

**FORUM
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**Tarptautinės mokslinės studentų konferencijos
„Idėjų forumas 2025“ straipsnių rinkinys**

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ĮVADINIS ŽODIS / FOREWORD

SOCIALINĖ GEROVĖ, PRIKLAUSOMYBĖS IR PSICHOLOGINĖ SVEIKATA SOCIAL WELFARE, ADDICTION AND PSYCHOLOGICAL HEALTH

PROMOTING INTERPERSONAL COMMUNICATION COMPETENCE IN SOCIAL WORK WITH PERSONS WITH MENTAL DISABILITIES

Ginta Anisa, Svetlana Lanka *Riga Technical University Liepaja Academy*

FACTORS INFLUENCING ALCOHOL DEPENDENCE - A THEORETICAL RESEARCH

Kristīna Jablonska, Pāvels Jurs *Riga Technical University Liepaja Academy*

EXPLORING THE RELATIONSHIP BETWEEN INTERNET ADDICTION AND ADVERSE CHILDHOOD EXPERIENCES IN ADOLESCENCE IN A SOCIAL WORK CONTEXT

Inna Burakova, Madara Lapsa *Riga Technical University Liepaja Academy*

EDUKOLOGIJA IR KŪRYBIŠKUMO UGDYMAS EDUCATION AND UPBRINGING CREATIVITY

KŪRYBIŠKUMO KOMPETENCIJOS UGDYMAS PRADINIAME UGDYME TAIKANT EDUKACINĮ ŽAIDIMĄ: PIRMOS KLASĖS ATVEJO TYRIMAS NAUDOJANT KWLQ METODIKĄ

Augustė Jurčytė, Renata Kondratavičienė *Vilniaus kolegija*

PRADINIŲ KLASIŲ MOKINIŲ TAISYKLINGOS SĖDĖSENOS PRIE KOMPIUTERIO UGDYMAS PASITELKIANČIA PROGRAMAVIMĄ: BŪSIMŲ PEDAGOGŲ REFLEKSIJA

Viltė Pilibaitytė, Sandra Martinkėnienė, Renata Kondratavičienė *Vilniaus kolegija*

ŽAISMĖS PRINCIPŲ RAIŠKA IKIMOKYKLINIO AMŽIAUS VAIKŲ ŽAIDIMUOSE SU TAISYKLĖMIS

Inga Murmienė, Nijolė Meškelienė *Kauno kolegija*

IKIMOKYKLINIO AMŽIAUS VAIKŲ KALBINIŲ GEBĖJIMŲ UGDYMAS(IS) PASAKOMIS

Sandra Šurkienė, Nijolė Meškelienė *Kauno kolegija*

KOMUNIKACIJA, VIEŠIEJI RYŠIAI IR VIZUALINĖ KULTŪRA COMMUNICATION, PUBLIC RELATIONS AND VISUAL CULTURE

EFFECTIVE ENGLISH COMMUNICATION IN GOVERNMENT PUBLIC RELATIONS: A CASE STUDY OF POLITICAL CAMPAIGNS

Mantgirdas Gudaitis, Jūratė Bauraitė *Kauno Kolegija Higher Education Institution*

