INACCURACIES OF CHILDREN’S SOCIAL PERCEPTION: CONTEXT OF ESTABLISHMENT OF VALUES CONVEYED BY FOLKLORE

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Abstract
The issue of inaccuracies of social perception of younger school-age children is discussed in the article. Such peculiarities of current globalized public life as information context of the child personality’s dispersion are emphasized. Attention is drawn to connections, errors of a child’s psychosocial development peculiarities and social perception, distinguished in the process of education. The data of the research carried out show that during the process of education values conveyed by literature, folklore, and works used for personal development are perceived ambiguously. Children understand requirements established for them in the process of education, correspondingly interpret semantic content of works conveyed to them, however, by acting independently they integrate the knowledge acquired, values conveyed, models of behaviour grafted in the experience available related with truths promoted by commercial medias presenting peak experiences. The research results encourage paying attention to formation of the value system of younger school age children, possibilities of correction of the social perception.

KEYWORDS: social perception, younger school-age children, folklore.

Introduction
Constant progress of information technologies, intensity of life speed, and variety of life quality are distinct in public life in the context of contemporary globalisation. Expression of negative socialisation determined by the flow of information conveyed by mass culture, change in the system of general human values, economic position of the country, etc. become noticeably active. This is particularly significant to a growing personality – children who accept information from environment, adapt it to the experience available, integrate to the content of behaviour models used, formation, and expression of thoughts. Children get used to experience many peak, strong experiences by watching movies, animated cartoons, series; later, they imitate situations seen in them and simulate them when playing. Values promoted in mass culture, high actualisation of the need for self-affirmation are gradually overtaken. During games, children learn to use tested end perceived as effective behaviour models in the reality of life, overtake elements of environment perception and evaluation when copying action of different plots, behaviour of characters acting in them. Therefore, publicly available products of mass media culture (movies, modern interpretations of fairy-tales, animated cartoons) affect formation of personality, process of development directly and indirectly. Information about environment is presented; examples of life components assumed to be suitable and unsuitable are actively integrated by children in the system of information available. This determines ambiguous formation of environment, world perception. At the level of own experience, children relatively adequately assess environment phenomena, feel their value polarity. In their autonomous environment they behave referring to the information confirming their instinctive desires, childishly evaluate their methods of achievement and behaviour models applied for their implementation. Children know more than they are able to apply (Pileckaitė – Markovičienė M., Nasvytienė D., Bumblytė D., 2004), therefore, particular attention should be paid to this issue in the process of education.

It is important to note that younger school-age children perceive concepts of good and evil, they have assimilated conceptions of allowed and not allowed, permissible, impermissible. However, at this period of age the expression of self-centeredness is still obvious (Piaget J., 2002; Myers D.G., 2000; Trimakas K., 1997; Almonaitienė J. 2006; Žukauskienė R., 2004, etc.) which affects decisions made by children (Kuraitė E., Bieliauskaitė R., 2011, etc.).

By being used to feel the pleasure of satisfaction of needs, to experience vivid positive impressions they want this constantly in the way it is seen in information conveyed by mass media culture. This is obviously noticeable in independent activities of children and during the course of education process particularly when analysing works of children literature, folklore (Brazauskienė E., 2010, 2011, etc.). Even though activity areas of contemporary school, an attempt to develop physical and spiritual powers of a child, lay strong foundations of morality, are regulated in the Law on Education of the Republic of Lithuania (2011), however, violations of social norms are spreading, the number of misbehaving children is growing (Juodraitis, 2002; Abromaitienė, 2008; Ruškus J., 2008, etc.). Inaccuracies of social perception, errors which usually are initiated at younger school-age may also be the reason for such
changes. Many scientists (Kaffeman R. 1996; Almonaitienė J. 2006; Suslavičius A., 2006, etc.) analyse social perception, its structure, formation factors however studies should be more intense in order to make development of a child’s social perception more effective towards direction of positive, justified, successful dispersion of personality.

**Objective** of the article – to analyse the issue of social perception inaccuracies of younger school-age children by disclosing its expression in the process of assimilating of values conveyed by folklore at the level of daily activities.

**Tasks:**
- To review theoretic assumptions of social perception formation of younger school-age children;
- To identify opinion of pedagogues on how children perceive and accept traditional values conveyed by folklore works;
- To disclose attitude of children to separate value components of folklore works presented to them.

