend(s), parent(s), teacher(s), etc. to a sporting individual for his/her sports or maintaining physical activeness. According to the scholar, all the components (appearance, importance, competence and encouragement) are equally important for the realization of one’s athletic identity; however, the component of importance is still above all others. Anderson believes that the model supplements theories claiming that intentions or specific pre-planned actions increase the likelihood that a preconceived objective directed towards a specific behaviour will develop naturally. It has been observed that all the four components of sporting identity are significantly related with physical activeness of adolescents: by increasing the prominence of the components, athletic identity of adolescents also advances (Anderson, Masse, Hergenroeder, 2007).

In the course of changes in educational paradigms (Bitinas, 2005) influencing the instruction of physical education at school, by seeking good health and physical condition of a personality throughout one’s lifetime, forms and methods are further investigated concerning the promotion of physical activeness of adolescents. As methods of cognitive impact are on the rise, the application of solution focused brief counselling as introduced by de Schazer, 1985 regarding physical activeness should be seen as a means of a union between the promotion of physical activeness and health-related instruction within the curriculum of physical education at school (Rakauskienė, Kardelienė, 2009). The objective of the research is to identify the alteration of athletic identity of adolescents by applying solution focused brief counseling at school.

Research methodology

Participants of the research. 89 students of grades 10 to 12 took part in the research; age 16 to 19, age average 17.03 (1.49) years, of whom 53.9% (n=48) females and 46.1% (n=41) males. These students constituted the impact group (n=39) including 48.7% (n=19) males and 51.3% (n=20) females and the control group (n=50) including 44.0% (n=22)
males and 56.0% (n=28) females. The impact and the control groups were homogeneous in terms of gender and age (p>0.05).

**Research methods.** In order to define adolescent athletic identity alterations, *solution focused brief counseling* (de Shazer, 1985) was employed. Every adolescent was consulted three times on average; average number of counseling sessions was 2.69 ± 1.0.

Usually, the efficiency of *solution focused brief counseling* is established by employing the evaluation of the complicatedness of a specific issue on a scale graded from zero to ten where zero points stands for the gravest level of the issue while ten points mean that the issue is no longer present (Iveson, 2002). The method of evaluating the efficiency of counseling has also been employed when working with adolescents at school (Goštautas, Rakauskienė, 2007; Rakauskienė, Kardelienė, 2009). As *solution focused brief counseling* is based on the potential ability of the counseled individual to change, his/her independent actions, strive to seek and discover appropriate solutions leading to the desired wellness of the counseled individual and his/her behaviour in an imagined situation when the issue is no longer present, consequently, changes in self-identification of the counseled individual are likely. The present research concentrates on the efficiency of *solution focused brief counseling* concentrating not on the specific issue which had led an adolescent to be counseled but rather on the athletic identity of the adolescent and its constituent elements (looks, self-importance, competence, incitement). In order to achieve this goal, an athletic identity questionnaire (Anderson, 2004) was employed. The internal integrity of the scales is sufficient for performing group calculations; Cronbach’s alpha varied between 0.79 and 0.96.

**The course of the research.** The research took place at Kaunas City N school of general education, Lithuania. Two groups of adolescents were drawn during the research, the impact group and the control group. The adolescents belonging to the impact group were consulted by applying the method of *solution focused brief counseling*. The adolescents were consulted regarding various difficulties related with physical activeness; 23.1% (n=9) of the students claimed that it was the teacher of physical education who was/is to blame for disagreements (humiliation in the face of others, faultfinding, rare praising and informing on the student to the class master were the most frequently indicated causes); 28.2% (n=11) of the students admitted that it was their behaviour that conditioned disagreements with the teacher of physical education (e.g. missing lessons of physical education, indifference/passiveness during the lessons, frequent arguments) while 48.7% (n=19) of the students were consulted concerning insufficient physical activeness in order to (re)discover motivation for going in for sports, to assist them to undertake physical activity more frequently and regularly.

Before and after the counseling, these students also filled in the athletic identity questionnaire. The control group was drawn from the adolescents who were not consulted but twice approximately during the period of one month (at its beginning and end) also filled in the athletic identity questionnaire.

Counseling sessions took place in the school psychologist’s room, and each session took 50 to 60 minutes. The counseled individuals were explained the confidentiality of the process and were aware that the data of counseling will be used in a generalized form only. Agreements from the parents of under-18 aged adolescents regarding their children consultations and attending counseling sessions with the school psychologist were obtained.

**Statistical analysis** of the data was performed by employing SPSS *Statistical Package for Social Science* Version 18.0. *Student’s t* criterion was used for calculations for independent and dependent batches. Before performing calculations and selecting the parameter criteria, the distribution of scales following the regular distribution was performed on the basis of *Shapiro-Wilk criterion*. The selected level of significance was 0.05.

**Research results**

The impact and control adolescent groups were drawn so that their evaluation of athletic identity should not differ before initiating the counseling of the impact group (see Table 1).

Table 1. *Values of athletic identity components (M(SD)) in impact and control groups of adolescents before counseling the impact group adolescents*

<table>
<thead>
<tr>
<th>Athletic identity scales</th>
<th>Evaluation of the adolescent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Impact group (n=39)</td>
</tr>
<tr>
<td>Appearance</td>
<td>3.64 (2.6)</td>
</tr>
<tr>
<td>Importance</td>
<td>2.67 (1.8)</td>
</tr>
<tr>
<td>Competence</td>
<td>3.72 (2.7)</td>
</tr>
<tr>
<td>Encouragement</td>
<td>3.18 (3.2)</td>
</tr>
<tr>
<td>Athletic identity</td>
<td>16.62 (5.5)</td>
</tr>
</tbody>
</table>

Note: M = mean, SD = Standard deviation
Table 2 presents separate evaluations of the impact and control groups of the adolescents in terms of their athletic identity. The impact group is represented by values before and after counseling while the control group is shown by values obtained in the first and second counseling sessions by observing spontaneous alterations in athletic identity.

Table 2. Values of athletic identity components (M(SD)) and their alterations in the impact and control groups of adolescents before and after counseling the impact group adolescents

<table>
<thead>
<tr>
<th>Athletic identity scales</th>
<th>Impact group (n=39)</th>
<th>Control group (n=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before consultations</td>
<td>After consultations</td>
</tr>
<tr>
<td>Appearance</td>
<td>3.64 (2.6)</td>
<td>3.85 (2.0)</td>
</tr>
<tr>
<td>Importance</td>
<td>2.67 (1.8)</td>
<td>3.42 (2.4)</td>
</tr>
<tr>
<td>Competence</td>
<td>3.72 (2.7)</td>
<td>3.84 (1.7)</td>
</tr>
<tr>
<td>Encouragement</td>
<td>3.18 (3.2)</td>
<td>3.21 (1.9)</td>
</tr>
<tr>
<td>Athletic identity</td>
<td>16.62 (5.5)</td>
<td>18.01 (4.2)</td>
</tr>
</tbody>
</table>

Note: M = mean, SD = Standard deviation

The results of the research revealed that the counseled adolescents stated that after consultations, the importance of physical activeness (p<0.01) increased for them significantly while there were no substantial alterations in other criteria of the scale of athletic identity including the assessment of one's appearance (p>0.5) and competences (p>0.05) or support from others (p>0.05) for involvement in physical activities. The general evaluation of one's athletic identity among the counseled adolescents significantly increased. No significant changes were observed in the students within the control group.

Discussion of the results

In our previous works we demonstrated that adolescent difficulties on the basis of subjective adolescent self-evaluation significantly decrease after adolescents get solution focused brief counseling (Goštautas, Rakauskienė, 2007; Rakauskienė, Kardelienė, 2009; Rakauskienė, Kardelienė, 2010). We have also observed that an adolescent’s ability to act and deal with arising difficulties increases after counseling. It has also been established that adolescents who were counseled by employing solution focused brief counseling method tend to show better results in terms of health, communication and cognitive processes in comparison with previous years. Such differences were not established in adolescents who were not counseled (Goštautas, Rakauskienė, 2007). The performed research overlaps with the results of the previous research. Presently, adolescent subjectively conceived alterations were assessed. It is evident that adolescents themselves observe positive changes after consultations. This not only validates the efficiency of application of solution-focused counseling at school but also once more confirms usefulness of the application of this method at school as well as opportunities of its application in contributing to the education of a healthy lifestyle and to the improvement of physical education instruction and learning process at school. The data of the research also contribute to the opinions of numerous authors (Murphy, 1994; Littrell, Malia, Vanderwood, 1995; Birdsall, Miller, 2002; Goštautas Čepukienė, Pakrosnis, Fleming, 2005; Goštautas, Rakauskienė, 2007) that brief counseling is efficient when dealing with psychological issues of adolescents.

It is likely that changes in athletic identity after counseling are short-term; hence further research is necessary in order to explore changes in athletic identity in counseled individuals after a longer span of time.

The present research validates the idea that solution focused brief counseling model positively affects problematic behaviour of adolescents in various psychosocial areas even though adolescents seek advice regarding some specific difficulties (Molnar, Lindquist, 1989; Goštautas Čepukienė, Pakrosnis, Fleming, 2005). Besides, the results after consultation sessions employing solution focused brief counseling method confirmed the opinion expressed in Bruce, Hopper, 1997 that the application of this impact model results in rapid changes.

Conclusions

Solution focused brief counseling is suitable for consulting adolescents at school since not only the target issue (motivation to be physically active or difficulties in pedagogical communication with physical education teachers) which initially constituted the object of contacting a psychologist was affected but also the athletic identity of the adolescent was boosted.
ALTERATION OF ATHLETIC IDENTITY WHEN APPLYING BRIEF COUNSELLING IN THE SCHOOL SETTING

Vinga Rakauskienė, Laimutė Kardelienė

Summary

In the process of alteration of educational paradigms influencing physical education at school when the achievement of individual health and good fitness throughout the life is desired, forms and methods promoting physical activity of adolescents have been sought for. **Aim of the study:** to identify the alteration of adolescent athletic identity when applying solution focused counselling in the school setting. **Subjects and methods:** 39 adolescents were consulted in the frame of solution focused brief counselling. 50 adolescents were not consulted and constituted the comparison group. An athletic identity questionnaire (Anderson, 2004) was filled in twice by all the consulted adolescents before and after consulting while the members of the comparison group did it twice within the period of one month. **Results:** The counselled adolescents stated that after consultations the importance of physical activeness (p<0.05) increased for them significantly while there were no substantial alterations in other criteria of the scale of athletic identity including the assessment of one’s appearance (p>0.5) and competences (p>0.05) or support from others (p>0.05) for involvement in physical activities. The general evaluation of one’s athletic identity among the counselled adolescents significantly increased. No significant changes happened in the students within the control group. **Conclusions:** Solution focused brief counselling is suitable for consulting adolescents at school since not only the target issue (motivation to be physically active or difficulties in pedagogical communication with physical education teachers) which initially was the object of contacting a psychologist was affected but also the athletic identity of the adolescent was boosted. **Keywords:** Athletic identity, brief counselling, adolescents.
GLOBAL COLLABORATION AND COMPETENCE DEVELOPMENT OF TRAINEE TEACHERS BY FORMAL AND INFORMAL STUDIES

Inta Ratniece
Riga Teacher Training and Educational Management Academy

Introduction

Our practice through participation in a global collaboration project EquiTiFoLa (Teaching Foreign Languages by inclusion of Equity and Sustainable Development issues) leads to that understanding trainee foreign language teachers develop their professional competence better if they participate in global collaboration and informal studies of global teaching/learning issues, which promote their professional competence thanks to Millennium Goals’ research. Therefore, we focus in sharing this experience on global collaboration for teachers’ competence through.

It is most significant to further debates and reflect the ideas expressed by UNESCO international commission “Education for the 21st Century”: education throughout life is based upon four pillars: learning to know, learning to do, learning to live together and learning to be. Since the report was published UNESCO force has been involving educators from all over the world in follow-up activities of the report, publishing background studies and seminars on the issues related to the report. Thus, Latvian teacher trainers joined education for sustainable development and involved their students, the future teachers into it (See Figure 1).

Figure 1. Learner–teacher collaboration by shared responsibility for Education for Sustainable Development (ESD - developed by Ratniece on the basis of Prodromou, 2007, 8)

Education takes place throughout life in many forms, formal and non-formal, none should be exclusive. Learner–teacher collaboration in teaching/learning should be by shared responsibility for ESD. Nowadays we need to consider education in a more all-encompassing manner. Likewise the four pillars cannot stand alone. Without all the four pillars education for sustainable development would not be the same (Figure 1; UNESCO IS of the IN for Reorienting TE towards Sustainability, 2010; Liepa, Ratniece, 2011).

The education paradigm is undergoing fast changes in our ever-changing world. Education has targeted each group of civilisation in the 21st century – most people are motivated to continue their education after primary school, after secondary school and even after tertiary education both by the means of formal education and non-formal education. The real life situation dictates the educators in tertiary education institutions to combine formal and non-formal ways of teaching/learning for a more successful process of studies, as young people today constitute an
important group in our consumer societies, and the habits they develop now will play a decisive role in the future. Their decisions as consumers or creative professionals exercise a growing influence on markets and lifestyles. Therefore, they deserve special attention in efforts to change wasteful consumption patterns into ones that are more adjusted to sustainable development (Report to UNESCO, Education for the Twenty-first Century, 1999; Bologna process: Higher education in Europe 2009; UNESCO International Symposium of the International Network for Reorienting Teacher Education towards Sustainability, 2010).

The research object and goal: The trainee foreign language teachers develop their professional competence better if they participate in global collaboration and informal studies which forms on global teaching/learning issues, and promote their professional competences though Millennium Goals’ research.

Materials and Methods

Bringing the global dimension into development education is about investing in people here in the European Union – children and adults alike – who have invested in us so that, in return, we could assist them in becoming truly global citizens in a globalized world. And in turn, through their actions and engagement, we will be investing further in our fellow human beings in the developing world still striving to pull themselves out of poverty (Piebalgs at the Hearing on Development Education, European Parliament, Brussels, 2011).

Development education, social constructivism and human pedagogy perceive each learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional (Report to UNESCO, Education for the Twenty-first Century, 1999; McEvoy, Hayton, Wrnick, Mumford, Hanks, Blahna, 2005; Špona, 2008; Liepa & Ratniece, 2011). In common with the socio-cultural approach, both in contemporary pedagogy and psychology, it argues that we should focus not only on the agent but also on mediational means when we analyze human action and development. In this approach, mediational means includes not only technical tools but also psychological tools, such as a language. We should focus on the style of mediational means when we discuss communication building between teacher trainers and emerging teachers from the perspective of the socio-cultural approach, Millennium Goals research including.

Development education encourages pursuing the global dimension which incorporates the “key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and the global (Report to UNESCO, Education for the Twenty-first Century, 1999; Bartram, 2005). It builds knowledge and understanding as well as developing skills, attitudes, competencies and leads to increased competence.

“Competence is an individual combination of abilities and experience based on the opportunities of gaining experience. In terms of a process it is progressing continuously, since the development of abilities is a lifelong process, experience is being enriched, and new opportunities of getting experience keep arising. Competence as a result manifests itself in the level of the quality of an activity in a particular situation” (Tiļļa, 2005:39).

The conceptual definition of the foreign language contents comprises the concept of competence, which was devised in the workshop of Flemish Community in 2001 and defined within the framework of OECD DeSeCo project:

Competence:

- integrates knowledge, awareness, skills and attitudes;
- may develop in diverse situations: formal, informal, deliberate, unintentional;
- facilitates reaching a solution in diverse situations;

Discussion and Results

The ideas generated by the analysis of the pedagogical psychological theoretical and practice sources, have led Riga Teacher Training and Educational Management Academy’s (RTTEMA) academic staff and students – the emerging English as a Foreign Language teachers to participation in the Erasmus project Equity in Teaching Foreign Languages (EquiTiFoLa) focusing on education for sustainable development, to empower their academic staff and students by participating in the Erasmus project consecutive Intensive Programmes: Equity in Teaching Foreign Languages (EquiTiFoLa) and Citizenship in Teaching Foreign Languages (CiTiFoLa). The project with Intensive Programmes (IP) has been developed and maintained by educators from 12 higher education institutions with the
purpose to sum up new information on the diverse significance of the EFL for contemporary students. The ideas, knowledge, skills and experience gained from participation in the project’s stages and the involved IP are being introduced into the training of potential EFL teachers for compulsory primary education schools (forms 3-9) accomplished by RTTEMA. The participation in the Erasmus project stages has already promoted inclusion of creative attitudes, relevant issues of collaboration, current topics leading to sustainable development promotion in delivering the course of academic writing to the students.

During the IP teachers and teacher trainees intended to work together in international groups, discuss updated, global pedagogical issues, and prepare lesson plans based on the common criteria. They planned to pilot their materials in schools and reflect on their experiences. A CD was intended to be produced and disseminated in CLIL schools in Europe containing the input of the IP, the lesson plans, the teaching materials and the reflections on the lessons given with video footage were designed with the intention to widespread them for students of respective teacher training institutions in all countries participating in the project. With every year preparatory and follow-up project activities are enhanced by a forum provided on the Internet-based Learning Management System at a higher level as well.

Active citizenship, equity and other global issues are designed to be approached in a multidisciplinary sense: incorporation of education for sustainable development into different subjects of the school curriculum contributes to the development of social and civic competences required for lifelong learning. EquiTiFoLa participants intend to experiment with task-based CLIL lessons with the elements of keyboarding skills, communications and arts.

The Intensive Programmes of CiTiFoLa and EquiTiFoLa draw on the previous project outcomes dealing with Multiple Intelligences, Culture and Creativity (Ratniece, 2010). The core of the consortium relies on 5 years of cooperation accumulating a wealth of experiences in teamwork, which they share with the participating teacher trainees. Thus, the trainee teachers develop and empower their knowledge, skills and gain experience on sustainable development promotion by collaboration for their future pedagogical mission.

Sustainable development (SD) is “development which meets the needs of the present generation without compromising the ability of future generations to meet their own needs” claimed Brundtland addressing our common future (The Brundtland Report, UN, 1987).