RYŠIAI SU VISUOMENE KARINIŲ STRUKTŪRŲ INFORMACIJOS SKLAIDOS IR PROPAGANDOS SANDŪROJE

Aidas Barzdukas, Daiva Stankevičiūtė-Volkauskienė *Kauno kolegija*

PRAMOGŲ SEKTORIAUS ORGANIZACIJOS VALDOMO PREKIŲ ŽENKLO IDENTITETAS

Austėja Kažukauskytė, Daiva Stankevičiūtė-Volkauskienė *Kauno kolegija*

DIZAINAS, TECHNOLOGIJOS IR DARNI APLINKA DESIGN, TECHNOLOGY AND SUSTAINABLE ENVIRONMENT

TVARI IR INDIVIDUALIZUOTA BALDŲ GAMYBA: 3D SPAUSDINIMO ĮTAKA INTERJERO DIZAINUI

Martyna Kacinkevičiūtė, Jūratė Tutlytė *Kauno kolegija*

DIRBTINIO INTELEKTO ĮRANKIŲ TAIKYMAS INTERJERO DIZAINERIO PROFESIJOJE

Nojus Prunskus, Jūratė Tutlytė *Kauno kolegija*

RESTORANO DARBO APLINKOS DIZAINO POVEIKIS DARBUOTOJŲ EFEKTYVUMUI IR SAVIJAUTAI

Raminta Giedraitytė, Jūratė Tutlytė *Kauno kolegija*

PREVENGINIAI PLAKATAI – PRIEMONĖ PRIKLAUSOMYBĖS NUO SOCIALINIŲ TINKLŲ MAŽINIMUI

Lina Lipnickaitė, Jūratė Tutlytė *Kauno kolegija*

3

6

14

24

36

44

52

62

72

80

88

100

108

116

122

Įvadinis žodis

Šis straipsnių rinkinys apibendrina tarptautinę studentų mokslinę konferenciją „[Idėjų forumas 2025](#)“. Galime pasidžiaugti, kad konferencija gyvuoja daugiau nei du dešimtmečius. Šių metų leidinyje publikuoti darbai atspindi platų šiuolaikinės visuomenės temų spektrą, aktualų tiek akademinėi bendruomenei, tiek praktikams. Studentų tyrimuose analizuojamos socialinės gerovės, priklausomybių, psichologinės sveikatos, kūrybiškumo ugdymo, komunikacijos, dizaino bei tvariųjų technologijų temos. Juose dera teorinės įžvalgos, praktiniai pastebėjimai ir kūrybiški problemų sprendimo būdai. Tarpdisciplininis požiūris padeda naujai pažvelgti į visuomenės iššūkius ir atskleidžia jaunųjų tyrėjų gebėjimą mąstyti kompleksiskai. Šis leidinys – tai ne tik konferencijos rezultatų atspindys, bet ir ženklas, kad jaunoji karta aktyviai ir atsakingai įsitraukia į visuomenei svarbių klausimų nagrinėjimą.

Sudarytojai

Foreword

This collection of articles reflects [Forum of Ideas 2025](#), an international student scientific conference with a tradition spanning over two decades. The published papers explore a broad spectrum of topics relevant to today's society, of interest to both academic and professional communities. Student research addresses issues such as social welfare, addiction, psychological health, creativity in education, communication, design, and sustainable technologies. These works combine theoretical insight, practical observation, and creative problem-solving. An interdisciplinary perspective enables a fresh look at societal challenges and reveals the capacity of young researchers to think critically and systemically. This volume is not only a reflection of the conference outcomes but also a sign of the younger generation's active and responsible engagement with issues that matter to society.

Editors



FORUM OF IDEAS

SOCIALINĖ GEROVĖ, PRIKLAUSOMYBĖS IR PSICHOLOGINĖ SVEIKATA

SOCIAL WELFARE, ADDICTION AND PSYCHOLOGICAL HEALTH

PROMOTING INTERPERSONAL COMMUNICATION COMPETENCE IN SOCIAL WORK WITH PERSONS WITH MENTAL DISABILITIES

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Summary. The accelerating pace of global change has heightened demands for societal adaptability. Since late 2019, the Covid-19 pandemic and the full-scale war in Ukraine have intensified psycho-emotional stress worldwide, contributing to rising rates of mental health disorders. According to WHO, one in eight people globally was diagnosed with a mental disorder in 2019, with anxiety and depression cases rising significantly in subsequent years. In Latvia, official data confirm a growing number of individuals diagnosed with mental and neurological disorders. This trend highlights the urgency of developing interpersonal communication competence among social work professionals. The study “Promoting Interpersonal Communication Competence in Social Work with Persons with Mental Disorders” explores how communication strategies can enhance service quality and client well-being. Research methods included theoretical analysis of literature and legislation, as well as an empirical survey of social workers in Latvian care institutions. The study analyzed the characteristics and communication needs of persons with mental disorders, the emotional importance of communication, and the challenges faced by social workers. Results reveal that effective communication—grounded in empathy, active listening, and the use of appropriate verbal and non-verbal strategies.