**Methods:** analysis of scientific literature, written survey, statistical analysis of the research data.

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**Social Perception Formation, Essence of Younger School Age Children**

Identification of social perceptions as perception of self as a social creature, peculiarities of other people, reasons for their behaviour, mutual relationships or recovery in the mind and interpretation of social reality as a structure of operation in environment by giving individual meanings to each phenomenon of life. This is actively disclosed in interpersonal interaction when it is attempted to name directly unseen peculiarities of communication according to certain external signs. Therefore, social perception is an active, creative process of cognition significantly influenced by social experience, values possessed, reasons of behaviour and content of actualized needs of the person perceiving. As a process of cognition it lasts during the whole life of a man.

Development of an individual is taking place in certain phases. By growing, each man passes stages of early, middle, late childhood, adolescence as a transition to an adult life. In each age phase a man is distinguished for specific characteristics and qualitatively higher social perception. Considering the impact of environment on an individual, purposefulness of his development, we adhere with provisions of the psycho-social development theory in the article. It is emphasized in E. Ericson’s theory that development of a man is taking place by passing through development crises, potentially resolved during the course of corresponding phases of development. During the course of the first development phase (up to 1.5 years) a sense of security or insecurity and a content of reactions to surrounding phenomena are forming for a baby. During the second phase of a man’s development (1.5-3 years) the environment is known as encouraging, supporting or inhibitory, antagonistic. A child is already able to interact with environment by communicating, attempting to act independently. However, by being distrustful he starts doubting, does not understand what he can or cannot do. This depends on environment reactions to a growing child (Ercison E.H., 2004).

Initiative to act or positions of passivity when being afraid to act are formed in the third stage of development (4-6 years). Already manifesting satisfaction of own needs and instinctively actualized needs, desires encourage a child to trespass, test the limits of rules and prohibitions established in the environment. Depending on how such behaviour is valued, values, understanding of a child will form. Children notice that adults carry out many actions which are prohibited to small children. Very often actions that are prohibited are valued by children and desirable to be tried and related with security identification. At this stage of development a child starts subconsciously aligning with adults and having limited possibilities of experience to perceive the environment and connections with phenomena taking place in it. It is noticed that children want to dissociate themselves from concepts “small”, “not allowed” and identify themselves with “big”, “grown up”, “allowed”. By seeking for this, children intensively accumulate information about various models of behaviour, pseudo-values allowing to form the image of strength, independence, autonomy, uniqueness. Instinctive rising of tone during formation of conflict information becomes primary expression of such behaviour. Later, in order to convey dissatisfaction and show “seriousness” of personal position more obviously obscene works, sets of more rude physical acts are used. At the beginning in playing activities and later in natural life situations children copy superficial elements of adult behaviour. Very often it is a demonstration of bad habits, language, various manifestations of rude behaviour. During this period of age children face a phenomenon of social inequality, they are affected by it independently from the fact that they are not yet capable of adequately perceiving, understanding it.
The crisis of diligence – inferiority is being resolved during the fourth stage of personality development (7-12 years). Foundation for “entrance to life” is formed, the sense of identity, mastery are awakening. A 7-12 years old child already understands himself not as an individual but as a social unit. Often authority is acquired by friends who become members of a reference group that are able to impose group values, peculiarities of environment perception. Children of such age already know well that improper behaviour will not be punished or negatively valued if adults do not have information about occurrence of such behaviour. This determines formation of children subculture, adherence with separate behaviour norms, strengthening ability to hide actual reasons of behaviour, desires and models of behaviour promoted in friend environment from adults. These tendencies are particularly distinct if adults do not pay proper attention to education of children.

Children of this age period already have enough experience and information accepted from globalized flow of public information which becomes freely accessible to them. Often this becomes limited use information unsuitable for use of minors (movies, programmes broadcasting stories with violent behaviour, games, information online and rumours from adult – teenager conversations, etc.). Advertising information also actively forms approach of children, social perception by tendentiously presenting behaviour models, images of goods and services and perceived by children as “a manual” for development of possibilities in acting environment.

7-12 years old children are sensitive to the factor of power. Physically weaker children depend on elder and stronger children. It is often very important to them who the strongest in a group or in a yard is: power causes envy and fear. Children seek for sympathy, acceptance, identification of the stronger. Children of this age are sensitive to family relationship on which their emotional life depends.