Education for sustainable development helps to develop attitudes, skills, knowledge and experiences necessary to make informed decisions for the benefit of our selves and others, now and in the future, and to act upon these decisions competently (UNESCO International Symposium of the International Network for Reorienting Teacher Education towards Sustainability, 2010). Our future teachers should have socio-pedagogical as well as personal competences duly developed prior to entering their professional performance for success of sustainable development.

Assessing student essays submitted to EquiTiFoLa, Anca Cean, professor from Romania, EquiTiFoLa and CiTiFoLa teacher, shares on the Forum: “Equity also means accepting diversity, which is in itself so fruitful and fascinating that sometimes you cannot understand the aversion towards the other. Equity is a smart word for common sense and since equity is a component of morality, what we should first teach students (supposing this is possible) is a moral sense. But the prerequisite for doing this is that we, as teachers, are always fair and treat students equally, and support them whenever they face discrimination, bullying or harassment, both in school and outside it. A good model outdoes a thousand words.

Encouraging students to do their best in everything that is required of them, and that they require of themselves, is the chief reason why I wanted to become a teacher in the first place... When attempting ideals, every small success is a big success” (EquiTiFoLa website (2009): http://moodle.hinesna.no/login/index.php).

During the Intensive Programmes of EquiTiFoLa and CiTiFoLa the teachers and the teacher trainees worked together in international groups, discussed updated, global pedagogical issues, and prepared lesson plans based on common criteria. They piloted their materials in schools and reflected on their experiences. A CD was disseminated to CLIL schools in Europe containing the input of the IP, the lesson plans, the teaching materials and the reflections on the lessons taught with video footage. The participants considered the knowledge gained, reflected on the most important issues of equity and sustainable development. In national and international teams they produced posters and videos on ESD. Preparatory and follow-up project activities were enhanced by the forum provided on an Internet-based Learning Management System (See Fig. 2).

Equity, active citizenship and sustainable development issues were approached in a multidisciplinary sense: incorporation of education for sus-
tainable development into different subjects of the school curriculum contributed to the development of social and civic competences required for lifelong learning based on sustainable development. Before visiting the IP schools the participants formed their free-choice 4 member international trainee teacher teams for observing and conducting lessons in the IP suggested schools. Thus, at first the trainee teachers in international groups guided by one of the IP teachers went to the chosen schools and observed classes and students. They observed science, history, geography, mathematics, domestic science, PE, EFL classes. Directly after the observed lessons and the conducted lesson by the four member international team the IP participants performed 2nd self-assessment (See Fig. 2).

Each participant compared the observed data with their own education system, social behaviour and environment in schools and beyond. Therefore, the attained answers were really diverse. At the same time they helped the trainee teachers to learn more not only about the IP host country, but also about their respective countries, when the answers were displayed on the board.

In one of the schools the trainee teachers organized a games session. The participants of the IP in international teams (trainee teachers from three or four IP countries formed one team) involved a group of students into their national games and rhythmic songs used in some traditional play-games. Communication was very friendly, enthusiastic and exciting for both parties involved. The trainee teachers shared an opinion that the host teachers were very welcoming and supportive in the games session. Supposedly giving classes to the trainee teachers was in a friendlier environment due to their mutual participation in the games’ session in this school.

The IP participants gave classes in international teams of 4 trainee teachers from four different countries. The EquiTifoLa and CiTiFoLa participants experimented with task-based ESD lessons, elements of keyboarding skills, communications and arts. They admitted a very useful inclusion of the tasks learnt during the IP workshops and lectures. The trainee teachers also admitted involving the observed and shared novelties and innovative approaches their lessons. They concluded that the IP introductory lectures, workshops, assistance from the IP teacher trainers in lesson planning and hints for conducting were of a major importance. The teacher trainers and the trainee teachers observing the lessons conducted by the IP participants appreciated mutual support demonstrated by the trainee teachers while conducting classes in international team of 4 participants from 4 different countries. The reflection and self-assessment was done by each team on the lesson conducted and each member reflected and self-assessed the IP well (Ratniece, 2009).

Figure 2 shows the comparison of the 1st and 2nd self-assessment done by the trainee teachers (Assessment 1 – at the beginning of IP; assessment 2 – at the end of IP):
Figure 3. Comparison of the 1st and 2nd self-assessment done by the trainee teachers (Assessment 1 – at the beginning of IP; assessment 2 – at the end of IP)

By reflecting the experiences and results in the study process of gaining competences in collaboration and cooperation for sustainable development, the chart above of the trainee teacher competence highlights collaboration and clearly reveals a massive growth of Level C (the highest level increased from 6% to 48% in the trainee teachers). Level B shows a decrease (from 62% to 52% due to the increase of Level C competence). The lowest, Level A, also decreased (from 32% to surprising 0%) due to the trainee teachers’ competence development for their active participation in the Intensive Programme generating education for sustainable development ideas through the combination of formal and informal studies (See Fig. 3).

EquiTiFoLa and CiTiFoLa drew also on previous project outcomes dealing with Multiple Intelligences, Culture and Creativity. The core of the consortium relied on the previous 5 years of cooperation accumulating a wealth of experiences in teamwork, which they shared with the participating teacher trainees during the IP (Ratniece, 2009). Nevertheless, cooperation and collaboration should be developed still further to be implemented on an appropriately high level for ESD inclusion through EFL teaching/learning by shared responsibility of learners and teachers.

Conclusions

In order to drive positive changes, contemporary teachers need skills and competencies to act appropriately; sustainability competences are increasingly seen as part of a normal, required cooperation and collaboration skill set along with sociopedagogical and personal competence development needed by teachers within communities.

Valid knowledge on sustainable development and equity gained in collaboration by the teacher trainees and the academic staffs emphasize their significance for the next generation. Cooperation and collaboration should be developed still further to reach an appropriately high level for ESD.

In face-to-face workshops, on-line learning communities and tutorial support global issues are explored; trainee teachers’ critical thinking is developed and both personal and strategic action plans are worked out to ensure a holistic approach to ESD. Lesson planning and experience sharing are developed due to the theoretical input, observations and giving classes mainly thought cooperative learning in international teams and collaboration.

Teacher education for ESD in HE of Latvia has to be emphasized. A contemporary society and its education paradigm undergo fast changes. Equity implementation in benevolent, creative student and academic staff collaboration in the study process, participation in the Erasmus projects foster EFL acquisition by using ICT materials and including non-traditional real life video and audio materials as well as contributions of students themselves and serve as a precondition for creative professional lifelong ESD in the EU as well as in the entire world in a democratic, efficiently advancing milieu.

Educators should promote themselves creatively with their main collaboration partners, pedagogy students, and develop their competences to attain a common goal, progress due to ESD. Latvian educators should pursue the goal by joint efforts with their colleagues from beyond Latvia. Shared experiences bring genuine reward.
GLOBAL COLLABORATION AND COMPETENCE DEVELOPMENT OF TRAINEE TEACHERS

BY FORMAL AND INFORMAL STUDIES

Inta Ratniec

Summary

Teacher training in higher education by global collaboration in researching millennium goals should encourage researching and sharing practices for professional competence development in teacher education thus making a vital contribution in creating Europe of knowledge, i.e. highly creative, innovative and sustainable development focused on intergenerational solidarity. Europe can succeed in this endeavour if it maximises the talents and capacities of its all citizens (teacher trainers, emerging teachers and learners) and fully engages in lifelong learning as well as in widening participation in higher education.

The research object and goal. The trainee teachers of a foreign language develop their professional competences better if they participate in global collaboration and by informal studies of global teaching/learning issues, what promotes their professional competences in millennium goals research.

Materials and methods. Analysis of theoretical sources. Results of global informal studies of intergenerational solidarity organized by 12 higher education teacher training institutions from 12 countries in the European Union and by beyond analyzed and reflected on for competence development.

Discussion and results. Global learning was discussed in master classes, lectures, case studies in schools, NGOs and the local community of the Project Intensive Programme host country, text books for learning English were compared. Classes given by international teams on global learning were analyzed. The results disclosing the reactions of the
participants were included. The results showed a valid knowledge of teaching functional language by actualising the content, intergenerational relationship, education for sustainable development (ESD) gained by the teacher trainees and the academic staffs in the global learning environment. Experience in lesson planning and conducting was developed. A strategy to promote global learning was proposed. Findings and results provide valid knowledge of equity on global and local levels due to developed sustainability ideas, socio-pedagogical competence gained by the trainee teachers and the academic staffs.

**Conclusions.** Global collaboration and intergenerational solidarity brings valuable knowledge needed for professional competence development on teaching/learning due to the inclusion of global learning, equity issues, education for sustainable development. Teacher trainers and the emerging foreign language teachers as creative community equity promoters and sustainable development widespreaders should cooperate with colleagues, students and community for strengthening links between generations, implementing development that meets the needs of the present generation, yet not eliminating an ability of future generations to meet their own needs. Formal education systems tend to emphasize its significance in knowledge acquisition. Now it is vital to value education in a more encompassing manner it includes of non-formal, and informal studies. Such a vision should inform and guide future educational reforms and policy.

**Keywords:** competence, education for sustainable development (ESD) in teacher training, global collaboration, intergenerational solidarity, teachers’ teamwork.
TRAUMATIC MEMORIES OF HOLOCAUST SURVIVORS’ AND THEIR EFFECT ON THE EXPERIENCE OF IDENTITY

Ruth Reches, Jolanta Sondaitė  
Mykolas Romeris University

Introduction

In the history of the Holocaust, the status of Lithuania is unique from a number of standpoints that have led to exacerbated results. The percentage of Jews killed was the highest in Europe, the local population’s collaboration (including thousands who became voluntary murderers) is among the highest in Europe, and violence occurred in dozens of localities even before the invasion of the Nazi forces. These factors make the case of Lithuania worthy of a distinct study in many aspects, including psychological repercussions for the survivors.

Therefore, the strategy of overcoming the trauma among Lithuanian Jews will be compared with available data in other communities.

It is obvious that there is a significant quantity of academic literature where the traumatic events of the Holocaust are described. From there we get lots of information about psycho-traumatic experiences, such as tortures, humiliations, threats, starvation, loss of households, loss or even death of close relatives during that period.

Bearing in mind the fact that the victims of the Holocaust did not survive, there is incomparably less academic literature, not only in the realm of psychology, about their long lasting experiences. Those who managed to survive experienced severe, sustained traumas which haunted and will haunt them for the rest of their lives causing sustained psychological problems. This literature indicates that identity defects, that evolved after the Holocaust, are particularly severe and evoke enormous psycho-traumatic effects. Thus, psychological consequences of the Holocaust are similar to those manifested at any phase of psychological threat (Yehuda, Kahana et al., 1995, Chaitin, 2000).

As it is mentioned above, there are not many academic sources about the consequences of the Holocaust on the level of individual survivors. There is even less research in the field of psychology.

Many research of the Holocaust survivors suffering PTSS (Post Traumatic Stress Disorder — PTSD) and its influence on a personality are presented in literature (Lang, 2000, Major, 1996, Rosenthal, Bar-On, 1992 et al.) Despite the fact that Lithuanian Jews were almost completely annihilated during the Holocaust, this subject not been discussed thoroughly enough even today. No psychological studies aimed at studies of people who survived the Holocaust in Lithuania have been done. There are studies on the psychological effect of Soviet repressions in Lithuania showing that former political prisoners, deportees and other victims of repressions had much more severe traumatic experiences than those who did not suffer the repressions (Gailiene, Kazlauskas, 2005).

The aim of this study is to contribute to the investigation of a specific trauma suffered by the survivors of the Lithuanian Holocaust, its influence on the identity experience in the further lives of the survivors. Our research question is: “How are traumatic memories involved in the identity experience of the survivors of the Holocaust?”.

Methodology

A biographical narrative interview was used for data collection. A methodological decision to use a biographical narrative interview, regardless of the specific research question, is based on the fundamental theoretical assumptions. Dealing with questions of social sciences or history that relate to social phenomena linked with people’s experiences and have a biographical meaning for them lead us to interpret the meaning of these phenomena in the context of a biography (Rosenthal, 2004). A individual assumptions are:

1. In order to understand and explain social and psychological phenomena we have to reconstruct their genesis – the process of creation, reproduction and transformation of them.
2. In order to understand and explain people’s actions it is necessary to find out about both the subjective perspective of the actors and the course of their actions. We want to find out what meaning their actions had for them at the time, what meaning they assign today, and in what biographically constituted context they place their experiences.
3. In order to be able to understand and explain the statements of an interviewee / biographer about particular topics and experiences in his / her past it is necessary to interpret them as part of the overall context of his / her current life and their results in the present and future perspective.
One informant participated in the pilot research. The informant is a 82 years old woman, a Holocaust survivor. She was born in 1930 in Lithuania. In 1941 she was imprisoned in Šiauliai ghetto, from 1943 till the end of the war – in the Shtutthof concentration camp.

The interview was taped, transcribed and analysed according to procedures of thematic analysis (Braun, Clarke, 2006) by the research team.

Results

Thematic data analysis led us to the identification of three major thematic categories of the identity experience by the survivor of the Holocaust: self-perception as a weak physiological being, relationships, and gratefulness for staying alive.

Self Perception as a Weak Physiological Being (Victim)

This category covers experiences of a helpless, weak, dehumanized, physiological being during the Holocaust: “You were almost killed”, “They forced us into the barn in February, 1945 when the Russian army came closer. We continuously lay. We were not given anything to eat, except potato peelings. We were not allowed to do anything: neither stand up, nor go out”, “I was almost no longer a human. I didn’t think of anything”, “We lived like animals”.

Relationships

This category covers experiences of supporting relationships and loss of relationships. Examples of supporting relationships: “My mom saved my life. If my mom had not done it, I would not have been able to survive”, “There was one warder, a Pole, he often brought a slice of bread and asked my mother to give me”, “We talked with God”, “When my father returned, we started another life. He moved us to Vilnius”.

Examples of loss of relationships: “They put my sister on the carriage. She died just in the carriage. When loaded”, “They gathered all children and took away – and till today no one knows, nobody knew where they were put. (pause). They just threw small children, who were crying on the vehicles, threw them into the vehicles and took away. My two cousins, two boys, were taken away”, “(…) and all my friends, school mates - I do not have any now - all went to the crematorium.”

Gratefulness for Being Alive (Survivor)

This category covers acceptance of the past, gratefulness, a positive attitude towards life:

“I believe in God. Well, it was a disaster, it was such an event. Apparently people were bad, that he allowed killing of so many people. But I still thank God for everything I have. For each day, for everything”, “It was our destiny. And we still had a good destiny that we were alive. Not everyone returned, not everyone survived. Well, very few people remained”, “You do not want a lot; you have to be happy with what you have, be satisfied with your life. Because you had such a life then, God forbid, it is repeated. God forbid that of such a terrible thing as war repeats.”

Discussion

The results of this study showed that three major thematic categories of the identity experience by the survivor of the Holocaust were identified: self-perception as a weak physiological being, relationships, and gratefulness for being alive.

It is known that traumatic reality not only destroys the mechanism of self-defence but it can also lead to the helplessness, fear and regression of one’s Ego. In a traumatic experience, a person’s organism reaches such a level of excitement that he/she cannot control himself/herself and, as a result, one’s Ego can be rendered as completely helpless (Krystal, 1988). In our study we categorized this experience “self-perception as a weak physiological being”.

A human cannot live without explanations, so he/she gives an individual meaning to his/her trauma (Cramer, 1999, Laub, Aurhahn, 1993). In this study an individual meaning of her trauma is revealed in the category “gratefulness for being alive”.

We distinguished the thematic category “relationships” which in itself covers traumatic experiences of loss of relationships and supporting relationships, that enabled to survive.

According to Gemignani’s (2011) completed research, two opposite aspects of managing traumatic memories could be distinguished. The first is called “Past remains past” and the second is called “Past is our strength”. Despite their clear opposition these two aspects can be used by two different narrators to describe the same traumatic event. The aspect “Past remains past” is a strategy based on the suppression of traumatic memories in order to protect one’s identity, secure one’s position in society and ensure one’s constructive future. Meanwhile the aspect “Past is our strength” is an opportunity to integrate one’s past memories into present events. Feelings such as anger, sadness, loss, being still alive, can play an important role in helping the victim to understand oneself as a survivor. The results of our study clearly showed that the strategy “Past is our
“strength” helps to integrate past memories into present events.

It was a pilot research and only one informant participated in this study. More informants should be used in further research in order to explain how the traumatic memories involved in the identity experience for survivors of the Holocaust.

References

TRAUMATIC MEMORIES OF HOLOCAUST SURVIVORS’ AND THEIR EFFECT ON THE EXPERIENCE OF IDENTITY

Ruth Reches, Jolanta Sondaitė

Summary

Collective disasters such as the Holocaust, war, repressions and ethnic violence are man-made political and social disasters. Not only they shock the wider (or future) public strongly, but result in serious trauma to the survived. A psychological trauma is an intense emotional experience with which human beings’ “I” (self) strive. The psychological effects of trauma is the phenomenon of in ability to adapt caused by psychological trauma. The identity is a dynamic system which defines a personality throughout interpersonal relations and emotional experiences. Traumatic memories disrupt conventional processes between of an individual and the community relationships based on trust, care and giving people a sense of control, purpose and interconnectivity since the sense of identity is formed by the relationship with others. Traumas destroy or diminish the victim’s earlier formed structure of self-perception and distort an individual’s sense of reality, warping meanings of real events. In our research we tried to analyze how trauma affected a person’s self-perception in the Holocaust.

A biographical narrative interview was used to collect the data. One informant participated in the pilot research. The thematic analysis procedures were employed in order to achieve the goal. Themes were generated to delineate the descriptions of traumatic memories and understandings of how they affect the informant’s life. Thematic analysis of the interview with the Holocaust survivor paved the way for better understanding of how traumatic memories are involved in the identity experience revealing the prevailing patterns such as self-perception as a weak physiological being, the relationship with the family, relationship with God, gratefulness for being alive.

Keywords: Psychological trauma, Holocaust experience, identity, self perception.
Introduction

Sometimes soperezhivanye is taken for a feature of empathy or a constituent of empathy, or even as one of empathy functions. I argue that empathy and soperezhivanye reveal close but different conceptions.

Empathy has been in the focus of research for many decades. Over time the nature of empathy, its structure and mechanisms were described in different ways. Links between empathy and altruistic behaviour, empathy and successful communication, as well as between empathy and child’s development are examined.