Keywords: social work, mental disorders, interpersonal communication, communication types, communication competence

Introduction

The World Health Organization indicates that in 2019, one in eight people in the world (or 970 million people) was diagnosed with a mental disorder, including anxiety disorders (301 million) and depressive disorders (280 million). However, as a result of the COVID-19 pandemic, the number of cases of anxiety disorders and major depressive disorders increased significantly in 2020 by 26% and 28%, respectively (WHO, 2022). In turn, taking into account the comparison with the pre-war period and the end of 2024, it is recognized that the health status has deteriorated significantly in cases of mental disorders and neurological disorders (WHO, 2025). The final report of the study of the Saeima of the Republic of Latvia on “Employment of Persons with Mental Disorders in Latvia” (2022) also draws attention to the fact that the number of persons with mental disorders has increased, namely from 24,137 to 27,870 between 2018 and the end of 2020. (LR Saeima, & Krūmiņa, 2022, 12). The previously analyzed data show that the number of persons with mental disorders has a tendency to increase.

B. Bela, I. Ozola, L. Rasnača, E. Rezgale-Straidoma, V. Roga-Vailza, A. Romāne-Meiere (2023) point out that mental disorders are a term “that describes both mental (intellectual) developmental disorders and mental illnesses that limit a person’s ability to work and take care of themselves, as well as make it difficult to integrate into society (Bela, Ozola, Rasnača, Rezgale -Straidoma, Roga-Vailza, & Romāne-Meiergarīga, 2023, 137).” The challenges created, which sometimes reflect on a person’s well-being, affect responsibility with difficulties in perceiving and explaining what is heard, seen and touched, therefore communication with persons with mental disorders may require not only knowledge, but also professional communication skills to promote positive interpersonal communication.

The lack of communication, information exchange and knowledge makes it difficult for social workers and people with mental disorders to have effective social relationships, as not always and not everyone has an understanding of how to communicate, avoiding misleading expectations and emotional overload. At the same time, “the specialist’s ability to recognize, regulate their emotions and use appropriate communication skills is essential (Bušs, Šternberga, Bērziņa – Novikova, & Dūdiņa, 2019, 42).” S. Keisija (Suzanne Casey) (2024) acknowledges that when dealing with people with mental disorders, discomfort often arises, highlighting fears and anxiety related to

communication, and this can negatively affect the quality of the service and lead to poor results (Casey, 2024). In turn, researchers ED Palmers, DT Kūsoms, KS Rūka (2016) confirm that the lack of communication in persons with mental disorders is associated with increased dissatisfaction, tension, stress, anger and resentment, which can adversely affect the social relationships of social workers and persons with mental disorders (Palmers, Kūsoms & Roka, 2016). The above analysis indicates that both parties suffer, both the client and the social support provider.

A study by Berg Research (2018) confirms that one of the emotional needs of people with mental disorders is the need for communication, including the desire to express oneself, express one's opinion, and participate in discussions. It also emphasizes the need to be listened to, heard, and valued, creating and maintaining friendly relationships with people (Berg Research, 2018).

Social workers are an invaluable part of the support system for people with mental disorders and their families on a daily basis. In turn, one of the conditions for support includes both practical and emotional support, as well as the ability to recognize and respond to multifaceted communication problems.

Based on the above facts and the relevance of the problem, the research topic “Promoting interpersonal communication competence in social work with persons with mental disorders” was proposed.

Research subject: interpersonal communication in social work practice to facilitate interaction with persons with mental disorders.

The **aim of the study** is to investigate the possibilities of improving communication between social work specialists when working with persons with mental disorders.

Research tasks:

1. Research and analyze literary, statistical and regulatory resources and the opinions of various authors in the context of the topic under study.
2. To characterize the communication of social workers with persons with mental disorders.
3. To conduct empirical research on the possibilities of promoting effective communication in social work practice when providing social services to persons with mental disorders.
4. To summarize the results of the practical research and develop conclusions.