Children themselves strengthen and confirm a belief that a strong person is capable and successful and look for superficially fixated power indicators, exponents. And without being able to become such themselves, by using models of socially acceptable behaviour and without having direction of adults towards constructive direction they often attempt to satisfy their pseudo-needs by forming norms of asocial behaviour.

15-16 years old teenagers, particularly those related with negative social experience, have much impact on 7-12 years old children. Very often children of this age listen to stories about “deeds”, adventures of teenagers very interested, admire their courage, alleged independence, and enjoy being praised for “manhood”. Children of such age are already quite observant particularly if objects or phenomena that are talked about belong to the sphere of their interests. Children, especially those who pass much of their free time in the yard with friends, often know very well what elder teenagers are doing, they understand their mutual relationship. At his age a sense of mutual solidarity against adults is also starting to form. If one is acting in the environment where adults are present, this is reflected by weakening or absence of expression of behaviour characteristic to children’s subculture. From the experience available children know requirements of adults and seek to comply with them at that time. This is determined by the same factor of power since children understand their dependence from adults present with them.

Problematic behaviour is defined as not complying with the content of social norms relevant in the society and is treated as punishable activities or crime. Children known for problematic behaviour are named as increased risk children to whom corrective public impact measures are and shall be applied (Valickas G., 1997; Žukauskienė R., 2006, etc.). Behavioural abnormalities are researched by various disciplines from different points depending on the nature of manifestation of the behaviour analysed, therefore, different concepts are used for their identification – deviation, delinquent, asocial, antisocial, anti-public, immoral, criminal, etc. behaviour (Valickas G., 1997). Younger school-age children whose behaviour does not comply with socially acceptable behaviour norms are listed in pedagogy as hard to educate. It is stated that hostility, mood for constructive pedagogical impact, usual ways, methods of education and behaviour are characteristic to them. Besides, inadequate qualification of polarity of own acts by negating their incompliance with social norms in order to satisfy own acts by faults of other persons are also characteristic. Such abnormal behaviour of this age children impact personal development in their own way, encourage distorted formation of social perception, a model of actualisation of personality needs and dispersion, establishment of methods of their satisfaction, incompliance of the structure of the forming value system with norms acceptable in the society. It is noticed that children growing in the context of globalized, technologized information flow of contemporary society form dual systems of behaviour norms pretty fast. By being in environment where they are under observation of adults children learn to satisfy relevant requirements of adults quickly.
However, when they get into the environment where they are not supervised they start applying behaviour models characteristic to children subcultures which differ not only by contents but often they also distinguish by unique perception of environment, evaluation of its phenomena. Critical, analytical thinking is not yet characteristic to children of this age, it is attempted to satisfy personal needs and ensure specifically perceived own psychological security, guarantee satisfaction of the need of self-affirmation by any means. Actualisation of this psychological need is usually put forward therefore children tend to also justify manifestations of behaviour which the society tends to condemn: confirmation of own pseudo-independence by violence, using physical aggression and simply acting roughly with peers, by damaging and possessing property that does not belong to them, using impermissible, prohibited substances; ignoring of adult opinion, rejecting rules, authorities (skipping lessons, not learning, passivity at school, etc.).

Problematic behaviour of younger school age children is caused by their own values, environment, violence, power demonstrated by means of public information. The research shows (Vaitekonienė, 2002; Žukauskienė, 2006, etc.) that TV movies, computer games encourage children to use violence when solving mutual conflicts. Children assess this as a particularly effective measure. Violence, force, aggression demonstrated by information technologies negatively affect spiritual world, internal harmony of children; low empathy, inability of children to understand experiences of other people are formed. It is important to draw attention to the fact that intense internal experiences of a child disclose themselves through his mental condition and switch to the external environment and have impact on it. The issue of existential being of a child shows his behaviour from the point of view of people present nearby.