Soperezhivanye is often considered to be a synonym of compassion. Some researchers study soperezhivanye as a capacity to comprehend processes which are difficult to verbalize (Simonov, 1996).

Study of mirror neurons helps to clarify the biological nature of empathy. But neither neurophysiology nor behavioural sciences can reveal the nature of soperezhivanye in human beings.

The purpose of my study is to compare the phenomena of empathy and soperezhivanye, and to describe sufficient features of the last one.

I suggest to study soperezhivanye as a close to empathy but different experience. People in soperezhivanye are touching the deepest levels of meaning in the other. I and you in soperezhivanye are initially connected and indivisible (Frank, 1992; Frank, 1995). Soperezhivanye is defined as an experience of intentional codirectedness with the other. It is possible because of shared meaning.

Some Notions on Soperezhivanye and Empathy in Psychology

Empathy

Examining empathy usually its cognitive and affective constituents are revealed. Study of cognitive constituents involves:

- Imaginary transference of oneself into the others’ thoughts, feelings and actions, and transforming of one’s subjective world to the other’s one
- Intellectual re-building of the other’s subjective world in oneself
- Ability to perceive of one another and to predict the other’s behavior in a specific event

Affective constituents are revealed in:

- Emotional knowledge of feelings of the other
- Preconscious understanding of one’s feelings, preconscious sharing of his/her feelings

Most of researchers accept that empathy is a complex phenomenon. They often take empathy for a human ability to pretend oneself as the other one, and to experience his/her states bodily and by senses (Pouzyrevskij, 2002).

Nowadays Behavioral & Brain Sciences are see empathy as a cognitive-behavioral action. In order to integrate available approaches to empathy, Preston S.D. & De Waal F. propose the Perception-Action Model (Preston & De Waal, 2002). From this viewpoint, capacity to empathise is common for humans and primates. They study empathy as a process, where “the attended perception of the object’s state generates a state of the subject that is more applicable to the object’s state or situation than to the subject’s own prior state or situation. …Empathy in that case is “superordinate category” that includes emotional contagion, sympathy, cognitive empathy, helping behaviour and so on” (Ibid).

Soperezhivanye

While empathy is quite a popular topic of research, soperezhivanye is a rare conception. It has not been studied well as an independent phenomenon. In some Russian-language papers it is used as a synonym of empathy, as one of empathy functions or constituents. Some researchers, however, see soperezhivanye as a phenomenon different from empathy.

For example, Gavrilova studies soperezhivanye as a feeling similar to the emotion in empathy. It is directed to oneself, and egotistic in nature. Avoidance follows one’s empathy because negative feelings are painful to experience. So, “soperezhivanye is the impulsive experiencing by the individual of the same feelings as the other feels, but it is inverted to oneself” (Gavrilova, 1975). She calls perezhivanye of the other’s disadvantages without referring to one’s well-being as compassion. Experiences in compassion between two people are not identical. Soperezhivanye becomes compassion in deliberate and aware emotional identification with the other (ibid).
Some researchers attribute egotistic inclination to soperezhivanye. But this conception has different etymological meaning. Simonov, for instance, concerns soperezhivanye as experiencing with someone else (literally, co-experiencing), the same as consciousness means knowing in company with someone else ("conscientia" means knowledge-with). He also connects soperezhivanye with cognitive processes. He defines it as brain reflectivity taking part in cognition (Simonov, 1979). Soperezhivanye allows to fulfill "the transformation process of private intra-psyche impression into inter-psyche but partly verbalized perception of reality” (Simonov, 1996). An ability to comprehend hardly verbalized processes in soperezhivanye raises it up to an exceptional capacity.

**Distinction Between Soperezhivanye and Empathy**

It is advisable to concern soperezhivanye as a sort of experience close but not identical to empathy. In soperezhivanye, interpersonal relations reveal a high degree of closeness. People in soperezhivanye keep in touch with deep levels of meaning in one another. They match meanings of one another in order to find out joint domains. This facet of soperezhivanye is close to empathy, according to Karl Rogers and Eugene Gendlin. Empathy is penetration into the inner world of the other, temporarily living the other’s life, intuitive presence of relationships beyond the other’s self-understanding, a mode of being with the other personality (Rogers, 1975); it is being next to the “self inside” (Gendlin, 2000).

Understanding of soperezhivanie is different from the ways of studying empathy. Traditionally, empathy is described as a one-directional act with the single pole of activity in the empathizing person. The other person is perceived as an object to apply empathetic feelings and cognitions of oneself. Someone and other are divided. One represents, understands, feels through the other, but the participation of the other is not clearly defined yet.

Soperezhivanye is a holistic dynamical process. I and you are perceived as initially connected and indivisible (Frank, 1995). I am aware of the different you, but contemporaneously I feel deep akinness with you. I am not just allowing this akinness cognitively, but experience it indeed. This corresponds to the deepest experiential feelings between “I and Thou” by M.Buber and between “I and you” by S.Frank. In this context, interaction with the object of empathy corresponds to evaluative “I - It” relationships by Buber, which is fundamentally different from “I - Thou”. In soperezhivanye, the other is initially, a priori, there in the I. I am involved into relatedness with you initially. Thus, the structure of relationships from the very beginning contains two poles of activity, - two selves capable to contribute into joint creation and expression.

It is important to emphasize one more facet of deep relatedness with the other; it is a feeling of going beyond the present relationships. K.Rogers describes it as “touching by my soul the soul of the other”, when relationships outgrow themselves and become a part of something more (Keil, 1996).

The philosophy of “a priori intersubjectivity” expresses an initial unity beyond the borders of individual beings, speaks about “conciliar unity” or “we-unity” (Frank, 1992). Soperezhivanye as well as empathy are both forms of revelation of this kind of unity. They arrange complementary forms of interpersonal relatedness.

Psychology studies differentiate the forms of interpersonal phenomena, which can be based on a priory unity. They are as following:

- Affect attunement in mother–infant relations (Stern, 1985)
- Shared intentionality (Tomasello & Carpenter, 2007)
- ZPD as a place of meeting (Tsuckerman, 2006)
- Sobytynaya obsh'nost' – Shared Co-being (Slbodchokov & Isaev, 2000)
- Mutually negotiated meanings in Self-Other Relatedness (Stern, 1985)

Soperezhivanye comprises shared meaning as a necessary constituent. Soperezhivanye to a psychological state, feelings and thoughts, however, is possible only on the basis of a shared meaning. D.Leontjev’s definition of meaning (sense – in Russian) is as following:

“Sense is a relation between the individual and the object or a real event, which is defined by the place of the object or the event in the life of the individual” (Leontjev, 2003). The structures of sense embody the transformed modes of life relationships (ibid). Leontjev also defines a phenomenological view on sense of life as experiencing (perezhivanye, by Vygotsky) of intentional directedness of someone’s life. This definition is correct for life in general, as well as for discovering the essence of the “sense” conception. Sense is experiencing of intentional directedness to something.

It is necessary to specify that Leontjev’s conception of “sense” matches to Stern’s “meaning”, and “joint sense” corresponds to “shared meaning”. Therefore we will use them in that paper as synonyms.

Now we can define soperezhivanye as experiencing of intentional co-directedness with the
other self. From this viewpoint, soperezhivanye is a sense-making experience. The vector of intention in soperezhivanye is directed to the shared meaning, and at the same time it is adjusted to the other self. Thus, in each participant, soperezhivanie has two directions – towards the other and towards shared meaning. Shared meaning is a necessary link to establish compatibility and coherence.

Tomasello & Carpenter describe the phenomenon of shared intentionality, and they conclude the existence of so-called common psychological ground (Tomasello & Carpenter, 2007). Availability of a common psychological ground makes possible any joint activity. Shared meaning and shared intentionality are possible ways to express the structure of a common psychological ground, and maybe the sources of its emergence.

Shared meaning in soperezhivanye is a necessary constituent. It is set in cooperation and used equally by all the participants: “mutually negotiated meanings ...grow, change, develop and are straggled over by two people and thus ultimately owned by us” (Stern, 1985).

Conclusion

Soperezhivanye is close but not identical to empathy. There are some features in empathy that allow to consider it as a spacial case of soperezhivanye.

I and you are perceived as initially connected and indivisible in soperezhivanye. The participants keep in touch with deep levels of meaning in one another.

Soperezhivanye is a holistic dynamical process, and we can define it as experiencing of intentional co-directedness with the other self. The vector of intention in soperezhivanye is directed to shared meaning, and at the same time it is adjusted to the other self. Shared meaning is a necessary link to establish compatibility and coherence. It is set in soperezhivanye and, in its turn, maintains soperezhivanye as a dynamical process.

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BETWEEN SOPEREZHIVanye AND EMPATHY: URGE TO SHARED MEANING

Svetlana Safarova

Summary

The concept of soperezhivanye is often used as a synonym of empathy. However, soperezhivanye is an independent phenomenon. This paper reveals some differences between soperezhivanye and empathy, and also shows the role of shared meaning in soperezhivanye. The purpose of this study is to compare the phenomena of empathy and soperezhivanye and to describe sufficient features of the last one.
Soperezhivanye is close but not identical to empathy. There are some features in empathy that allow to consider it as a spatial case of soperezhivanye.

I and you are perceived as initially connected and indivisible in soperezhivanye. The participants keep in touch with deep levels of meaning in one another.

Soperezhivanye is a holistic dynamical process, and we can define it as experiencing of intentional co-directedness with the other self. The vector of intention in soperezhivanye is directed to shared meaning, and at the same time it is adjusted to the other self. Shared meaning is a necessary link to establish compatibility and coherence. It is set in soperezhivanye and, in its turn, maintains soperezhivanye as a dynamical process.

**Keywords:** soperezhivanye, empathy, shared meaning.
Introduction

The research on governance has become very popular throughout Europe in the last decade. The term governance is complex and miscellaneous. Today it is being extended by integrating different meanings of the governance process, leadership and management. Governance involves many actors and covers state institutions as well as private and voluntary sectors; it becomes a more vague and changeable process.

One of the core questions of university governance research is: How are governance decisions made in order to improve scientific and study results? Thus university governance analysis is related to the financial support, regulation and even estate management issues of the university. It is essential to analyze the principles of effective, equitable, democratic or, so called, good governance. So, comparative research on university governance was made by analysing the historical and practical development of higher education and the university governance system in the United Kingdom, the Finland and the Netherlands. The case of a new higher education reform in Finland and some aspects of Lapland University governance are introduced in this article.

Firstly, a variety of governance definitions and an equalizer model suggested by Fried (2009) are analysed. The second part of the paper is devoted to the new reform of higher education in Finland, which is presented through the analysis of the values and principles of universities, transformation of state and university relations and changes in university governance. A deeper analysis of Lapland university governance is presented by studying the composition of the main governance bodies, the role of external stakeholders and by introducing the community’s academic assessment of the EU higher education policy tendencies toward entrepreneurship culture as well as their opinion of good principles of governance.

The aim of the article is to present the concept of university and higher education governance, its main dimensions and to set forth the practices of governance in the case of Lapland University.

The methods used in the research are analysis of scientific literature, legal acts and documents, interview, qualitative and quantitative content analysis.
higher education development trends into account, to evaluate historically formed traditions of governance of higher education institutions and academic culture. Although in practice the theoretical models of university governance do not exist in their pure form, the theoretical overview of governance models enables to structure the existing knowledge about the characteristics of university governance, relations between the university and the state and have a major explanatory value. Often recent reforms of higher education and university governance are defined as a transition from the traditional academic self-government to a new managerial model. The purpose is to set the internal organization of the university towards the modern service enterprise. But the emphasis is put on greater accountability to stakeholders, flexibility and sensitivity to market needs and the ability to develop strategic objectives adapted to people who serve the university. The scientific literature identifies five key mechanisms of coordination or collective control suitable for the university sector leadership:

- **External regulation (SR – state regulation)**
- **External guidance (SG – stakeholder guidance)**
- **Academic self-governance (AS)**
- **Managerial self-governance (MS)**
- **Competition (C)**

![Figure 1. Governance equalizer. SR – state regulation; SG – stakeholder guidance; AS - academic self-governance; MS – managerial self-governance; C – competition.](Source: Fried J., Higher education governance in Europe: autonomy, ownership and accountability – A review of the literature, 2009.)

It is clear that these dimensions are only abstractions, analytical categories, defining the key governance dimensions having formed in specific local and historical conditions. However, these analytical categories may be useful to reveal the evolution of directions and development of the governance concept. Scientists such as Boer, Enders and Schimank based on the above named dimensions developed the so-called “governance equalizer” as a heuristic tool for the international comparisons of polysemous concepts (scientists also attribute the concept of governance, new public administration to such concepts).

It should be noted that each of the governance model includes the appropriate combinations of all five dimensions. All these dimensions co-exist but during the corresponding period only few dominate. The main advantage of this “equalizer model” is that it allows to reveal the complexity and multidimensional configurations of the university governance concept.

Today, the search for balance between the models of the classical (traditional) university and business (entrepreneurial) university sets modern universities in the state between the prospects of getting real new revenue and the risk of losing certain academic values. The practice shows that in the countries where higher education reforms are imposed “from above” they are never effective and are realized much more slowly than in the countries where the conversion trends and directions are discussed with higher education institutions in advance. As observed by researchers (Felt, 2003; Boer, Enders & Schimank), in the first case, the autonomy of universities becomes very relative, and the line between political intervention, strategic governance and efficient administration is of the chart.

**Research methodology**

The analysis and evaluation of university governance models, creation of research instruments was based on the existing theoretical models and concepts. In broad terms the governance of the University in developing the
research instruments was seen as a set of laws, rules, structures, norms and practices which form the basis for the university to achieve its goals, objectives and policies in a coherent and coordinated manner.

Qualitative as the main and quantitative as the second research approach was chosen to implement the research of university governance models. These research approaches helped to develop continuous knowledge about the situation. One of the qualitative research methods, i.e. an open-ended interview was chosen as the major method in this study. In order to fully understand the phenomenon the research focus has been moved to a small number of cases of deep exploration and generalizations have been applied not to the reference population, but to the phenomenon under investigation. Although, according to the pre-formulated questions, the path of quantitative research would be suitable, but this study appeared not viable. It was not important to show numerical results of the greatest possible number of survey respondents, but to explore how this specific group of subjects values the effectiveness of the governance model.

The survey was carried out using open-ended semi-structured research interviews. Discussions were recorded by a voice-recorder. The data collected during the interviews were analyzed using the method of the qualitative content analysis, which provides a number of steps: multiple text reading, isolation of representative categories, separation of the category content to subcategories, reasoning of the categories according to respondents’ statements.

The researchers also analyzed state and institutional strategic documents, activity plans, financial and quality monitoring reports. Both external (“historical context” of the document) and inner (content analysis, accuracy of information, reliability testing) analysis was performed.

The method of quantitative content analysis was implemented while seeking to identify the ideological-cultural – the United Kingdom, Finland and the Netherlands - university values. Content analysis was implemented by specifying the maximum number of words (maximum 250 words). Common words such as the mission, university and the capital city were eliminated from the study analysis. Quantitative content analysis was performed using the software TagCrowd, which presents repeating words in the content and their frequencies. According to the frequency of repetition, it generates a graphic view.

Although this paper presents a more detailed ideological orientation of Finnish universities, it should be noted that many universities in different countries emphasize similar values and priorities in most of the cases.

Results of the Research

Values of the Finnish University Orientation

Higher education governance must reflect the entire set of values, which depend on different country contexts, different higher education actors and stakeholders who are interested in higher education quality and results. It can be argued that there is no single ideal model of governance that would be appropriate for different contexts, different institutions.

The results of content analysis showed that the core values of Finnish universities are associated with the main functions of higher education, i.e., organization of research and education. It is obvious that research is a strategic key value in the missions of the Finnish university. It can be assumed that the value of research recently has increased dramatically for several reasons:

1. Research has always been one of the major priorities for higher education, but the era has dictated a need to strengthen research development, as universities become more linked to the needs of society, market values, are more responsible for their own fiscal policy. Obviously, the research results and their usefulness for the university are constantly growing. The universities of the analyzed countries have strong education centers, which conduct international research, the universities pay much attention to the development of consortia, inviting representatives from outside to participate in projects, and so on.

2. Research is an integral part of study quality. The greater emphasis is put on university research, the more innovative and modern become university activities and more effective results.

The intercultural dimension takes quite a significant role in the university missions and visions of the country (Fig. 1). Most Finnish universities recognize the need and elevate the objectives to develop research internationally, not only to promote international co-operation of researchers and students or to provide internationalized education. It is understood that in order to be open, dynamic and constantly changing, universities recognize the development of interculturalism and integration into the European Higher Education Area. Universities strive to ensure competitiveness of the trained specialists in the European labor market, and the standards of science and study quality.

Comparing these results with the values and ideological orientation of universities in the Netherlands and the UK, it should be noted that Finnish universities pay much less attention to the word “student” than in the mentioned countries. Hypothetically it can be said that in Finnish universities students’ representation in institutional governing bodies is less numerous in contrast to the Netherlands or the United Kingdom, where students usually account for about half of the council, or the composition of the Senate.
New public management and implementation of the principles of entrepreneurship in the Finnish higher education system has begun only in recent years and yet it is little reflected in university policy documents. This is confirmed by the content analysis results of university missions which revealed a relatively rare use of such words as “business”, “economy”.

Finally, it can be stated that the higher education values that are reflected in the missions of the universities in Finland, only partially respond to a higher education reform, which, in addition to traditional values - science and studies, puts more emphasis on “new” universities - the mission of a service provider.

Governance of Higher Education and Universities in Finland

Due to sustained and successive reforms of higher education, where universities took an active part, at the end of the XX century the higher education of Finland was orientated to decentralization of institutional governance and personal policies (universities got the right to establish new departments, develop new study programmes, elect and appoint academic and administrative staff on university’s own), performance-oriented budgeting, performance contracts with the Ministry of Education, managerial development of decision making in the universities, performance related pay systems, quality assurance systems, and performance accounting. As Temmes and Virtanen (2008, p. 21) notice: “The increasing decentralization of university governance has created more opportunities for regional operations and interaction with local stakeholders”.