Analysis

Official statistics of Latvia indicate that in 2024, 31,607 persons with mental disorders (mental and behavioral disorders) were registered (Official Statistics of Latvia, 2025), which is 1,331 thousand more than in 2023 and 2,568 thousand more than in 2022. In turn, taking into account statistical data, the total population of the country of Latvia has decreased, namely, at the beginning of 2024 - 1.873 million people, which is 11,126 thousand less than at the beginning of 2023 and 3,875 thousand less than in 2022 (Official Statistics of Latvia, 2024).

The “Social Services and Social Assistance Law” (2002) defines mental disorders as “a mental illness or mental development disorder that limits a person’s ability to work and take care of themselves, as well as makes it difficult for them to integrate into society (Social Services and Social Assistance Law, 2002).”

It should be noted that the term mental disorders is widely used in social policy documents and regulatory acts in the field of welfare. However, as I. Leimane-Veldmeijere, A. Pavlovskā, and S. Zankovska-Odiņa (2024) acknowledge, there are various classifications of diseases related to mental health and conditions in the medical field, which may differ in each situation, individually. The authors of the theories indicate that the terms mental illness and intellectual development disorders, which are combined under the name “mental disorders”, can lead to incorrect assumptions, erroneous service planning, and possible discrimination, therefore it is important to understand the difference between these groups of disorders (Leimane-Veldmeijere, Pavlovskā, & Zankovska-Odiņa, 2024).

The United Nations Convention on the Rights of Persons with Disabilities (2006) Article 21 confirms that persons with disabilities are guaranteed the right to freedom of expression and opinion, as well as access to information that facilitates its use in various forms of communication. This includes the possibility of using sign language, Braille, augmented and alternative forms of

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communication, as well as other available means, ensuring accessibility of information and an inclusive communication environment (United Nations Convention on the Rights of Persons with Disabilities 2006). From which we can conclude that in the provision of social services to persons with disabilities, the involvement and communication of all social welfare professionals involved in working with persons with disabilities is important.

In the “Social Services and Social Assistance Law” (2002), a social work specialist is defined as “a person who has the education specified in this law and who performs the professional duties of a social worker, charitable social worker, social caregiver, social rehabilitator or social assistance organizer (Social Services and Social Assistance Law, 2002).” This provision of the law also indicates that social support providers at all levels need basic knowledge of interpersonal communication.

The concept of communication is one of the interpersonal effectiveness competencies. Different authors have interpreted the concept in a similar way. For example, K. Vintiša (2011) defines communication as follows: “the ability to listen to others and create effective communication that ensures open communication between the parties involved. The ability and willingness to contact and cooperate with management, colleagues and customers, using an appropriate communication method and channel (Vintiša, 2011, 13).” According to the concept of K. Vintiša (2011), communication is divided into a five-level scale based on the description of the competence action. I. Leimane-Veldmeijere, A. Pavlovskā, S. Zankovskā-Odiņa (2024) point out that in the communication process with persons with mental disorders, it is important to pay attention specifically to non-verbal communication, because the information channel may be distorted, for example, for people with hallucinations, or it may be the only available communication channel, for example, for people with intellectual disabilities or autistic spectrum disorders who do not communicate verbally (Leimane-Veldmeijere, et al, 2024). In turn, VSAC “Kurzeme” (2012) emphasizes that it is essential to take into account the specifics of the development, use and peculiarities of communication of persons with mental disorders in the context of the process of effective verbal communication. When communicating verbally, it is important to speak clearly and simply, avoiding subtexts, abbreviations and personal jargon (VSAC “Kurzeme”, 2012). By actualizing the need for personal space in nonverbal communication, M. Pļaveniece (2007) notes such factors as distance, eye contact, facial expressions, posture; voice intonation, movements, gestures (Pļaveniece, 2007, 104-105), and using the