It is important to emphasize that children tend to imitate the behaviour of heroes, actors worshiped, and animated cartoon characters. Noticeably, contemporary children like episodes of movies, literary works marked with cruelty, players of computer games see an image as if they look with the eyes of a computer hero, active involvement into a game increases probability of learning. Origins of this kind of behaviour may start even in early childhood when emotional attachment to the loved persons is forming (Žukauskienė R., 2006). This forms the basis of future relationship with other people, interiorisation of behaviour norms, good and evil, transition from external to internal, mental actions, formation of an internal activity plan. It has to be noted that during early periods of development interception of desirable behaviour norms of a child get complicated without ensuring a sense of security for a child, without satisfying emotional needs. Deviations of a child’s behaviour, deformations of social perception may also be encouraged by negative atmosphere of a family, style of education, emotional rejection, physical, psychological violence, coercion, ignoring, humiliation, etc. By growing in such an environment a child does not form a model of positive behaviour, gradually adjusts to such an environment and becomes unfriendly to surrounding environment, by feuding himself he perceives experiences of other people more heavily, behaves aggressively with peers, negative emotional experiences, outbursts of anger, irritation often manifest (Abromaitienė L.,2006, 2008; Vosylienė E., 2009, etc.).

A contemporary school seeks for development of physical, intellectual, emotional areas of a child; foundation of a child’s relationship with environment, himself are laid. The purpose of primary education is to provide a child with conditions to acquire the basics of moral, social maturity, basics of culture, literacy (Law on Education of the Republic of Lithuania, 2011). Education is oriented towards a child, good origin of a child is believed in, meaningful ideas of a child are supported, and achievements are rejoiced. Education includes knowledge, abilities, moral values, senses, feelings; harmony of intuitive, sensuous, subconscious cognition is sought for. The process of education is based on physical, psychological, social, cultural peculiarities, cognition of children of this age period (General Programmes of Primary and Secondary Education, 2008). It is attempted to recognize individual properties of each pupil. Besides, many subjects, during the learning process whereof personality spread, are encouraged, it is attempted to form traditional system of general human values since the very first grade. In this chain of education a significant place is occupied by the literary education organized during the process whereof life values are disclosed, social perception is formed. This also includes conversations about a book where attention is drawn to the fact why people read books and reading of various folklore, fiction, subject-specific texts. It is taught to feel the aesthetic, ethic value of an art work, language, perception of differences between a poem and prose works, feeling of the sound of a poetic language are developed. It is learnt to express one’s opinion about a book read, it is familiarized with genres of Lithuanian folklore, fairy-tales, legends, stories are told. Children songs, games are taught, peculiarities of small folklore are familiarized with. Events, actors, action time, setting, the most favourite part of the work are discussed when reading prose works. As a traditional art of verbal and singing word, folklore is assumed to be a very important measure
in the process of formation of a child’s personality, general competencies, in order to wake the child up for internal development. Tragedies, downfalls, fallacies, ideas of goodness and beauty echo from the folklore (Skabeikytė - Kazlauskienė G., 2005). Reading of folklore works enriches a child’s language spiritual world; a sense of Lithuanian language is developed. A system of general human values, social perception is formed. Intermittent pulse of the nation’s life, perception of a man’s ideal, aesthetic taste is felt in folklore. Narrative folklore, particularly fairy-tales are great educators of a child, promoters of philosophical folk approaches; understanding of the world, a man’s place in it, meaning of life, essential values are expressed in them; main behaviour rules are formed in them. Therefore, folklore plays a significant role in the formation of a child’s personality.

Results of Empirical Research of Establishment of Values and Behaviour Model Elements in the Behaviour of Primary School Students

The research was taking place during October – May 2012 by applying the method of written survey. 120 primary class teachers and 110 pupils of grade three and four who study in elementary classes of Klaipėda, Palanga, Plungė elementary schools participated in the research. The age of pedagogues that participated in the survey ranged from 28 to 60 years, the average age was 45 years and the average of pedagogical work experience was 19.5 years. All pedagogues that participated in the survey have acquired tertiary pedagogical education.

Pedagogues that participated in the research (100%) emphasized that recently changes in public life, family conceptions, systems of general human values had much impact on child’s development. They emphasized that ability of a man to adjust to current conditions become very important since the quality of life depends on what values are followed, how the system of world outlook, perception of responsibility is formed. Respondents indicated that children’s development becomes problematic since changes of contemporary family are reflected in children’s behaviour, formation of attitude, social perception. Pedagogues emphasized (80.9%) that at least several children known for abnormal behaviour are present in classes lead by them. 36.1% of respondents declared that that earlier there were no such children in classes, however now they have at least one of such pupils and 63.9% of respondents continuously work with children known for such behaviour. They (19.1%) face such children indirectly when such children are studying in classes lead by their colleagues. It is important that all respondents specified that directly or indirectly they meet children to whom abnormal behaviour is characteristic. Also the majority of pedagogues surveyed emphasized that currently they have to work with a larger quantity of such children (58.3%), only 36.7% of respondents declared that the number of children with abnormal behaviour does not change significantly and only 5% of respondents indicated that the number of such children decreased in their work environment.