Since 2004 universities in Finland have faced new trends of the higher education reform: strengthening of university transparency and openness to the society, involvement of social stakeholders into the main university governance bodies, increase of financial autonomy. The main task of this reform is to increase the role of the university Board, to develop social relations and finance management skills of university leaders, to empower universities to become more flexible and independently react to the challenges of a new financial status.

In 2005 universities were given the right to establish corporations in order to encourage universities to utilize their research discoveries for commercial purposes. Since 2007 universities have been able to receive donations for foundations separate from regular university budgets. At the same time universities were given a legal right to enter into contracts under private law to use these additional and separate assets. This reform can be seen as a first step in the process of changing the legal status of universities (Temmes and Virtanen, 2008, p. 29).

The increased economic autonomy and responsibilities of universities required more emphasis on managerial competencies and real accountability for decisions and their consequences. Thus a reform of the management system of universities became necessary. The present authority structure with a multitude of internal boards to which strategic authority is decentralized has not sufficient capacities to run a university effectively under the circumstances of the global knowledge economy (Temmes and Virtanen, 2008, p. 34). Thus at the national level a decision to change the legal status of universities was made. In 2009 the parliament adopted a new University Act (558/2009), which came in force from the start of 2010 and made changes in universities’ legal capacity, governance bodies as well as in relationship with the government. Before the Act was adapted, the universities, which had been only state since the1960s, had an option of becoming either institutions subject to public law or foundations subject to private law. Only two of 16 universities1 in Finland decided to become a foundation university (Aalto University and Tampere University of Technology). This new

1 Before the reform there were 20 universities in Finland. However, in order to build up a better and more effectively performing higher education system as part of national innovation and competitiveness system under the national decision the number of universities was decreased up to 16. According to plans of Ministry of Education in 2020 only 11 universities will operate.
status distinguishes universities from public sector institutions, but not from state budgeting.

Thus, since 2010 the universities have an independent legal status, separate from the State, and take the place of the State as employers. With the separation of the universities from the State body corporate, the posts and tenures in the universities come under legislation of labor contracts instead of civil service regulations. According to the new Act the universities became able to pursue independent human resources policies, improve their attractiveness as an employer and in this way strengthen their competitive advantage in order to recruit the best personnel (Niemi, 2010).

The new Act reinforced the financial autonomy of the universities by legitimating the right to independently redistribute the income, to receive donated capital and use it or income from it to finance their operations, to use business revenue for their operations (extension education, contracted research, other commercial activities). Such broader financial autonomy encourages universities to efficiently operate in the international environment and emphasise their strong aspects.

However, the government continues to be responsible for funding the public duties of the universities even though the universities are no longer within the State budget economy. The Ministry of Education grant formula-based core funding to the universities for the execution of their statutory public duties according to the extent, quality and impact of the activities and education and science policy objectives (Vuorinen, 2009, p. 10). According to 2007 data, 64.5% of total university funding was in the form of direct grants, the so-called “budget funding”. Some universities earn substantial sums for research from Finnish government research organisations (about 11% of the total in 2007), and although income from such sources is described locally as “external funding” it still ultimately comes from the Finnish government. Funding from domestic corporations, the European Union and other foreign sources amounted to only 10.4%. The remaining 14.2% of funding in 2007 came from “other domestic sources”, but much of this also came from government departments (Aarevaara, Dobson, Elander, 2009, p. 14).

It is interesting that although the universities can become foundations subject to private law, national regulations guarantee free of charge degree education for students from Finland, EU/EEA. The only new trend is addressed with the right of the university to charge fees to a student admitted to a degree programme taught in a foreign language. However, such provisions concerning fee-charging degree programmes will be enacted by the Ministry of Education Decree. The universities can also arrange made-to-order degree education for citizens of non-EU/EEA countries (Universities Act 558/2009, Section 9-10).

One of the main documents, which regulates the relationship between the Ministry and the university, remains a “fixed term agreement on the quantitative and qualitative targets of central relevance to education and science policy and on the monitoring and evaluation of their implementation” (Universities Act 558/2009, Section 48.1.).

While the increased financial responsibility determines the importance of strategic management in university governance, the new Act obligates universities to ensure an undisturbed operation in exceptional circumstances and abnormal and special situations as possible by the means of contingency plans, advance preparation of operations and by other means. The role of the Ministry of Education is very important: it supervises the advance preparation and where the preparation is found to be deficient, the Ministry may order the shortcomings to be put right (Universities Act 558/2009, Section 90).

New trends in the reform of higher education in Finland are orientated towards the development of entrepreneurial culture: the involvement of external stakeholders into governance bodies of an university, the Rector’s election and subordination to the Board, etc. (the details of the university governance bodies – see Table 1) The Ministry of Education maintains that new regulations ensure the flexibility of the university sector, create conditions for better operation of the universities with the surrounding society and better reaction to social and economical changes. On the other hand, the changed composition and responsibilities of the university Board, increased financial autonomy require more frequent evaluation of the activities and results from all the university staff. As Aarevaara, Dobson, Elander (2009, p. 15) point, “although the keys to a reformed sector are a diversified funding base and an entrepreneurial culture, it is not self-evident that new entrepreneurial modes of operation will be widely accepted in Finnish universities at first.” Scholars emphasise, that integration of an entrepreneurial culture might be challenged by bureaucratic attitudes, which during long period of universities being the subjects of tight controlling legislation, were deeply rooted in the academic society, namely, as a set of “traditional structures” in higher education institutions. Despite many advocates of the entrepreneurial governance model among the members of the academic society, “the ability of universities to implement change will be put to the test when these different administrative [bureaucratic versus entrepreneurial] cultures are brought face to face in coming years” (Aarevaara, Dobson, Elander, 2009, p. 15).
Table 1. *Organisation of Universities in Finland* (based on Universities Act 558/2009)

<table>
<thead>
<tr>
<th>Public university</th>
<th>Foundation university</th>
</tr>
</thead>
</table>
| **BOARD** | **1. decides on the strategy of the university;**  
**2. decides on the matters concerning the university operations and finances and other far-reaching plans;**  
**3. elects the Rector to direct university operations** |
| 1. **determines** the foremost objectives of the university operations and economy, **the strategy** and management principles; |  |
| 2. **decides** on the action and economic plan and **the budget** of the university and prepares the financial statement; |  |
| 3. **adopts the agreement with the Ministry of Education** on behalf of the university; |  |
| 4. **elects the Rector** or Rectors and decides on the division of work between them and removes the Rector from office if there is a legitimate and well-founded reason for it in consideration of the nature of the office; |  |
| 5. **adopts the university regulations** and other corresponding rules pertaining to general organisation and **decides on the operational structure of the university**; |  |
| 6. submits a proposal to the Ministry of Education concerning a change in the educational responsibilities of the university; |  |
| 7. **decides on the number of students** to be admitted to the university |  |
| 8. etc. |  |

**Composition and term of office**

<table>
<thead>
<tr>
<th>7 or 9-14 members, representing:</th>
<th>7 members</th>
</tr>
</thead>
<tbody>
<tr>
<td>professors of the university</td>
<td>The board will comprehensively represent the highest national and international expertise in sciences and arts in the field of operation of the university and in societal and business life.</td>
</tr>
<tr>
<td>other teaching and research staff and other personnel</td>
<td>The university collegiate body decides on the number of members representing the different groupings; they are elected by the university community grouping</td>
</tr>
<tr>
<td>students</td>
<td>They must represent a wide range of expertise in sciences or arts in the field of operation of the university and are elected by the university collegiate body</td>
</tr>
</tbody>
</table>
| external stakeholders (at a minimum 40%) | The Rector, Vice-rector, a director of a faculty or a unit directly subordinate to the Board  
A member or a deputy member of the university collegiate body/ member of the multi-member administrative body may not be a member of the Board |

The university collegiate body will decide on the term of office of the board and of its individual members. However, the term of office may not exceed 5 years.  

The members of the Board are appointed by the overall multi-member administrative body after consulting the founding partners of the university. The term of office is not under this law regulation.
RECTOR

The Rector leads the operations of the university and resolves matters concerning the university which have not been assigned to some other body by the statute or regulation. The Rector is responsible:
1. for the economical, efficient and effective discharge of the university mission;
2. for assuring that accounting is in compliance with the laws and that financial management is arranged in a reliable manner;
3. for the preparation and presentation of the materials which come before the Board;
4. for the implementation of the Board decisions unless otherwise decreed in the university regulations;
5. to decide on hiring and dismissal of the staff.

Requirements for the candidates and term of office

The Rector is elected by the Board of the university for a maximum term of 5 years. The requirement for the Rector elect is that he or she:
- has a doctorate degree and
- the competence required for discharging duties
- as well as proven good leadership skills.

<table>
<thead>
<tr>
<th>COLLEGIATE BODY</th>
<th>MULTI-MEMBER ADMINISTRATIVE BODY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. decides on the number of members on the Board and the duration of the term in office of the Board and its members;</td>
<td>1. decides on the curricula and degree requirements;</td>
</tr>
<tr>
<td>2. elects the external members to the Board;</td>
<td>2. decides on the admission criteria;</td>
</tr>
<tr>
<td>3. confirms the election of the Board members by the university community groupings;</td>
<td>3. decides on general rules relating teaching and research;</td>
</tr>
<tr>
<td>4. dismisses a Board member on the proposal of the Board;</td>
<td>4. appoints the necessary boards or other bodies to deal with matters relating to degrees, assessment and rectification and appoints chairpersons, members and deputy members to them;</td>
</tr>
<tr>
<td>5. elects the chartered accountants of the university;</td>
<td>5. decides on the duration of term in office of the university Board and its members.</td>
</tr>
<tr>
<td>6. confirms the financial statement and the annual report of the university and discharges the Board members and the Rector from liability;</td>
<td></td>
</tr>
<tr>
<td>7. decides on taking action for damages against a Board member, the Rector and a chartered accountant;</td>
<td></td>
</tr>
<tr>
<td>8. decides on the dismissal of a board member under Section</td>
<td></td>
</tr>
</tbody>
</table>

Composition

Maximum of 50 members. The body will include representation of (a) the professors of the university, (b) other teaching and research staff and other personnel, (c) the students.
The case of Lapland University

The decision to make a deeper analysis of Lapland University was influenced by some similarities with Siauliai University: both universities are regional, young and small state higher education institutions. According to 2010 data, Lapland university consists of four faculties: Faculties of Art and Design, Education, Law, Social Sciences; it provides studies for more than 5000 students and has more than 600 staff members.

The Values and Strategic Goals of the University

In response to new trends and challenges of higher education reform, Lapland University developed Strategy 2020 which sets that the University of Lapland is committed to promoting sustainable development, well-being and equality at the local, regional and international levels through research, artistic activity and teaching. The core values of the university are:

• learning that draws on both the individual and the community
• research that is critical and emancipatory
• scholarship that is marked by creativity and impact

As in many universities of Finland, the vision of Lapland University is based on strengthening the international dimension in researches and studies. According to the Strategy, in 2020 the University will be an international institution with a distinctive academic and artistic profile (Strategy 2020, http://www.ulapland.fi/InEnglish/About_us/Strategy_2020.iw3).

Another important aspect is the strengthening of the university cooperation with society and business community. It is stated that strong social cooperation empowers to develop closer relations between research, arts and studies. The participants of the research also emphasised, that during the last decade the strategic orientation of the university changed towards developing university openness and entrepreneurship, which are determined by changes in state financial support system.

“It has been changed more money-orientated, but the heart of Academy (scientific research and education based on that) is still alive,” said one of the University deans.

“I think we need cooperation with business community and much more than we used need, because all money we have usually came from the Ministry. But at this moment we see the decrease of such money thus we need to look for new financial resources, projects. And the university has to be much more open to the society”, - mentioned the representative of administrative staff.

Thus Strategy 2020, which sets the university profile, provided study programmes and researches as well as quality management goals, is a guideline of university governance. The implementation of goals, set in the Strategy, is ensured due to periodically created implementation plans, which terms are coincident with the fixed term (3 years) agreement between university and Ministry of Education. This agreement is the main document, where all main quantitative and qualitative targets or indicators, used for external institutional evolution, are set. As the person, responsible for quality management system in Lapland University mentioned: “We have very strict indicators (...) we have national, the basic, indicators which are set down from Ministry. But of course we have our own internal indicators (...) and we are very carefully following how we are in one year (...).”

While almost all participants of the research agreed that the development of the university strategic goals, mission and vision are a more internal task of the university community and the main governance bodies, the universities necessarily should organise and plan their work according to the national strategic documents: “Education and Research 2007–2012. Development Plan”, “Internationalisation of Finnish Education, Research and Innovation”, etc.

The Role of the State in University Governance

Although the reform of higher education in Finland is orientated towards the increase of the university autonomy and responsibility, especially in the financial management field, the Ministry of Education remains an important institution in the issues of the university operational review and financial support.

As it was already mentioned, the relationship between the university and the Ministry is regulated by a three year agreement, where the main indicators of university activities (such as the number of graduates, the number of PhD students, etc.) are set. If the university supposes to get extra finance, it should organise its activities in the fields of national priorities of higher education. The participants of the research were asked to evaluate the role of the State in university governance. All of them agreed that the university would not be able to be run as an independent corporation or a private enterprise, thus a partial control of the university estate and financial issues under the competence of the Ministry of Education is seen as necessary.

“We got more autonomy to make financial decisions. But we are still under the control of the Min-
istry, which makes financial decisions every three years. Thus they set goals we have to achieve. And those goals are quite hard to achieve. Even if we can make a discussion on the goals, After all, we have to fill those goals or requirements of the Ministry of Education in any case. So I think the independence is not a real independence”, - the representative of the administrative staff critically evaluated the situation.

It is important to notice, that the Ministry does not participate in the election of member for internal university governance bodies. The external members of the university Board are appointed by the university collegiate body. As one of the interviewees said: “That is our university autonomy. (...) I work at the university for many years and I can say that politics does not correlate to the quality of the university”

The other form of State control of the university activities can be addressed with the Finnish Higher Evaluation Council/ FINHEEC, which is responsible for periodical evaluation of higher education institutions. It is pointed that FINHEC acts as an independent expert body assisting universities, polytechnics, and the Ministry of Education in matters relating to evaluation; it is also set that the Evaluation Council operates under the auspices of the Ministry of Education. FINHEEC conducts three principal types of evaluations (http://www.finheec.fi/index.phtml?l=en&s=30):

- **Audits of quality assurance systems of higher education institutions** (universities and polytechnics): evaluations of the methods, processes and mechanisms that the institution uses to maintain and develop the quality of its education and other activities (the University of Lapland successfully passed this evaluation in 2009, further evaluation is planned in 2015)

- **Evaluations of educational centres of excellence**: FINHEEC submits a proposal to the Ministry of Education on the centres to be selected during each performance agreement period. The selected centres of excellence are awarded a performance-based appropriation from the Ministry. (During the period of 2010-2012 the Department of Social Work at the Faculty of Social Sciences of Lapland University was included in the list of centres of excellence).

- **Thematic evaluations and evaluations of educational fields**: applies the following criteria in choosing the targets of the evaluation: the field or theme must be significant with regard to education and society, it must be rapidly growing, developing or problematic

The goal of evaluation is firstly to assist the university in quality, study and research management.

As the interviewer responsible for quality management at Lapland University stated: “The main goal of evaluation is to gather and present good practices in the field of studies and research. All processes are open, we should teach the staff to evaluate themselves (...) It is important that the same processes are in all Finland’s universities (...)”.

If the evaluation of quality assurance system is neither related with accreditation nor with financial support, the evaluations of educational centres of excellence is directly addressed with financing the departments of the university. This type of evaluation ensures efficient use of state financial support for studies and research.

So, the members of the academic society of Lapland University evaluated the reforms of higher education very positively initiated by the Ministry, emphasising the advantages of increased university autonomy, but they also expressed regrets for decreasing financial support for the universities from the state budget.

**Governance Bodies of Lapland University and the Role of Social Stakeholders**

The Board of Lapland university consists of 11 members, 5 of them are external stakeholders, appointed by Collegiate Body of the University. The groups of the academic community (students, professors, other staff) are represented equally – 2 members from each group. The term of the Board is 2 years. It was noticed, that the interviewees very positively evaluated such composition of the Board and especially participation of external stakeholders.

“Our chairman is coming from other town and other university and he is the same at our university for some years, so he knows all university and scientific issues quite a lot. And we have four members on the Board who are not from the university and it has been very good. So, we have a scientific chairman and a vice chair is a businessman. I have followed about their work and they are fulfilling each other very well (...) We are lucky, the external members are active; they are participating in meeting very well,” said the person responsible for quality management.

“The Board consisting of persons from the university and outsiders is functioning quite well. When this university reform was prepared we were afraid that those outsiders will come and change the whole university, but it was not proved out”, “It is a positive chance for the university (if they are interested really, and active in real, and ready to think not about themselves but about the university as a whole),” – mentioned the deans.
The representatives of Lapland University emphasized that in order to ensure efficient and active participation of external members in governing university it is important to look for persons, interested in university activities or those, who have had close relations with alma mater. However, the financial support for these external stakeholders is not seen as a relevant motivation. As some interviewees noticed:

“Finnish people are motivated. They feel responsible when they are elected to some organs. They can get some money for those meetings, but it is not an explanation to attend the Board meetings. They just have to be interested in the university welfare”.

“Our external members of the Board are not only from the business sector but also from research institutions. (...) I think they just have an interest in the university life. Most of those people had something to do with the university before they came to work here. Their main task is to make the university more open to the society”.

All the participants of the research agreed, that a more active participation of social stakeholders in the university governance bodies improves the university openness to the society. However, some interviewees identified a risk of such strong role of external members, concerning with the decrease of the academic culture.

“Of course, it has some risks. Risk belongs to the academic culture. Because if you look at the academic culture from historic perspective, you see, it is very old. What is a sustainable part of it? It is independence and critics. And what mean that people from outside participate in the academic culture and academic administration? (...) But we must choose people from outside. They should be well educated; they need to be able to understand the academic culture”.

It was obvious, that according to the interviewees, the main guarantee of effective and sufficient participation of social stakeholders in university governance is relevant selection criteria and procedures. It is important that the main decisions concerning selection of these external members of the Board, were not under the competence of political structures, but were made by the university community. Although academic self-governance dominates over external guidance, the role and utility of social stakeholders in university governance is realized and acknowledged very well.