Comparing the answers to the questionnaire question: “How would you describe your communication approach?”, the data obtained show that 33 (47.8%) respondents, including 14 social work specialists, indicate that they are available for communication, listen to others without interrupting and making sure that the information is correctly understood. According to K. Vintiš (2011) classification of communication competence levels, the skill corresponds to level 2, which indicates the need to improve it, since the current competence in some cases meets the requirements and is not fully developed. Nine (13%) respondents, including three social work specialists, indicate that they are able to promote effective information flow within the institution and with the involved persons outside the institution, informing the management about the most important events without delay. According to K. Vintiš (2011) classification of communication competence levels, the skill corresponds to level 3, which indicates that social work social workers are assessed as “good”, since the current competence in most cases meets the requirements. 20 (29%) respondents, including seven (28%) social work specialists, indicate that they are able to ensure that information reaches the client using various forms of communication and modern technical means. According to K. Vintiš (2011) classification of communication competence levels, the skill corresponds to level 4, which indicates that social work specialists are assessed as “excellent” because they are able to describe their actions, which partially exceed certain requirements. Seven (10.1%) respondents, including one social work specialist, indicate that they are able to communicate strategically in order to achieve certain goals. According to K. Vintiš (2011) classification of communication competence levels, the skill corresponds to level 5, which indicates that social work specialists are assessed as “excellent” because they describe actions that are able to independently exceed requirements.

The data indicate the need to provide training or develop communication competence, especially for social work professionals, as communication promotes mutual understanding, trust and support, which manifests itself in the form of demonstrating empathy and respect, preventing conflict, providing timely assistance, as well as enabling persons with mental disabilities to create an inclusive and supportive environment.

Analyzing the data from the questionnaire question, shown in Figure 1, “When communicating with clients, do you communicate?”, it can be concluded that various communication models are used in communication that are appropriate for the needs of people with mental disorders.

The results show that ten (14.5%) respondents, including three social work specialists, communicate directly with persons with mental disorders using clear and simple language, which corresponds to the Laswell communication model, as the model focuses on effective information transfer, analyzing the content of the message, a form that ensures effective

The overall survey results show that the opinion of social work specialists in the branches of the Social Welfare Center “Kurzeme” regarding the possibilities of promoting communication competence is similar to the opinion of branch employees. Communication competence is influenced by several factors, and one of the most important is the specificity of persons with mental disorders, which determines the type of communication. Taking into account that the quality of social services largely depends on the staff of the branches of the Social Welfare Center “Kurzeme”, which is closely related to the chosen communication methods, sometimes social work specialists may have difficulties in adapting to the communication needs of persons with mental disorders. In addition, the development of communication competence is significantly affected by both the available resources, the lack of staff skills and competence, and the limitations of the system or infrastructure, which determine the opportunities for high-quality communication for persons with mental disorders.

Conclusions

1. The concept of mental disorders is widely used in the state welfare social policy regulations. Analysis of regulatory data confirms that mental disorders include both mental illnesses and intellectual development disorders, which are combined under the name "mental disorders".
2. The population of Latvia has decreased, while the number of people with mental disorders tends to increase.
3. For people with mental disorders, communication is an emotional need, one of the basic human needs that ensures contact, creating a feeling that neither physical nor emotional harm will be caused. Emotional well-being is when communication occurs in a language that the person understands, in an appropriate tone of voice, and at an appropriate physical distance.
4. It is important for social work professionals to be aware that the quality of social services largely depends on the competence and ability of staff to provide appropriate communication to persons with mental disorders. The provision of quality social services is based on verbal communication, but the attitude towards the information received can be emotional and is often expressed non-verbally.
5. At VSAC "Kurzeme", elements of effective communication such as empathy and understanding the client's case are valued the most, but active listening skills and following the here and now principle are also important.
6. People with mental disorders are able to make decisions, communicate, and integrate into society. It is important not only to communicate with others, but also the process itself, which is not just about transmitting information, but also about listening, perceiving information, processing it, and providing feedback or responding.