During the research pedagogues specified (100%) that traditions, folklore have to occupy a very significant place in education of a contemporary child; therefore, folklore works are an important part of educational material in updated primary educational programmes. Not only material presented in textbooks of primary classes but also educational software, CDs spread by the Centre of Information Technologies in Education (58.3%) are used.

Pedagogues emphasized that the use of folklore works in the educational process not only helped to educate children’s language, form foundation of spoken language, enriched vocabulary, developed verbal expression but also contributed to comprehensive education of personality. Folklore is “a good measure” to educate creativity of children, develop the sense of beauty, goodness, imagination, and thinking. Folklore allows a child to feel the spirit of nation; makes feel closer to the homeland. Respondents named relevance of characters of fairy-tales and other works, the process of their image discussion (54.2%) in the formation of a child’s social perception; instructions lying in folklore works (68.3%); values nourished in folklore (83.3%); appearance of good and evil in case-studies (61.7%); specification of acceptable social behaviour rules, guidelines (55.9%).

It was determined during the research, that during the process of education most often pedagogues fix positive reactions of learners to values transferred to them through folklore works (68.3%). 65% of respondents specified that certain children also positively assessed and justified different acts of negative characters of folklore works. Children are most often interested in the culminating part of plots of works where heroism of characters is distinguished (81.7%), moments of victory (62.5%), establishment of truth (73.3%) are emphasized. Pedagogues expressed their opinion on what features of characters fascinate their learners most. It is emphasized that children like goodness (33.3%), strength (65%) of heroes; justice
of decisions made by them (83.3%), physical beauty (12.5%), diligence (22.5%), physical strength (40%), invincibility (35.8%), resourcefulness (23.3%), slyness (12.5%), and insightfulness (10%) are depicted.

Pedagogues were asked to express their opinion on how often and with what characters their learners attempt to identify in playing activities. It was determined, that an attempt to identify with characters of various animated series and cartoons, folklore works distinguished for power (63.3%), heroism (21.7%) prevails in children’s games. In the opinion of their children, physical force (23.3%) or even crackdowns, cruelty (20.8%) are used for a justifiable reason in the opinion of their children.

Respondents named that the following elements of behaviour models are disclosed in playing activities of children particularly during role play, perceived as unobserved by adults: heroism, exclusivity, uniqueness (by accepting the roles of corresponding characters, allegedly defending the weak, fighting for the justice) (100%); tendentious interpretation of actions carried out (violence imitation justified by imitation of characters’ behaviour) (72.2%) by trying to feel strong, independent, as adult as possible in this way and satisfy the need of self-affirmation. In the representation of the fight between good and bad often “own” acts (even of violent nature) are fully justified by children, and analogous acts of “opponents” are qualified as reprehensible requiring “proper remuneration” (100%).

The research results are supplemented by children’s survey results. 79.1% of pupils that participated in the survey value courage, strength (40.1%), friendship (98.2%), respectability (32.7%) most in characteristics of characters conveyed in folklore works. In the opinion of children the biggest impression on them is made by beautiful setting (22.7%), help to the weak (27.3%), sympathy to misfortune of others (45.5%), situations where the fight between good and bad are reflected (40.9%), the victory of truth (100%). Their attraction is most attracted by fight scenes (47.2%) where the violence used is justified by all children surveyed.

Therefore, the research data allow stating that for various reasons errors of social perception are observed in playing activities of younger school age children. They could be possibly related with gaps of already possessed life experience and mind properties characteristic to the age period. “Remainders” of self-centeredness determining the positive evaluation of own acts and too rigorous evaluation of acts of surrounding people. Peculiarity of children’s behaviour – quick adaptation to changes of the spectrum of environment norms, when children most often adhere with appropriate behaviour requirements when they are together with pedagogues, other adults and when they orientate to the use of appropriate children’s subculture behaviour norms among peers when they are alone where the raising of personal status, demonstration of power, specific assessment of reality phenomena acquire a significant value. Such values are encouraged behaviour models presented in contemporary cartoon series, suggested evaluations of situations and methods of problem resolution. This is also specifically reflected in evaluations of children about characters of fiction, folklore works when acting in situations of educational environment, obeying to behaviour, thinking requirements established in them; they pay significant attention to publicly acceptable behaviour norms, support of personal features. However, when operating only among peers and when the evaluative effects of adults are absent, specific reactions with behaviour variances, unacceptable models of behaviour characteristic to that period of age when children orient more to power and superiority demonstration, justifiable use of power, violence, aggression, etc. assumed to be effective by them rather than to models of pro-social values acceptable in the society.