The Collegiate Body of Lapland University consists of 24 members, while the Act allows to have at maximum 50 persons in this body. The composition of the Collegiate Body is based on the principle of equal tripartite representation, when each group [a) professors; b) other teaching and research staff and other personnel; c) students] has 8 places in this body. The term of being the member of the Collegiate Body varies according to the group: for professors and other staff – it is 4 year, while for students – only 2 years. It should be noticed, that the Collegiate Body is responsible for election and appointment of external members of the Board. It also confirms the financial statement and the annual report of the university and discharges the Board members and the Rector from liability; decides on taking action for damages against a Board member, the Rector and the chartered accountant. It is interesting that the representatives of the academic community of Lapland University are very sceptical towards this power of the Collegiate Body.

“It is more a formal power. They have meetings once per year; during the financial reports”

“Our internal organ is the Collegiate Body, which is a combination of institutional people and I have no interest or desire in being in that institution, because this Body has no real decision making power. But the way it works is that it decides on the structure of the decision making body”.

The common ideas were expressed by scholars, analysing the tendencies and challenges of the higher education reform in Finland. As Aarevaara, Dobson, Elander (2009, p. 16) noticed, “most of the changes in governance arrangements will be evident only to those directly involved, until such time as the university collegial body uses its right to bring action for damages against the university Board.”

The new reform of higher education changed the role of the Rector by referring some of his/her responsibilities to the Board. Nowadays, the Rector’s position is between the Board and the university community. The main responsibility of the Rector is to ensure economical, efficient and effective running of the university. In other words, the Rector represents the university and acts as the leader of administration. As the interviewee observed: “the Rector has all the power, but he has divided his power with the Vice Rector. (...) After the reform the power is more divided between the chairman of the Board and the Rector. (...) The Rector still signs agreements and contracts, thus he has the main decision making power”.

In conclusion, it should be noticed that during the last years the internal governance of Lapland University became more entrepreneurial: the strategic goals and values emphasize the importance of the university collaboration and cooperation with the society and the business sector and its impact on the social and financial welfare of the university;
university governance, administration and academic self-governance are differentiated. However, the analysis of the election procedures of the external stakeholders, the responsibilities and cooperation of the Board, the Rector and the Collegiate Body confirm that external guidance is not the dominant of the governance model in Lapland University. Internal institutional governance is based on the combination of the egalitarianism and academic meritocracy principles.

**Principles of Good Governance in Lapland University**

The prerequisites for good management, set in Lapland University Strategy 2020, include equitable and fair actions in the university community, respect and concern for the individual, and interactive communication.

According to the interviewees, the main principles of good university governance should be added with “mutual trust between all levels; a lot of effort of leadership (emphasis not on management only); open space for the academic people to concentrate on the things they are experts in; balance in power and responsibility (also within the university), transparent, foreseeable, proactive governance”, “professionalism, timely made decisions”.

Good governance is also concerned with a decreasing bureaucratic process and creation of a pleasant climate within university.

“The effective way of governance is not bureaucratic. I have this working way...like printing papers. Good administration works in many ways and levels. One of them is papers, other – is personal level, which means relationship between the persons here and in the faculties. And it means that we have to listen and balance agreement in these communities. We have to make right decisions in the right situations. If administration works in less bureaucratic ways it works well,” – mentioned one of the administrative staff representatives.

So, the participants of the research emphasized necessity to harmonize and combine academic research development and its administration. Such reflections of the interviewees demonstrate the importance of the academic culture for university governance and a sceptical opinion on an entrepreneurial or corporative model of governance. Although governance, administration and academic functions are clearly divided at the structural level of the university, understanding of the academic culture remains an essential element of good university governance.

**Governance Model of Lapland University**

According to the analysis of the main university governance dimensions, it can be concluded that such principles of academic self-governance as egalitarianism and academic meritocracy are successfully complemented by the features of external guidance: coordination and management of activities are based not only on formal rules but on regular discussion on results and strategic goals between the members of the academic community and the external stakeholders.

Although the governance structure of Lapland University is based on a strict division of administrative and academic tasks, the representatives of the university community state that the university can not run as a corporation mainly orientated towards financial benefit. While the importance of university openness and closer cooperation with the business sector were accepted by all research participants, they mainly emphasized the understanding of the academic culture as the main element of good governance. State control and the role at university governance are minimized to financial support and supervision of university activities. On the one hand, the new University Act increased autonomy of the university in the fields of internal governance, estate and financial management; on the other hand, it set higher requirements for university transparency and responsibility.

Thus, according to the analysis of the main university governance dimensions, the model of Lapland University governance could be described by using the equalizer scheme (see Fig. 3). It is supposed, that this model is closer to entrepreneurial than corporative because of several reasons: all groups (academic community, administrative staff and external members of the Board) are integrated in decision making processes; the professors and researchers actively participate in university governance and share their places in the main governance bodies with the external social partners. At the same time the university is strongly orientated towards the results and looks for additional financial recourses.

It is interesting, that the research participants described university governance as closer to the collegiate model and critically evaluated the EU higher education policy tendencies towards the entrepreneurial model of university governance. “I think we are a classical university. I suppose, we are not so strongly orientated towards money” mentioned the representative of administration. “I evaluate these tendencies negatively because the university life and relevant/meaningful goals for it are mainly artificial to govern following the entrepreneurial model”, noticed one of the deans. However, all interviewees agreed that the trend of the higher education policy makes universities develop closer cooperation with the society and the business sector.
Findings

1. The Higher education governance concept is characterized by the complexity and multidimensional character. Governance is directly connected with university autonomy and university development, it is as a result of constant interaction between different actors in higher education that holds positions in the structural control, enabling them to act on making legitimate and transparent decisions.

2. The quantitative content analysis of the university missions showed that top rated core values are associated with traditional university values like scientific research, education / learning and interculturalism.

3. The circumstances of the global knowledge economy raised new challenges to traditional governance of higher education institutions, which lacked financial autonomy and which authority was mainly concentrated on the university academics. The new University Act in Finland changed the legal capacity of universities, claimed participation of external social stakeholders in the university Board and the Rector’s subordination to it enabled the universities to pursue personal policies.

4. The development of new entrepreneurial modes of university operation is concomitant with transformation of the Ministry’s role in university governance from control to review. The Ministry of Education has no authority to decide on the composition of internal university governance bodies, but it remains the main financial resource for the universities in Finland. The Finnish Higher Evaluation Council (FINHEEC), which is responsible for periodical evaluation of higher education institutions, also operates under the auspices of the Ministry of Education.

5. Participation of external members in the university Board was positively evaluated by all interviewees. Previous experience with the university, interest of university activities and acknowledgment of the academic culture were named as the main characteristics of social stakeholders, who guarantee their effective and sufficient participation in university governance. However, the authority of the Collegiate Body to discharge the Board members and the Rector from liability was evaluated more skeptically.

6. Although during the last years internal governance of Lapland University became more entrepreneurial, the responsibilities and cooperation of the Board, the Rector and the Collegiate Body confirm that internal institutional governance is based on the combination of egalitarianism and academic meritocracy principles.

7. Equitable and fair actions of the university community, respect and concern for the individual, interactive communication, mutual trust, leadership, transparency, professionalism and the academic culture are seen as the main principles of good university government.

8. Although the governance structure of Lapland University is based on a strict division of administrative and academic tasks and development of university openness and closer cooperation with the business sector is acknowledged as a necessity for effective university operation, the representatives of the academic community emphasised that the university can not run as a corporation mainly orientated towards financial benefit.

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Aidanas Barzelis, Oksana Mejerė, Diana Saparnienė

Summary

This paper analyzes the scientific discourse of governance and university governance within the framework of the existing concepts, it also deals with alternation of university governance in the context of European higher education regulations and directives, presents analysis of the traditional and entrepreneurial university governance models of the content aspect. It also presents the results of “International Comparative Research on University Governance Models” carried out by the paper authors emphasizing the context of Finland’s higher education and university governance and the case of Lapland University. Although traditional higher education values dominate in many missions and visions of Finnish universities, internal institutional governance of the University of Lapland has recently become entrepreneurial. Good governance of the university is associated not only with distinction of administrative and academic functions, reduction of bureaucratic processes, but also with the openness of the university, good communication and understanding of the academic culture.

Keywords: university governance, Lapland University, entrepreneurial university.
INSTITUTIONAL Structure's Physical Education Field in a Discipline-Based Higher Education Structure

Edita Vainienė, Giedrė Rastauskienė
Lithuanian Academy of Physical Education

Introduction

Physical education should be placed within a proper socio-educational context allowing for specific historical conditions and should play a crucial role in promoting one’s independence in gaining knowledge and skills and ensuring a suitable context for attaining the values of social co-existence and co-operation (Hardman, 2007). There is no longer a clear demarcation line between a university science and an industrial science, between basic research, applied research and product development, or even between careers in the academic world and industry. It is obvious that analysis of this study showed that students need more than a disciplinary knowledge if they want to function as professionals. There is now greater movement across institutional boundaries, towards blurring professional identities and a greater diversity in career patterns (Gibbons, 1999). Universities are under an increasing pressure to respond to a changed market by developing new more competitive courses and research programmes. Higher education should properly reflect specific employment and development needs of the community and the nation it serves as well as general aspirations of education in a contemporary globalized world. The transformation of higher education and the changing nature and the role of knowledge in society are accompanied by changes in higher education (fragmentation, massification, and diversification). A tendency is towards increased professionalism, fundamental ethical and political problems, equalization between universities, and other educational institutions (Strand, 2007). Universities possess a single culture which directs interaction between many distinct and often mutually hostile groups. According to (Kowalcyz, 2007), the physical education field is understood as part of a moral - mental culture as a totality of human’s physical activity forms, the goal of which is to develop a human’s healthy and balanced physical and aesthetic powers. It is understood as a very significant part of a human’s and society’s culture, which helps to seek physical, psychical and mental coherence into personality’s. Poderys (2002) marked that physical education is a bond between the development of a personality’s health (physical, mental, social) and represents a system of scientific research, teaching, and practice where knowledge from other disciplines is integrated and investigates questions, which have been identified as questions for the scientific basis. The physical education field is too broad and complex to be taken as the foundation of a single body of knowledge. A number of diverse domains makes it difficult for students and scholars to master the full spectrum of knowledge of physical education. Education and training for professional practice comes closest to a set of core requirements but that there is a considerable variation among programs. Forasmuch the diversity of knowledge that is the foundation of physical education as a scientific discipline and a profession it is worth analysing the physical education field in discipline-based higher education. The field of physical education (now more commonly referred to as kinesiology or sport science) has developed further over the years particularly after the 1960s when it was split into sub-disciplinary areas of studies (e.g., exercise physiology, biomechanics, sport psychology, etc.), its mission and focus have become less clear and a source of much discussion and debate. Although many scholars (Henry, 1964; Filho, 2000; Gill, 2007) agreed that the field of physical education has a disciplinary structure of knowledge, they disagreed what kind of disciplinarity is common for the field of physical education (multidisciplinary, interdisciplinary or cross-disciplinary). The educational perspective on disciplinarity and interdisciplinarity is focused on the problem of a curriculum or the question what would be worthwhile to teach pupils and students (Krishnan, 2009). In order to understand how different physical education profiles can exist in a discipline-based physical education and how these profiles are related to and differ from each other it becomes purposeful to analyse the manifestation of physical education field. Literature review enabled to formulate the following assumption: the physical education field creates diverse meanings of the physical education subject matter, e.g. human movement, physical activity, education in sport, fitness education, social development etc. The mentioned aspects are taken as a research problem and analysed answering the following problematic questions: 1) How does the physical education field manifests in the in a discipline-based higher education structure? 2) How does the identity of physical education field community members manifests itself in different physical education field profiles? The
problem questions and an assumption based on them let us define the object of the study: realization of the physical education field. The aim of this study is to present how the physical education field is implemented in discipline-based higher education.

Methods

Considering the conditions and the aim of the study we decided to choose an exploratory approach that would allow us to study the manifestation of the physical education field in discipline-based higher education in depth by enclosing physical education concepts in the hierarchy of different science disciplines.

Results

Following the list of the study areas and fields studies of which are offered in higher education institutions approved by Resolution of the Government of the Republic of Lithuania No. 1749 of 23 December 2009, the physical education study field can be implemented only as separate groups of study fields: medicine and health sciences (rehabilitation, medical technology), life sciences (sport and exercise) and education science (teacher training). According to this classification, physical education is essentially attributable to the field of biomedical sciences, distinguishing several study groups. In the life sciences group of study fields, physical education can be studied as sport coaching, health and fitness, sport conditioning and rehabilitation, sport studies, sport and exercise biomechanics, motor control and learning, sport and exercise psychology. In the medicine and health sciences group of study fields, physical education can be studied as rehabilitation: physiotherapy, occupational therapy or adapted physical activity. Except two biomedical study fields (life sciences, health and medicine sciences) physical education can be studied as a subject of pedagogy (teacher training) in the education science group of the study field. Krishnan (2009) suggests that a discipline should be taught in a manner that it is a coherent body of knowledge. If a universally accepted model of the structure of knowledge for the field of physical education was established, the field would experience a rise in stature among academi-
Table 1. **Hierarchy of disciplines in sciences according to the “sport education” concept**

<table>
<thead>
<tr>
<th>Sciences</th>
<th>Disciplines</th>
<th>1 level</th>
<th>2 level</th>
<th>3 level</th>
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<tbody>
<tr>
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<td>Atoms</td>
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<td>DNA</td>
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<td>Cells</td>
<td>Organs</td>
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<td>Radicals</td>
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<td>Philosophy</td>
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The presented hierarchy of connecting disciplines in each knowledge subsystem has 7 or less arbitrary tiers of disciplines and each discipline is divided into three arbitrary levels. It showed that the holonic components listed as the “third level” becomes the holonic components of the next “first level”. For example the 3 levels chosen by sociology were individuals, groups and communities and the first level of economics begins with communities, then firms and the third tier is institutions (Table 1). In Table 1 knowledge production in the physical education concept “sport education” reaches till the five tiers in natural sciences, till four tiers in health and social sciences, and engineering. Disciplines from humanities sciences are all seven arbitrary tiers (Table 1).

Table 2. **Hierarchy of disciplines in sciences according to the “movement education” concept**

<table>
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<tr>
<td>Engineering</td>
<td>Mathematics</td>
<td>Logical reasoning</td>
<td>Numbers</td>
<td>Quantity</td>
</tr>
<tr>
<td></td>
<td>Electric engineering</td>
<td>Quantity</td>
<td>Charges</td>
<td>Electricity</td>
</tr>
<tr>
<td></td>
<td>Computer engineering</td>
<td>Electricity</td>
<td>Circuits</td>
<td>Devices</td>
</tr>
<tr>
<td></td>
<td>Mechanical engineering</td>
<td>Devices</td>
<td>Machines</td>
<td>Structures</td>
</tr>
</tbody>
</table>

In the second major concept “movement education” there were five connecting disciplines in natural sciences and four disciplines in health and engineering sciences, only two connecting disciplines in social sciences (Table 2).
### Table 3. *Hierarchy of disciplines in sciences according to the “health-enhanced physical education” concept*

<table>
<thead>
<tr>
<th>Sciences</th>
<th>Disciplines</th>
<th>1 level</th>
<th>2 level</th>
<th>3 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core sciences</td>
<td>Natural</td>
<td>1. Physics</td>
<td>Particles</td>
<td>Atoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Chemistry</td>
<td>Molecules</td>
<td>Compounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Genetics</td>
<td>Bases</td>
<td>DNA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Biology</td>
<td>Genes</td>
<td>Chromosomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Anatomy</td>
<td>Cells</td>
<td>Organs</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>1. Pharmacology</td>
<td>Active sites</td>
<td>Radicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Biochemistry</td>
<td>Biomolecules</td>
<td>DNA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Physiology</td>
<td>Cells</td>
<td>Vital processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Pathology</td>
<td>Body functions</td>
<td>Body structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Epidemiology</td>
<td>Health</td>
<td>Health risks</td>
</tr>
<tr>
<td>Exten-sible sciences</td>
<td>Social</td>
<td>1. Clinical psychology</td>
<td>Nerves</td>
<td>Brain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Psychology</td>
<td>Consciousness</td>
<td>Behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Sociology</td>
<td>Individuals</td>
<td>Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Economics</td>
<td>Communities</td>
<td>Firms</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>1. Mathematics</td>
<td>Logical reasoning</td>
<td>Numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Electric engineering</td>
<td>Quantity</td>
<td>Charges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Computer engineering</td>
<td>Electricity</td>
<td>Circuits</td>
</tr>
</tbody>
</table>

The third concept “health-enhanced physical education” shows that knowledge production depending on this concept can happen in five disciplines of natural and health sciences, in four disciplines of social and in three disciplines of engineering sciences (Table 3). The last concept “physical education” has much more core science disciplines and extensible science disciplines as compared to the other concepts (Table 4.)

### Table 4. *Hierarchy of disciplines in sciences according to the “physical education” concept*

<table>
<thead>
<tr>
<th>Sciences</th>
<th>Disciplines</th>
<th>1 level</th>
<th>2 level</th>
<th>3 level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core sciences</td>
<td>Natural</td>
<td>1. Physics</td>
<td>Particles</td>
<td>Atoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Chemistry</td>
<td>Molecules</td>
<td>Compounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Genetics</td>
<td>Bases</td>
<td>DNA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Biology</td>
<td>Genes</td>
<td>Chromosomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Anatomy</td>
<td>Cells</td>
<td>Organs</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>1. Pharmacology</td>
<td>Active sites</td>
<td>Radicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Biochemistry</td>
<td>Biomolecules</td>
<td>DNA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Physiology</td>
<td>Cells</td>
<td>Vital processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Pathology</td>
<td>Body functions</td>
<td>Body structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Clinical psychology</td>
<td>Nerves</td>
<td>Brain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Psychology</td>
<td>Consciousness</td>
<td>Behaviour</td>
</tr>
<tr>
<td></td>
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<td>3. Sociology</td>
<td>Individuals</td>
<td>Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Economics</td>
<td>Communities</td>
<td>Firms</td>
</tr>
<tr>
<td>Engineering</td>
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<td>Logical reasoning</td>
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<td>Quantity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Electric engineering</td>
<td>Quantity</td>
<td>Charges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Computer engineering</td>
<td>Electricity</td>
<td>Circuits</td>
</tr>
<tr>
<td>Humanities</td>
<td>1. History</td>
<td>Evidence</td>
<td>Records</td>
<td>Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Languages</td>
<td>Events</td>
<td>Expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Music</td>
<td>Sounds</td>
<td>Rhythms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Visual arts</td>
<td>Patterns</td>
<td>Perceptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Theatre</td>
<td>Images</td>
<td>Multi-media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Communication</td>
<td>Ideas</td>
<td>Transmission</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Philosophy</td>
<td>Information</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>
Table 4 results show that knowledge production occurs in five disciplines in natural and health sciences, in four disciplines of social sciences, and in three disciplines of engineering sciences and in seven disciplines of humanities sciences.