Conclusions

Social perception of younger age children is formed in the context of the most intimate environment and acceptance and integration of information transferred by multicultural media. Children overtake information reaching them, perceive, assess it in their own way, and adapt it in models of interaction with environment used. Social perception of children is distinguished by application of different norms and rules depending on the opinion of nearby located “assessors”. By being among peers they often adhere with less moral values than under observation of adults, i.e. they adjust to unique behaviour norms promoted by children’s subcultures correspondingly modified by social perception elements.

It was established by the research that during the process of education pedagogues observe concentration of children on culmination, peak experiences presented in folklore works, design of fight scenes, violent victory of good against evil, orientation to values positively assessed in mass culture: resourcefulness, power, leadership, and persistence. Even though during the process of education children pay attention and name traditional human values as important, in activities not observed by adults
propensity of children to standards of interaction with environment promoted by mass culture is disclosed much more significantly.

The research data show that in folklore works children value the victory of justice against evil, friendship, courage, however, the beauty of environment, respectability of acts, help and compassion to the weak, etc. are valued much less. This shows that tendency to heighten values permitting to feel successful is characteristic to children and they pay much less significance to properties oriented to protection of environment, self-sacrifice. In the world of children publicly accepted perception of good is relevant only as much as it allows them being happy, satisfying their needs however then it is necessary to limit himself an satisfy needs of surrounding people, such requirements of environment are not acceptable to children.

References

VAIKŲ SOCIALINIO SUVOKIMO NETIKSLUMAI: TAUTOSAKOS PEREIKIAMŲ VERTYBŲ PRIGIJIMO KONTEKSTAS

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Santrauka

Straipsnis skirtas jaunesniojo mokyklinio amžiaus vaikų socialinio suvokimo netikslumų problemai. Akcentuojami šiandieninio globalizuoto visuomenės gyvenimo savitumas, kai vaiko asmenybės skaidos informacinių kontekstų. Atkreipiamas dėmesys į vaiko psychosocialinės raidos savitumą ir socialinio suvokimo formavimą sąsajas, klaidas, išryškėjantį ugdymo procese.

Tyrimo tikslas: išnagrinėti jaunesniojo mokyklinio amžiaus vaikų socialinio suvokimo netikslumų problemą, atskleidžiant jos rašių tradicinių, tautosakos perėikiamų vertybių įsisavinimo procese, kasdienės veiklos lygmenyje.

Uždaviniai: apžvelgti jaunesniojo mokyklinio amžiaus vaikų socialinio suvokimo formavimą teorines prielaidas; nustatyti pedagogų nuomonę apie tai, kaip vaikai suvokia ir priima tradicines, tautosakos kūriinių perėikiamas vertybės; atskleisti vaikų požiūrių į atskirus jiems pateikiamų tautosakos kūrinių vertybinius komponentus. Metodai: mokslinės literatūros analizė, apklausa rašto, statistiškai tyrinėjų duomenų analizė.

Atlikto tyrimo duomenys rodo, kad ugdymo procese asmenybės vystymosi pasitinka vaikų literatūros, tautosakos kūrinių perėikiamos vertybės vaikų suvokimą dviprasmiai. Vaikai suvokia jiems keliamus reikalavimus ugdymo procese, atitinkamai interpretuoja jiems perėikiamų kūrinių prasmę turinį, tačiau savarankiškai veikdami, įgytas žinias, perėikiamas vertybės, skiepijamas elgesenos modelius integruoją į turimą patirtį susieti su piknius išgyvenimus pateikiančių komercinių medijų propaguojamomis tiesomis. Tyrimo rezultatai skatina atkreipti dėmesį į jaunesniojo mokyklinio amžiaus vaikų vertybinių sistemas formavimą, socialinio suvokimo korekcijų galimybes.

RAKTINIAI ŽODŽIAI: socialinis suvokimas, jaunesniojo mokyklinio amžiaus vaikai, tautosaka.