Discussion

Following the initial work of Turnbull (2001), Choi & Anita (2008) and Naul (2003), this paper proposed the idea of manifestation of the physical education field in discipline-based higher education. Fragmented knowledge or contradictory knowledge claims are simply far more difficult to digest and far less compelling. Coherence makes it easier for students to learn and understand the discipline and therefore coherence has a major effect on students’ attitudes towards learning and their educational success (Krishnan, 2009). According to Hyun (2011), a transdisciplinary approach and a call for a paradigmatic shift to a transdisciplinary curriculum and research are introduced as part of the academy’s social responsibility. Graduates are knowledgeable in their discipline but in many cases they are limited in understanding, applying, and connecting that disciplinary knowledge with other disciplinary knowledge in real life problem-solving tasks (e.g., we cannot solve the global issue of limited water supply by depending on a single discipline or fragmented disciplines). In convergent disciplines there is a much stronger sense of cohesion and identity within the group and, consequently, its boundaries are much better defined. Divergent disciplines differ in the nature of their field and their territories are not so well defined since they show a propensity across boundaries to adapt from other disciplines (Becher, 1989). The nature of disciplinarity and the impact it has on students’ academic identity, present challenges for both students and teachers when they engage in teaching and learning, impacting on curriculum design, assessment practices and teaching delivery strategies. That is why we can assume that the core sciences from different directions in physical education (sport, movement, health, physical education) have a greater intellectual distance and enough coherency and that is why they reach the consensus of knowledge with less struggle. The main questions arise: What and how should academics teach students so that they gained proper knowledge, competencies and skills? Why should academics teach students and use exactly that collection of disciplines but not the other one (asciological aspect)? Everything is embedded in the academic agenda: designing of the curriculum by considering capacities, agility, requirements and finances and other resources. University teaching and learning take place within ever more specialized disciplinary settings, each characterized by its unique traditions, concepts, practices and procedures. But in this contemporary world full of complexity we are unavoidably dealing with incoherent disciplines (in our study extensible sciences) like engineering sciences and humanities sciences. Two ways exist for academics from extensible sciences disciplines: some academics are trying to entrench while others accept a defiance position. In the first case academics are trying to integrate a disciplinary community in to core sciences by studying theories, methods and professional language of a particular physical education concept. The members of extensible sciences must partially withdraw from the identity of their discipline and accept an alien’s identity of the other physical education concept (sport, movement, health). In the second case the members of extensible sciences are trying to outlive with the resources the mother discipline provides them with: theoretical knowledge, methods, professional language. Two ways exists there: one is depart from and another is to fight for the ideals of the mother discipline. The more the “country of emigration” exists the more the inequality of identities emerge. If the members of a community are not satisfied with emigration (emigrants often do hardest work mostly not reputable), they can emigrate again. According to Krishnan (2009), if those extensible sciences and their disciplines are integrated as multidisciplinary according to the academical tradition and they function independently of the core sciences and their disciplines we cannot even think of coherence. If there are more disciplines which are more distant from each other, it is more likely that they will be successful in recombining information elements present in a complex question which, leads to a cognitive process of emerging of new ideas and knowledge, and hence the solution of the question (Choi & Anita, 2008). Braxton and Hargens (1996) pointed out that generally disciplines can be classified on the basis of the levels of consensus their members demonstrate on such matters as appropriate theoretical orientation, proper research methods, and relative importance of research questions. High-consensus and strong paradigm development tend to characterize physical sciences. Lower consensus and weaker paradigm development characterize social sciences; and lowest consensus and paradigm development characterize the humanities (cited in Austin 1996). Disciplinary structures vary based on the social culture that stems from the strength of identity and inclination to collaborate in the group (Becher & Trowler, 2001). Disciplinarity and interdisciplinarity are intrinsically connected to the problem of correspon-
dence or non-correspondence of knowledge to objective reality and the problem of unity or disunity of all knowledge (Krishnan, 2009). Becher (1989) highlighted particular aspects of academic knowledge especially overlapping interests of specialists groups within neighbouring disciplinary fields. Those overlaps may be seen in several forms of boundary work: conflicting interpretation of the same phenomena (manifested in boundary disputes), division of intellectual labour (boundary maintenance), and a closer sense of identification with the elements of neighbouring disciplinary territory (boundarising blurring). There has been an undoubtedly continuous and strong growth of interdisciplinary teaching and research programmes in universities. There were already 410 interdisciplinary programmes in 280 different American universities in 1996, which represents a 75% growth since 1986 (Krishnan, 2009). While recognizing the cognitive dimension of a disciplinary variation, a socially based model, like that of Becher (1989), seeks to expand beyond paradigmatic consensus and into the influences of the cultural and social context on disciplinary identity. Within the social dimension Becher (1989) pointed to the level of convergence as a distinguishing feature between disciplines. Convergence refers to the degree of cohesion and group identity displayed in a particular discipline. The holistic approach sees reality as one and indivisible, every part must be seen in the context of the whole, but the number of researchers of the problems is low. Collaboration and teamwork are more prevailing in holistic disciplines, and most of social sciences fall into this group (Becher, 1989; Becher & Trowler, 2001). The world is full of complexity and the advancement of interdisciplinary studies is presented as the process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. Knowledge explosion, cultural diversity, social and technological problems show that interdisciplinarity is necessitated by complexity. However the list of study areas and fields studies of which are offered in higher education institutions (2009) shows that the physical education study field can be implemented as separate groups of study fields: medicine and health sciences (rehabilitation, medical technology), life sciences (sport and exercise) and education science (teacher training). According to with Burk (2010), students’ capacity to participate in interdisciplinary research is embedded in a complex interplay of personal, occupational, and academic discourses. In order to perceive the reality, disciplinary and interdisciplinary studies as different cognitive ways which compose different approaches of the physical education community to the problems. A necessity of interdisciplinary approaches arises because of a perceived misfit among needs, experience, information, and the structure of knowledge embedded in a conventional disciplinary community. Further studies could be related to implementation of the physical education field in discipline-based higher education but from undergraduate students’ perspectives.

Conclusions

1. The content of the physical education study field should be relevant to students in terms of shaping their holistic personalities and in terms of improving their chances of being successful in life and becoming professional. This content in the academic environment combines relatively different directions of physical education such as sport, movement, health, and education based on the hierarchy of core and extensible sciences. The list of the study areas and fields studies of which are offered in higher education institutions presented in the Resolution of the Government of the Republic of Lithuania No. 1749 of 23 December 2009 do not enable and promote Lithuanian physical education community’s holistic approach by solving complex problems associated with human movement. As the results showed the composition of the core sciences of all the four major concepts was very similar, but the part of extensible sciences was different. In the “movement education” and “health enhanced physical education” concepts there were less extensible sciences than in other concepts. When there were fewer extensible sciences in physical education higher coherence existed and, on the contrary, the more extensible sciences there were the a higher incoherence could be expected.

2. Higher coherence determines higher meaningfulness among the members of the physical education community and it would be easier to conduct research or teach students to solve problems from physical education concepts’ positions. The members of the physical education community who are working or collaborating with the members from extensible sciences disciplines must partly withdraw from their the identity of their discipline and accept an alien’s disciplinary identity. However, knowledge growth has become so difficult and a hierarchical integration of extensible sciences disciplines grants only the benefits of emigrant’s status – an alien among homeys and not homey among aliens.
IMPLEMENTATION OF THE PHYSICAL EDUCATION FIELD IN A DISCIPLINE-BASED HIGHER EDUCATION STRUCTURE

Edita Vainienė, Giedrė Rastauskienė

Summary

The paper addresses the question how the physical education field manifests in discipline-based higher education. The background of this paper is based on the idea that students in their professions should learn the body of knowledge of that structure. The main aim was to present how the physical education field is implementable in discipline-based higher education. An exploratory approach was used to study the manifestation of the physical education field in discipline-based higher education in depth by excluding four major physical education concepts in the hierarchy of disciplines of different sciences. This paper concludes that the physical education field can manifest in discipline-based higher education as a particular collection of the disciplines, oriented towards diverse study objects such as sport, movement education, health, physical education. As the list of the study areas and fields in studies of which are offered in higher education institutions approved by Resolution of the Government of the Republic of Lithuania No. 1749 of 23 December 2009 does not promote Lithuanian physical education community’s holistic approach by solving complex problems associated with human movement.

Keywords: higher education, physical education, discipline, community.
MIXED RESEARCH ON READING HABITS OF STUDENTS AGED 12-15

Jaroslav Vala, Kristina Studená
Palacky University Olomouc

Introduction

Mixed research is becoming more and more important within social sciences because it meets the requirements concerning the exactness of the results and also the requirement of the immediacy of the contact between the researcher and the respondent. It combines the advantage of statistically processable data with the advantages of qualitative data that provide a deeper insight into the problem. The objective of this contribution is to define the mixed design and the specific features of a qualitative approach in pedagogical research, to present the structure of the research project which is focused on analyzing children’s reading habits and the particular methods of data collecting. In conclusion, three essential groups of factors are defined which are, from the students’ point of view, involved to a great extent of forming their attitudes towards literature and reading.

The research project was carried out in eight classrooms at lower secondary and secondary schools and is primarily focused on students’ attitudes towards reading and literature. Our contribution deals with that part of the project, which concerns the research within two classrooms at lower secondary school (students aged 13-15), carried out by the co-authors of this paper.

1. Mixed methods in pedagogical research

Mixed research is usually defined as a design of such research which includes at least one quantitative aspect combined with at least one qualitative base or method of data collection or data analysis. An important assumption here is to understand the issues of the research better than when using only one of the above mentioned methods (Creswell & Plano Clark, 2007).

There are several possibilities how to combine quantitative and qualitative methods, how to integrate the approaches and relevant methods into separate stages of the project. Our research project, focused on the attitudes of students towards reading, uses both methods at the same time. Quantitative methods serve primarily to monitor the changes, quantitative ones serve to capture other contexts of the issues from the point of view of the project participants. The research project took place in school classrooms, both during the classes, and outside, so that we could obtain as accurate depiction of the observed educational reality as possible. The basis for comprehensive understanding of the issues is provided by profound data obtained during a longitudinal research process. The essential moment typical for a qualitative approach is the relation between the researcher and the respondents, participants in the research. The closer the relation is and the more the respondents trust the researcher, the deeper the researcher can get into the mechanisms and structures which are essential for the researched reality. “The aim of the researcher carrying out qualitative research is, with the help of various methods, to disclose and present the ways in which people understand, experience and form social reality” (Švaříček, Šeďová, 2007).

A qualitative approach makes it possible not only to disclose phenomena and their essence and to understand all the process, but we can also get an authentic and non-traditional view of the existing facts and obtain detailed information on the phenomena and processes which are not easily capturable by quantitative methods (Strauss, Corbinová, 1999). A specific feature of pedagogical research lies predominantly in the aims of the research, which should not only serve to carry out the research itself, but also to reveal the regularities of the teaching and learning processes. The findings can then be used to review and consequently change the educational reality. If the research is carried out directly during the classes, it seems optimal to coordinate the research objectives with educational objectives, i.e., to ensure that a fragile educational reality is not disrupted by possibly insensitive efforts to separate research activities from educational process.

2. Structure and Contexts of the Research Project

According to our research interests (i.e., the students’ attitudes towards reading and literature), we drew on and carried on quantitative research which was realized in the past both in the Czech Republic and abroad. A vast majority of the results coming from research on students’ reading habits are of a quantitative character: how often a child/student reads, how many books they read in a certain time period, their school records within literature classes,
the results they reach in the tests on reading literacy, etc. Our objective was to supplement these quantitative data with the data which can get deeper, make it possible to view the results of quantitative research in a wider context and may become the base for the revision of current ways of teaching.

The goals of literature education were mostly connected with the curriculum, reading habits of the pupils stood for a long time in the background. Presently in literature classes accented the Reception Aesthetics Theory is emphasised, which respects a pupil as a person with his thinking and with the right to text interpretation based on his own experiences (Řeřichová, 2004). A need for education to proceed from experiential teaching and an endeavor to search for new ways not only specialists reflected; we could observe this tendency in pupils’ reports. The educational approach focused on the amount of information and dates does not fulfill students’ requirements for communicative, active literature classes which enable to express their own reading opinions and experiences (Hník, 2011).

We concentrated on students’ relations and attitudes towards the phenomena related to literature and reading in a possibly widest context; primarily the following relations: student – reading, student – fiction, student – poetry, student – literature teaching. Our research project’s objective was to find and describe the factors which can affect these relations. The term ‘fiction’ or ‘belles-lettres’ includes all three genres of literature (prose, poetry and drama). Our research concentrated primarily on the student – poetry relation which is considered by both students and teachers to be the most complicated and troublesome part of literature teaching. And last but not least, we were interested in th students’ attitudes towards literature teaching, which is part of Czech language classes, and towards particular teaching methods.

Longitudinal research was carried out in total of eight school classrooms (at lower secondary and secondary schools) and its aim was to find out possible ways in which suitable and appropriate methods based mainly on reception aesthetics and experiential pedagogy can be used to build and affect students’ attitudes towards fiction, particularly poetry. At the beginning of the project the students were asked to complete a questionnaire mapping their attitudes towards literature, literature teaching, teaching methods, etc. They completed the same questionnaire also at the end of this stage of the project, what made it possible to monitor possible changes in their attitudes towards the above mentioned issues. The same questionnaires were also completed by the students in control classrooms where literature teaching was carried out by traditional methods.

The members of the research team carried out the research activities and were also engaged in teaching in experimental classrooms. The reasons were several: being involved in the process of teaching they get a deeper insight into the situations, get better acquainted with the circumstances under which the research is carried out, are involved in common work of the groups during the classes and their immediate participation in the classes can result in closer relations between them and the participants of the project and gaining their trust gradually. The researchers’ role then lies in both research and education. An ideal situation for meeting the research objectives is if the researcher is able to create an open, supportive and ‘safe’ atmosphere. The teaching methods we used in the classes were based on the findings of the Reception Aesthetics Theory and the methods of Experiential Teaching.

3. Methods of Data Collection and Their Role in the Project

The research project is based on mixed research and two independent sets of data collection methods were used; within the first stream of the research two quantitative methods were used: semantic differential and questionnaires. Within the second stream which is based on qualitative methods, the methods of group discussion and diary keeping were used.

The questionnaire in our project was used for monitoring the changes in the perception of particular phenomena. The students completed the questionnaires both at the beginning and at the end of this stage of the research. The set of questions was related to reading, the students’ attitudes towards reading and their opinions on literature teaching.

Based on our preceding research, a traditional form of semantic differential was transformed and modified to make it possible to monitor the reception of poetic texts (see Table 1). Students filled in the scales according to their reader’s perception. This instrument served to capture prospective changes in the students’ perception of poetry and it was filled in by the students at both the initial and final stages of the research.
Table 1. **Semantic differential for monitoring the readers’ reception of poetry**

<table>
<thead>
<tr>
<th>Comprehensible</th>
<th>Incomprehensible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>I do not understand</td>
</tr>
<tr>
<td>Clear</td>
<td>Hidden</td>
</tr>
<tr>
<td>Opaque</td>
<td></td>
</tr>
<tr>
<td>Like</td>
<td>Dislike</td>
</tr>
<tr>
<td>I would not read it again</td>
<td>I would read it again</td>
</tr>
<tr>
<td>Bad</td>
<td>Good</td>
</tr>
<tr>
<td>Ugly</td>
<td>Beautiful</td>
</tr>
<tr>
<td>Attracts me</td>
<td>Does not attract me</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Unpleasant</td>
</tr>
<tr>
<td>Weak</td>
<td>Strong</td>
</tr>
<tr>
<td>Deep</td>
<td>Shallow</td>
</tr>
<tr>
<td>Engaging</td>
<td>Dull</td>
</tr>
<tr>
<td>Small</td>
<td>Large</td>
</tr>
<tr>
<td>Effective</td>
<td>Ineffective</td>
</tr>
<tr>
<td>Powerful</td>
<td>Powerless</td>
</tr>
</tbody>
</table>

The students’ record diaries were used directly in the classes, the students wrote down their reflections on a selected literary text which was presented to them in the class. Their records were written down immediately after reading the text or other activities concerning the text, when we obtained “a lively” material on the students’ experiences which did not lose their intensity thanks to being recorded within a very short time after reading. The purpose of the diaries was to capture the students’ experiences from reading directly in the classes (and also outside). ‘Reflection’ becomes a key term here since it captures students’ attitudes towards literary texts, their perception of the texts, intensity of a reader’s experience, extent of their concern for particular topics and also comments to teaching methods. The records were kept in the course of the whole project, in the form of ‘diaries’ which can serve to reflect on any literary issues, i.e. also on the students’ reading outside the classes. If we succeeded in supporting students and they got interested in the diaries, we could usually find deeper and more extensive reflections in them than in those diaries which were treated just as another school exercise book.

A fundamental source of information on current attitudes of the students towards reading and the importance of literature was provided by the method of group discussion, also called the method of focus groups, which is special in a relatively low engagement of the researcher (who played the role of a presenter only) and a high involvement of the participants in the discussion. Considering the aims of our research and the age of the participants, we decided to choose a medium level of a structure for the discussions, i.e. the researcher is asking guiding questions or stating certain topics which are then discussed within the group. We focused on the students’ motivation for reading, their opinions of the role and importance of literature both in their own lives and in human life in general, their experiences related to reading books, and possibilities of affecting attitudes towards reading in a positive direction.

Data obtained by all the above described research instruments during the research were collected and sorted and processed, analyzed and interpreted at present time, too. Until present, we have defined three essential groups of factors involved significantly in forming the students’ attitudes towards reading and literature.

4. Factors Affecting the Students’ Reading Habits and their Attitudes Towards Reading in the Context of the Participants’ Statements

The students’ opinions expressed in their statements, reflections and responses to the topics directly related to reading and literature were sorted and divided into groups according to their prevailing features. Three basic groups of the students’ opinions were isolated in this way, which revealed the main factors affecting quite significantly the students’ reading habits (from the point of view of the participants). The factors were labeled according to the areas of influence as **social, motivational and experiential factors**.
Social factors include the influence from the part of society, groups of students of the same age, authorities, and the mass media. The students stated a considerable influence of their friends and others of the same age on their interest in reading and also the influence of society and the mass media in the sense of defining current trends. When thinking about the influence of the mass media on reading, the students stated: “Facebook should be cancelled, I don’t have time for reading...”, “...Internet should be cancelled.” “...television should not exist.” The influence of pedagogical staff and parents was considered by the students to be very low: “Teachers cannot change anything, nobody listens to them anyway.” However, the students could see a certain relation between the attitudes towards reading in the parents and their children, they attached a certain importance to the ways of education in childhood: “Mothers turn on the television for children instead of reading to them.” “I have never seen my parents reading a book.”

Motivational factors were seen from the point of view of the students’ motivation for reading; on the basis of the data, we stated the factors related to both external and internal motivation. Here, external motivation consists from a need of being informed about books which are quality fiction and at the same time attractive for young people and it is exactly this need which was not met in their surroundings (by the teachers or parents). “I don’t like going to the school library, the librarian there is a very unpleasant lady.” “There are very boring texts in reading books, nothing that I could enjoy.” Next factors which we included in the external motivational factors were, according to the students’ statements, directive forms to read (so called ‘obligatory reading lists’, school records, school leaving exams, tests, sanctions for downloading ready-made homework from the Internet) and motivation for reading through various methods and activities used in literature classes.

Concerning internal motivation, the students mentioned a need for personal development, developing fantasy, obtaining life experience, getting help while solving problems. The students discussed the role and importance of books in people’s lives: “They try to find in books what they haven’t experienced in their lives.” “The books with happy endings can encourage people in their lives.” “Books are good for old people or for the ill.” “People may try to find in books something higher that is among us, something higher than we are. Something that exceeds us.”

Among the benefits of reading related to internal motivation the students named, for example, extending their vocabulary in both native and foreign languages and improving grammar knowledge through reading books. Some of negative motivational factors were considered to be personal features and qualities. “People are lazy. They have become lazy, going to a library is a problem for them, they don’t like the obligation, the fact that they have to give the book back in a short time.”

Experiential factors were related to experiences concerning literature and reading. The students expressed their inclination to choose in their free time the experiences which are at the given moment more easily accessible and more intensive as for the effect of sensual reception – watching films, television, playing computer games, using social networks or reading magazines. “Books could be cancelled and made into films.” However, at the same time they also saw their own experiences gained from reading as small, which resulted partly from their inability to choose an adequate book with regard to their abilities and preferences. Students having a certain deep experience from reading were able to express the benefits of reading books for themselves without problems. “The book just seizes you and you experience it all with the protagonists...” “I sometimes imagine that I am the protagonist and think about what I would do in the situation.” “I would love to live in the times the book is set in.”

If we view these three groups of factors as a whole, we obtained a comprehensive view of the students’ reading, their attitudes towards reading, fiction, literature classes and factors affecting these phenomena from the point of view of the students involved in the research. These findings enabled us to respond better to students’ needs within literature classes, to modify the methodology of teaching and educational reality towards a more positive influence on students’ reading.

Conclusion

Thanks to combining quantitative and qualitative methods, we obtained an extensive set of data related to the attitudes of the students towards reading and literature based on their statements, reflections and records. After dividing and organizing these data in to three groups, the factors affecting the relation student – reading were extracted, on social, motivational and experiential levels, which made it possible to understand better the ways in which students see their reading and the factors affecting the extent of their positive attitudes towards reading and literature. Understanding of the phenomena and situations involved in the research may represent valuable sources for both subsequent research activities and the revision and improving of teaching and educational methods used within literature classes.
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MIXED RESEARCH ON READING HABITS OF STUDENTS AGED 12-15

Jaroslav Vala, Kristina Studená

Summary

The contribution deals with the possibilities of a mixed design of pedagogical research in the frame of the longitudinal research project focused on children’s reading habits. The first part presents the project’s background, particularly the specific features of mixed research in the field of pedagogics. We tried to view this question in the context of contemporary theoretical knowledge and at the same time to approach it from the point of view of the project’s intentions and requirements. The following part describes the structure of the research, including explanation of the research intentions, defining the observed phenomena and the research sample. The long-term research project was carried out in eight classrooms at lower secondary and secondary schools and primarily focused on the attitudes of pupils and students towards reading and literature. Our contribution here presents that part of the project which consists of the research in two classrooms at a lower secondary school.

The article describes in detail particular methods of data collection and their importance of the research. Quantitative methods are represented by a questionnaire research which was used for monitoring the changes in the students’ attitudes towards reading, and by semantic differential which was used for monitoring the changes in the reception of poetry. Attitudes towards reading from the students’ point of view were observed by qualitative methods such as students’ record diaries and focus group discussion. Using mixed methods in the research provided us with a comprehensive view on the ways in which students perceive reading and which factors can affect their attitudes towards reading and literature.

Based on the results hitherto obtained, we defined three basic groups of factors which are, in the students’ opinion, to a great extent involved in forming their attitudes towards books and reading. They were social, motivational and experiential factors. Factual examples of the students’ statements obtained thanks to analysis of the students’ record diaries or within the focus groups were stated for each group of the factors.

The conclusion summarizes the importance of mixed research and particular research methods of data collecting for the project’s intentions, i.e., for a more profound understanding of the students’ attitudes towards literature and reading.

Keywords: mixed research, qualitative research, reading, semantic differential, focus groups, students’ record diaries, literature teaching.
AFRICA’S NATURAL WEALTH – FORCE BEHIND GLOBALIZATION
(SELECTED ISSUES)

Zdenek Rizek, Stanley Kadantu
University of Pardubice

Introduction

Globalizing tendencies have always had a large influence on the world economy. This manuscript deals with some of the tendencies from the historical and the present perspectives. The current globalization is marked by certain characteristics, which are unlike the historical globalizing waves on the qualitatively different level. Nevertheless, this wave of globalization is of pretty much the same character as the previous waves.

Three major waves of globalization were spread in the recent centuries. All three are significantly linked to Africa. The last wave of globalization is also associated with the enlargement of the European Union and with the new but significant relationship between the European Union as a modern globalizing element, and the African Union, which is a relatively young international organization.

Outside these relations at the level of international organizations of both unions, individual states of the European Union have made or are still developing parallel relations with individual states of the African Union. As the two continents continue their good relations in this game of economics, other major geo-political players are getting involved as well and these may rely on the new but expanding economies such as China and the other world powerful economies.

Due to the global economic situation, interest in the not so explored Africa has and keeps on increasing. This is because of the natural resources which may be of economic importance to the rest of the world. With fears that production may end in years to come, crude oil is currently the most vital of all natural resources (Bazlis, Smith, 2006).

1. History of Globalization Against the Background of Africa

Globalization is a historic process that has accompanied mankind during the whole period of his existence. This process has many links to the changing society on the basis of specific conditions. The most important influence on the emergence of significant waves of globalization is a growing economic pressure (Mokyr, 2003).

The waves of globalization have been given names according to their geographical structure, certain specific calculations, characteristics, and occurrence in the history of man kind. Emergence of globalization waves were explained by different authors though the contents of their writings are very much the same. This is because the process under discussion happened in historical circumstances that can never be changed and most importantly the economic conditions accompanying the said time frame are undeniable (Bazlis, Smith, 2006).

We are going to look at the last three globalization waves. We are going to concentrate on a practical aspect of globalization and the general economy of the African continent. The waves are as follows:

1. The first one is the globalization wave of overseas discoveries which falls under the discovery and colonization of the Americas; followed by a significant discovery trip to India around the coast of Africa (the time roughly after the year 1500); the relevance of this period is its consideration as the beginning of modern times; this kind of global impact was at the time the largest in history;

2. The second wave of globalization was marked by colonization and the subsequent division of Africa; the time frame falls in the period from 2nd half of the 19th century to the end of World War I in 1914 and probably to the beginning of the great depression in 1929; globalization in terms of economics hit mainly the African continent;

3. The wave of globalization, which is after the end of the cold war and thus the disintegration of the Soviet Empire has unprecedented the emergence of modern terrorism, migration, and significant onset of new world economic centers; from bipolarity to multipolarity (Held, 2004).

We are able to determine using various sources which parts of the human history are so significant to be marked as part of the globalization waves or stages. Most authors, however, agree that after the end of the cold war the new wave of globalization commenced. This period of the current globalization is so different from the previous one, that is the cold war. On the one hand it is built on the new technological era of information technology, and on the other hand it also includes other new aspects. These aspects mentioned above do have other negative characteristics such as a new type of terrorism,
called the global migration, which has reached such proportions only in the global disasters, etc.

Besides different economic pressures, an integral part of all geopolitical waves is associated with search of new markets, finding new sources and a permanent interest in the new territories, which would be convenient for further economic development. At the same time globalization is spurred by trade liberalization and migration waves.

All the three waves of globalization discussed above are linked to the socio-economic requirements of the world at large. These waves are driven by some people’s special interest in Africa’s natural resources, even if at that time the conditions that existed only made hunger for wealth a secondary goal. This is true, for example, in the first wave of globalization during the search of routes or journeys to India, African coasts were just used as places for temporary ports for berths but not as the basis for further expansion into the interior of the not yet explored continent by the then overseas powers and the later colonists.

It was different however at the end of the 19th century when the invasion into the African continent had reached an unbelievable rate that the European powers realized that they had but little time to prevent their breakthrough in Africa. Although these two continents are next to each other, it took centuries before already expanding European states decided to further expand and increase their influence in Africa. This was as a result of them losing influence on other territories which they were controlling and their realization of the possible economic benefits they would gain in their neighboring continent. Within a few years the whole of Africa was divided and colonized by the then eight European powers and this led to the second wave of globalization (Held, 2004).

2. Historical Conditions for the Last Wave of Globalization

Due to the new “current” geo-political division of Africa, it is necessary to look back into the past, which was immediately preceded by the last wave of globalization. The second half of the 20th century significantly marked changes in Africa which laid the foundation for a further expansion of other continents’ lasting interests in the yet to be explored continent.

Europeans have always been in Africa mainly because of economic reasons. This is clearly observed since the first discoveries in Africa led by the overseas powers which were exclusively European through to trade with the African slaves which led the Europeans to other parts of the world, and the colonization by the European powers in the late 19th century. The scramble for Africa was one among other reasons for World War I (Mokyr, 2003).

Enumeration of the European powers which for decades shared Africa between themselves is not difficult to point out. The outline of events is as follows: the first colonizers happened to be the Portuguese followed by the Dutch and Spaniards. Others who participated are the Belgians, Italians and Germans, but the largest share of the division of the African continent was led by the French who had the largest land mass and the British who had the largest number of inhabitants in its territories.

Of all the period of the 20th century which was significant for Africa, the time frame most noted for its development and struggle for freedom was in the 50s and 60s when most African States gained independence. In the time between the end of World War II and the disintegration of the Eastern bloc when the cold war was taking place, without any precise time determined, outside their formal autonomy each individual state went back into the hands of their former colonizers, and moreover under one of the two superpowers, that is USA and the USSR (Zeleza, 2005).

3. Current Geopolitical Situation in a Time of Globalization

The end of the cold war marked the beginning of a new era that we call geopolitical division of Africa which is not exclusively for Europeans alone but for other players as well. USA and USSR immensely increased their activities in Africa during the cold war. These two superpowers tried to capture the emergence of the newly emerging independent states in Africa and the two powers were keen on the superiority of their influence in the various countries. Their influence in many countries remained even though on the side of Russia, as the mediator of the former Soviet Union, the influence in Africa logically in many ways weakened after the collapse of the Soviet Union.

The same situation occurred to the other players, Britain and France in particular. These two then rivals had seemingly lost interest in Africa; they had lost interest in their former colonies during the course of the 90s. Just like during colonization their interest this time around diverted to other things.

While the approach of Great Britain through the Commonwealth was based on the neo-liberal approach to democracy, peace and prosperity, it focused particularly on the economic side. It concentrated, for example, on Nigeria, which is Britain’s second-largest trading partner in Africa and in the
foreground its major interest was and has been oil. France couldn’t break off its non partnership approach from its former colonies and had problems defining its position in the 90s.

The current influence and approach of the European Union as one entity and as individual states towards Africa as a whole or individual countries respectively depends on what these two continents can economically share. Besides these facts Britain and France are still the most important players with the largest influence in this yet to be explored continent.

In the past twenty years, when globalization is in its highest stage, confirmation of the expanding globalization tendencies, other non-European states are interested in Africa. This is true for the largest economies in Asia (China, India, and Iran). Brazil is one of the significant growing economies though. The largest competitor on the African continent is in all interested China, which immediately sensed the hesitation of the European States in the 90s, and the weakened the position of Russia, as a successor of the Soviet Union and in line with its strategy of non-violent expansion gained her one position after another. The importance of China, however, rising in line with globalization around the world and on the African continent is particularly visible. The share of other Asian powers on the global economy is not significant, but less than such amount as the Chinese (Bazlis, Smith, 2006).

4. Mineral Wealth in Africa as a Major Factor of Globalization

Important natural wealth in Africa has been a major cause why different countries from other continents have been and are still trying to have good relationships with it. Oil, gold, diamonds and other raw materials are the driving force behind the ever developing relations on the continent with the other world (Mokyr, 2003).

Probably the most important of all raw materials today is oil. From the economic point of view, an analysis of which country has largest stocks of crude oil should be conducted. The link between the quantity of oil in the individual deposits, its extraction, and the governments in African countries and transnational companies, which are interested in extracting oil, is one important thing – the political situation in a given country with sufficient supplies.

Unfortunately, a country rich in minerals tend to be subject to negative phenomena in which corruption, black market, illegal mining, the emergence of armed conflicts, which is primarily economic interests and those of the leaders of African countries who are trying to profit and control the exploitation of the mineral wealth for their own benefit more than for his country.

On the concrete of the largest current reserves of oil in Africa, Angola, Nigeria and Sudan deal with the next part of this contribution.

4.1. Nigeria

Nigeria is the highest oil producing country in Africa. Its natural resource is found in Port Harcourt, Nigeria’s oil hub, capital of Rivers state. The oil reserves are bigger than the United States’ and Mexico’s combined. Oil from Nigeria’s soil was first produced in 1956. The world market confirmed that this delta crude is a “sweet,” low-sulfur liquid called Bonny Light that can be easily refined into gasoline and diesel.

Nigeria later joined the OPEC (Organization of Petroleum Exporting Countries) in the mid-1970s and that helped add revenue to the government’s budget. Unfortunately for oil-rich Nigeria, corruption, poor macroeconomic management, inadequate infrastructure, and political instability have been the order of the day. Although in 2008 they began pursuing some economic reforms. Nigeria’s previous governments have not been able to diversify the economy away from its overdependence on the capital-intensive oil sector, which provides 95% of foreign exchange earnings and about 80% of budgetary revenues.

In its quest to improve its economy, Nigeria signed an IMF stand-by agreement in August 2000. This made it possible for this oil country to receive a debt-restructuring deal from the Paris Club and a $1 billion credit from the IMF, both contingents were meant to embark economic reform programmes.

<table>
<thead>
<tr>
<th>Country</th>
<th>GDP per cent</th>
<th>Barrels per day</th>
<th>Country exported to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nigeria</td>
<td>80 %</td>
<td>2.2 million</td>
<td>USA, Great Britain</td>
</tr>
<tr>
<td>South Sudan</td>
<td>75 %</td>
<td>350 thousand</td>
<td>China, Japan, South Korea, India</td>
</tr>
<tr>
<td>Angola</td>
<td>40 %</td>
<td>1.65 thousand</td>
<td>China, USA</td>
</tr>
</tbody>
</table>

*Source: Own editing by CIA figures*
But in April 2002 Nigeria pulled out of its IMF program. This was because it failed to meet spending and exchange rate targets, making it ineligible for additional debt forgiveness from the Paris Club. Five years later, Abuja won Paris Club approval for a debt-relief deal. The deal made it possible for Nigeria to have $18 billion of debt eliminated. This was done in exchange for $12 billion in payments—a total package worth $30 billion of Nigeria’s total $37 billion external debt.

The IMF proposed reforms such as resolving disputes related to distribution of wealth realized from the oil production industry, and improving the banking system. The Nigerian government has been working on that since 2008. Due to high crude oil prices all over the world and growth in other sectors the country’s GDP has risen simultaneously (Central Intelligence Agency: The World Factbook, 2012).

### 4.2. Sudan

Sudan was one country before seceding in July 2011 with now south Sudan. It has been poor country though graced with natural resources such as oil. The country has experienced social conflicts, and a civil war. The region of South Sudan has been responsible for about 75% of the former Sudan’s total oil production. The oil sector was the driving force behind Sudan’s GDP growth since it began exporting oil in 1999.

For almost ten years, the economy prospered as a result of increase in oil production, high oil prices, and meaningful inflows of foreign direct investment. As a result of South Sudan’s secession, Sudan has been struggling to maintain economic stability, since oil earnings do not provide enough to meet the country’s need for hard currency and for budget revenues. Nevertheless, Sudan is trying to come up with new sources of revenues, such as from gold mining, while simultaneously working on a program to reduce its expenditures.

The country’s economy has been constantly boosted by services and utilities. 80% of the country’s work force is continuously being employed in the agricultural production and this contributes to a quarter of GDP.

Sudan introduced a new currency, still called the Sudanese pound, following South Sudan’s secession, but the value of the currency has fallen since its introduction and shortages of foreign exchange continue. Sudan also faces rising inflation, which has led to a number of small scale protests in Khartoum in recent months. Ongoing conflicts in Southern Kordofan, Darfur, and the Blue Nile states, lack of basic infrastructure in large areas, and reliance by much of the population on subsistence agriculture ensure that much of the population will remain at or below the poverty line for years to come (Central Intelligence Agency: The World Factbook, 2012).

### 4.3. Angola

Angola is Africa’s third largest oil producer behind Nigeria and Libya and, in January 2007, became the 12th member of the Organization of Petroleum Exporting Countries (OPEC). Since then it has been assigned to produce quota of 1.65 million barrels a day (bbl/day). 80% of GDP is as a result of oil production and its supporting activities. Diamond exports only contribute an additional 15%.

According to the 2011 BP Statistical Energy Survey, Angola had proved oil reserves of 13.5 billion barrels at the end of 2010, equivalent to 19.9 years of current production and 0.97% of the world’s reserves. Angola produced an average of 1851 thousand barrels of crude oil per day in 2010, 2.31% of the world and a change of 3.7% compared to 2009.

Angola exports more than 90% of its crude oil primarily to China and the US. Angola’s oil, and oil derivatives industry accounts for 91.92% of total exports. Petroleum and petroleum products generated nearly $9.7 billion in state revenues in 2004. Angola is a key player in Africa’s oil industry as both a major producer and exporter. Offshore Angola is recognised as a world-class area for oil exploration and production. Angola produces crude oils that have an API gravity ranging from 32 degrees to 39.5 degrees and a sulphur content of 1.12% to 0.14%. Angola currently flares the majority of its natural gas but plans are underway to convert natural gas into liquefied natural gas (LNG).

Angola’s economy is highly dependent on the oil sector, which accounts for 40% of GDP and 80% of government revenues. Sonangol was established in 1976 and manages all fuel production and distribution in Angola.

The majority of the country’s crude oil is produced offshore in Block Zero, located in the northern Cabinda province. Crude reserves also are located onshore around the city of Soyo, offshore in the Kwanza Basin north of Luanda, and offshore of the northern coast.

Significant discoveries have been made in Blocks 14, 15, 17 and 18 since the mid 1990’s. Companies are focussing on ways to reduce the costs and improve the cost-efficiency of producing from the high risk deep-water areas.

The top foreign oil companies operating in Angola are US-based ChevronTexaco and ExxonMobil, France’s Total, UK’s BP, UK /Dutch Shell, and Italian Agip/Eni Oil Company (MBendi Information Services, 2011).
Conclusion

Mankind has since time immemorial wanted to fend for himself somehow. There is no other way but to find whatever he needs for his survival. Long time ago when there were no planes, no maps designating boundaries of places man travelled around the world using a ship. He later discovered the importance of acquiring resources that he never had. In this piece of work we have looked at the historical and present time in relation to economics and globalization. We have seen that globalization is encouraged for economic reasons.

We have shown that there have been many waves of globalization to reach where we are today. The term “globalization” is not something new but it has just been used so many times in the past 20 years. We have shown how it has expanded to Africa because of Africa’s rich natural resources. Since no nation can survive on its own, we think that globalization is a good approach to better lives of all people on earth.

References

AFRICA’S NATURAL WEALTH - FORCE BEHIND GLOBALIZATION
(SELECTED ISSUES)

Zdenek Rizek, Stanley Kadantu

Summary

Since man first realized that he has to fend for himself if he has to survive, he has been trying all things possible
to make this a reality. As we are aware today like our ancestors then that some of the things man requires for survival are
found in different places around the world. Man started searching for these things. This gave birth to voyage discoveries
which lead to what we call today globalization.

Some of the places visited by the explorers were India, the Americas and many others. Africa then was not important
to them because they had no idea of what was on that continent. They just used its sea coasts as lodging places for them
and their ships. This was because they needed to rest after their long travels.

But in the late 17th century they slowly started discovering what Africa had in stock. The most important part of
history though is the second half of the 19th century when different countries from Europe and other parts of the world
started colonizing Africa. By this time they had realized that they could economically benefit by sharing Africa among
themselves. They believed that they could acquire more natural wealth by having more land as individual countries. They
were interested in gold, copper, diamond, oil and other natural resources.

This and other reasons led to war. This dividing of Africa by these various countries is called the scramble for
Africa. The First is World War is one such example.

Today’s modern colonization of Africa is what we think can be called globalization in relation to Africa and other
parts of the world. Oil has of late become one of the most important resources man desperately needs. We can observe
this from the current economic situation, the relationships the west is trying hard to maintain with Africa, and China’s
recent huge investments in Africa. The countries that have oil in Africa are Nigeria, Angola, Sudan, and North Africa.
Though North Africa is nearest to Europe, at the moment it is not the west’s favorite probably it is because of the ongoing
conflicts.

Our work is going to show using history and the present time that globalization is driven by the economic situation
in the world in general.

Keywords: globalization, Africa, the Cold War, oil, colonization.
Introduction

The increasing means of communication in the modern world accelerate globalization. In this process, the dominant capitalist order has been observed to promote pro-consumption practices in order to maintain its existence.

Viewing itself as universal once upon a time, modernism now defines itself as global. While universalism, an expression of being under the domination of mind, is a source-of-pride project, globalization means consenting unconditionally to whatever is going on ‘outside’1.

Weber was interested in capitalism just as Marx was; however, he considered capitalism only one of the developments related to the West. Key factors in Weber’s theory are enchantment, rationalization and disenchantment. He claimed that capitalism and modern rationalization process in the West are serving to destroy the world, which was once enchanted (mysterious, mystical and magical)2.

Weber borrowed the term disenchantment (Entzauberung) from Schiller whose poetry was used by Beethoven in the ‘Ode to Joy’ of his Ninth Symphony. Weber used the term in his sociological perspective3. Weber believes that science dominated cultural change in the modern world. According to him, rationalism and disenchantment has a significant role in the improvement of scientific knowledge4. The progress of science in the modern world informed people of the reasons and results of a number of events that are happening around them. This situation has shaken the established beliefs in many cultures to the core.

Dominating the changing modern world the rationalization process liberates people. Yet the requirements of a capitalist economy impose a new restriction on individuals by making consumption imperative and continuous. In such an arena where consumption is indispensable, individuals spend the time that remains outside of their working hours in the areas of consumption. Ritzer5 uses the definition “cathedrals of consumption” while mentioning the effects of the change created by today’s diversified areas of consumption (shopping malls, large cruise liners, theme restaurants, theme parks, casinos etc.) on social life. He states that such areas of consumption, which he generally defines as the cathedrals of consumption, have a semi-religious and “enchanting” nature. Consumers, thus, fulfill their religious duties by visiting the mentioned areas of consumption, he says. Yet, ironically, as the consumers visit the cathedrals of consumption and become mesmerized, rationalization and bureaucratization become obligatory. For this reason, the cathedrals of consumption are increasingly viewed by the consumers as disenchanted areas. Ritzer6 points out that, in the face of such a situation, the cathedrals of consumption continuously change and grow to become enchanting again.

Special days (Valentine’s Day, etc.) that turn the areas of consumption, called the cathedrals of consumption, into attractive places have a significant role in their continuous regeneration without losing charm. Occasions such as discounts, campaigns, sweepstakes and concerts, etc., organized for such special days, attract visitors to these areas.

Visual images presented by television in movies and videos as well as printed materials such as newspapers, magazines, periodicals, etc. are tools and expressions of the globalizing tendencies of modernity7. Özdemir8 stated in his study analyzing the relationship between the Turkish tradition of gift-exchanging and the media (newspapers, magazines, radio, television, and the Internet) that the media has become the basic dynamic shaping the Turkish tradition of gift. He further notes that the media plays a significant role in eliminating national, local and personal diversities and realizing cultural standardization.

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5 Ritzer, ibid., p. 13-16.
6 Ritzer, ibid., p. 257-258.
St. Valentine’s Day

There are some different stories about Valentine’s Day. So its history is shrouded in mystery. St. Valentine’s Day contains vestiges of the both Christian and ancient Roman tradition. According to one legend Valentine, was a priest who continued to perform marriages for young lovers during the third century in Rome although Emperor Claudius II outlawed marriage for young men. So Valentine was sentenced to death. According to another view, Valentine may have been killed for attempting to help Christians to escape harsh Roman prisons. One legend contends that in prison Valentine sent the first “valentine” greeting himself. Valentine fell in love with a girl who was his jailor’s daughter. He was said to have sent a letter that signed as “From your Valentine” before his death to her. But some people claim that the Christian church may have decided to place St. Valentine’s feast day in the middle of February in an effort to “Christianize” the pagan celebration of Lupercalia. Also in the Middle Ages February 14 was commonly believed as the beginning of birds’ mating season in France and England.

Valentine’s Day in the Global World and Turkey

In the globalization process dominant powers become actors who ensure that a number of values are transferred to different cultures and steer cultural standardization by the means of the media. Popular culture is observed to spread globally, just like technology and capital flow, without boundaries. Contrary to popular belief, global populism is not uniting but delivering. Instead of integrating with the other culture, it imposes its own values.

As an extension of popular culture, Valentine’s Day drags couples into the consumption circle of capitalism. Valentine’s Day is celebrated with various consumption activities, such as greeting cards, gifts, special parties and trips. The expenses incurred before for such celebration events make this specific day an indispensable event for the global market.

The situation in Turkey is no different from others, in the sense of celebrating Valentine’s Day, which is now associated with consumption all around the world. Erdoğan and Alemdar point to the fact that advertisements related to the celebrated days imply that such values as peace, happiness, unity, etc. can only be achieved by spending money.

The meaning attributed to ‘love’ has undergone a change in time. Novels, poems, songs and movies have been effective in forming our image of love. Under the existing circumstances commodities seem to be offered as the indicators of love. Valentine’s Day forms one of the most appropriate bases for isolating love from romanticism and degrading it to the level of commodities. The value of love is, therefore, assessed with the material value of the gift.

How Turkish Magazines Address Valentine’s Day

In this study, in analyzing how Valentine’s Day is addressed in the media in terms of the magazines published in Turkey, the magazines issued in February (2012), the month of Valentine’s Day, were used. Moreover, the fact that the selected magazines address various groups, such as women (“Cosmopolitan Türkiye”), men (“Boxer”) and teenagers (“Blue Jean”), and different areas of interest, such as decoration (“Evim”), shopping (“All”), eating (“Sofra”) and travelling (“Travel+ Leisure”), is taken into consideration.

Places Recommended by the Magazines for Celebrating Valentine’s Day

“Cappadocia”, advertised in the “Cosmo Travel” section of the “Cosmopolitan Türkiye” magazine, is suggested as a perfect address for spending an unforgettable Valentine’s Day.

Dinner and accommodation opportunities offered by some five-star hotels are listed in an article titled “18 Plans for Valentine’s Day” under the main heading of “Opportunities” in the “Travel+ Leisure” magazine.

A variety of hotels and restaurants are listed under the title of “Where to Celebrate February 14? 10 Perfect Addresses for Valentine’s Day”, in the

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13 Cosmopolitan Türkiye, February 2012, p. 222-224.
14 Travel+ Leisure, February 2012, p. 16-18.
“Valentine’s Day” section laid out in the “Boxer” magazine15.

Products Advertised in the Magazines for Valentine’s Day

The advertisements of several brands (of clothing, accessories and decoration) published in the “Blue Jean” magazine have been observed to include Valentine’s Day celebrations in their themes. Furthermore, a brand that merchandises decoration products uses the expression “Gifts express your love…” in its advertisement16.

Words celebrating Valentine’s Day can also be seen in the advertisements of brands from different sectors, such as an online shopping website, accessories, cosmetics and clothing, published in the “Cosmopolitan Türkiye” magazine. “Looking Glamorous on Valentine’s Day is Up to You” is the slogan used by a cosmetics brand in an advertisement17.

Gift alternatives according to horoscopes are offered to the readers with their brands and prices under the section titled “Say your horoscope and pick your gift” in the “Evim” magazine18.

An advertisement of a watch brand is published in the “Boxer” magazine for Valentine’s Day19. In the Sofra magazine, on the other hand, there is an advertisement of a flower company, special for Valentine’s Day20. An advertisement of a chili pepper spice, also published in the “Sofra” magazine, uses the following expressions: “Falling in love despite knowing it will hurt... It’s probably not your first time. Happy Valentine’s Day for all taste addicts!”21.

Advertisements of a number of products special to Valentine’s Day, such as accessories, cosmetics, clothing and cameras, are published in the “Travel+ Leisure” magazine22.

Special Campaigns and Discounts Published in the Magazines for Valentine’s Day

A holiday programme, scheduled specially for Valentine’s Day under the title “Holiday of Love” in the column of “Cosmo News”, is advertised in the “Cosmopolitan Türkiye” in addition to several products23. In the same column, “cupcake” training, specially organized for Valentine’s Day, appears under the title of “Romantic Desserts”.

Advertisements of a decorating company’s products on special discount for Valentine’s Day can be seen in the “Cosmopolitan Türkiye” magazine24 as well as in the “All” magazine25.

Sections of Magazines Allocated to Valentine’s Day

The “All” magazines offers clothing and accessory recommendations for Valentine’s Day, what may be worn on a number of occasions like cocktails, invitations, dinners, concerts, night clubs and house parties under the title of “Valentine’s Day Styles from Deniz Akkaya” in the “Critical Style Reviews” section of the magazine. The brands and prices of these clothes and accessories are also given26.

The brands of various cosmetic products (like lipsticks, perfumes and blushers, etc.) in pink are recommended for ladies’ make-up bags on Valentine’s Day, and are identified in the “Beauty” section of the “All” magazine together with their prices27.

The “Boxer” magazine prepared a “Valentine’s Day” section, in which the brands and price tags of several potential presents (such as accessories, cosmetic products and digital products, etc.) are listed under the title of “What to Buy your Valentine on February 14?”28.

Miscellaneous decoration and celebration suggestions are made under the title of “10 Recommendations for the Most Romantic February 14” in the theme “Recommendation” section of Evim magazine. The same section also provides information about issues such as the meaning and history of Valentine’s Day as well as how and where to celebrate it. On top of that come the brands and prices of decorative products that would look good on a Valentine’s Day table under the “Is February 14 in Red and White?” title of the aforementioned section29.

Valentine’s Day in the Magazine Interviews and Columns

Brands and price tags of various cosmetic products imagined as Valentine’s Day gifts by the “Cosmo” editors are gathered under the title of “Cosmo Editors Picked” in the “Cosmo Beauty” column of the “Cosmopolitan Türkiye” magazine30.

Opinions of a columnist regarding Valentine’s Day, are expressed in a column of the “Cosmopolitan Türkiye”, February 2012, p. 60-61.

16 Blue Jean, February 2012, p. 33.
17 Cosmopolitan Türkiye, February 2012, p. 63.
18 Evim, February 2012, p. 112-115.
19 Boxer, February 2012, p. 103.
20 Sofra, February 2012, p. 10.
21 Sofra, February 2012, p. 35.
22 Travel+ Leisure, February 2012, p. 90-91.
23 Cosmopolitan Türkiye, February 2012, p. 234.
24 Cosmopolitan Türkiye, February 2012, p. 39.
25 All, February 2012, p. 43.
26 All, February 2012, p. 112-122.
27 All, February 2012, p. 164.
30 Cosmopolitan Türkiye, February 2012, p. 84.

Special Valentine’s Day Inserts of the Magazines

The “Cosmopolitan Türkiye” magazine has a free small-size magazine of 52 pages titled “Valentine’s Day” put in as an insert in the magazine. A number of products, such as accessories, cosmetics, cloths, electronic stuff and furniture, are offered in this insert as gift recommendations for Valentine’s Day. Prices of some of such products are also indicated in the same insert. By this means different products for a variety of budgets are presented. In addition, there are several articles about Valentine’s Day. An article titled “We Wrote the Guide to Romance”, including a recommendation list of 14 items. In this article one of the items is “Buy a Present”, under this item: “Anyone, who believes February 14 is a compelling day, already buys a present in this era. So you may give something (that she/he wants so much) your date as a Valentine’s Day present...” is written. Also an article titled “Enjoy Love”, including cake recipes; and an article titled “Romance is Hidden in the Atmosphere”, recommending hotels from different countries for Valentine’s Day can be counted among the examples of the aforementioned articles.

The “All” magazine has a free 50-page gift guide named “All, Special for Valentine’s Day”, which includes a number of gift recommendations for Valentine’s Day; i.e. accessories, cosmetics, cloths, electronic stuff and furniture. The prices of the most of these products are also specified in the gift guide.

Conclusion (Review)

In the contemporary world one can see that special days resemble more and more a global consumption festival under the influence of the means of communication as diversified by advancing technology and popular culture. Assuming a significant function in promoting such special days magazines become important actors for the survival of the capitalist order. February 14, Valentine’s Day, which grew out from Western countries to spread around the world, seems to be identified with different consumption activities such as exchanging gifts, going on vacations and celebrating in various magazines published in Turkey. The most striking fact is that the brands, referred to in the examined magazines, have brought a commercial dimension to Valentine’s Day, by offering special Valentine’s Day products and campaigns or by using expressions for celebrating this special day. A few of the examined magazines also have inserts, comprising special gift alternatives and celebration recommendations for Valentine’s Day. Valentine’s Day is observed to be addressed as an annual celebration tailored to a consumption society, rendered meaningless, and used as a tool to trigger consumption.

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7. Özdemir N., 2008, Türk Hediyeleşme Geleneği ve
VALENTINE’S DAY IN TURKISH MAGAZINES

Z. İnci Karabacak

Summary

Today various special days, like Valentine’s Day are seen to be manipulated for the purpose of promoting consumption throughout the world. The media plays an effective role in this process. How Valentine’s Day finds a place in several magazines published in Turkey (“Cosmopolitan Türkiye”, “All”, “Evim”, “Travel + Leisure”, “Sofra”, “Blue Jean”, “Boxer”) is analyzed in this study. Reflection on the media of Valentine’s Day, brought forward by popular culture, from the perspective of countries endeavored by the modern world to be united around global values, and the day’s connection with consumption is addressed in terms of the magazines published in Turkey.

Keywords: Valentine’s Day, media, popular culture, consumption.
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