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TARPASMENINIO BENDRAVIMO KOMPETENCIJOS STIPRINIMAS SOCIALINIAME DARBE SU ASMENIMIS, TURINČIAIS PSICHIKOS NEGALIA

Santrauka. Sparčiai besikeičianti pasaulio dinamika skatina visuomenės prisitaikymo poreikį. Nuo 2019 m. pabaigos COVID-19 pandemija ir plataus masto karas Ukrainoje ženkliai padidino psichoemocinį stresą visame pasaulyje, prisidedami prie augančio psichikos sutrikimų skaičiaus. Pasaulio sveikatos organizacijos duomenimis, 2019 m. kas aštuntam žmogui pasaulyje buvo diagnozuotas psichikos sutrikimas, o nerimo ir depresijos atvejų skaičius per kelerius metus smarkiai išaugo. Oficialūs Latvijos statistikos duomenys patvirtina didėjančią psichikos ir neurologinių sutrikimų turinčių asmenų skaičių. Tai išryškina tarpasmeninio bendravimo kompetencijos ugdymo būtinybę socialinio darbo specialistams. Tyrime „Tarpasmeninio bendravimo kompetencijos stiprinimas socialiniame darbe su psichikos sutrikimų turinčiais asmenimis“ analizuojama, kaip komunikacijos strategijos gali pagerinti teikiamų paslaugų kokybę ir klientų gerovę. Tyrimo metodai – teorinė literatūros ir teisės aktų analizė bei empirinis socialinių darbuotojų apklausos tyrimas Latvijos globos įstaigose. Tyrime nagrinėtos psichikos sutrikimų turinčių asmenų ypatybės ir bendravimo poreikiai, emocinio bendravimo svarba bei socialinių darbuotojų iššūkiai. Rezultatai atskleidžia, kad veiksmingas bendravimas – pagrįstas empatija, aktyviu klausymu ir tinkamų verbalinės bei neverbalinės komunikacijos priemonių taikymu.

Reikšminiai žodžiai: socialinis darbas, psichikos sutrikimai, tarpasmeninis bendravimas, bendravimo tipai, komunikacijos kompetencija

FACTORS INFLUENCING ALCOHOL DEPENDENCE - A THEORETICAL RESEARCH

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Abstract. The topic of the study is Theoretical Exploration of the Factors Influencing Alcohol Dependence. The relevance of the chosen topic is justified by the fact that this problem is widespread not only among adults, but also among adolescents. It is a topical problem worldwide, as the number of alcohol-dependent people is only increasing with age. The aim of the study: to identify the main factors contributing to the development of alcohol dependence by studying the prevalence and impact of alcohol dependence.

This theoretical study analyses the main factors influencing the development of alcohol dependence. The thesis examines the biological, psychological and social aspects that contribute to a person's predisposition to alcohol use and the development of dependence. The role of genetics, personality traits, the influence of emotional state, as well as family, societal and cultural influences are explored. The theoretical basis draws on scientific research and the perspectives of recognised authors to provide a comprehensive understanding of the multi-layered nature of alcohol dependence.

Research methods:

Theoretical research methods:

- Theoretical literature analysis - to analyse and summarise existing research, theories and literature on alcohol dependence, its contributing factors and prevention options.

Empirical research methods:

- Collection and analysis of statistical data - to analyse data from reports on alcohol consumption and dependence from the World Health Organisation and other international organisations.

Results achieved: theoretical research on the factors influencing alcohol dependence has identified the main elements contributing to the development of dependence. Alcohol dependence was found to be a multifactorial process, in which heredity and neurobiological processes, as well as the individual's psychological characteristics and life experiences, play an important role. The social environment - family, circle of friends, cultural norms and media influences - was confirmed to have a significant impact on drinking behaviour.

Keywords: alcohol dependence, biological factors, genetics, psychological factors, social environment

Introduction

Alcohol abuse is a major public health problem. Worldwide, alcohol abuse causes around 3 million deaths a year and accounts for around 5.1% of the global burden of disease. Harmful alcohol consumption is associated with a variety of health and social consequences, including injuries, multiple cancers, chronic liver disease, heart disease, alcohol dependence and domestic violence (Pan American Health Organization, 2019).

In 2024, a new World Health Organisation report was published providing new data on per capita alcohol consumption levels by country. These figures are the number of litres of pure ethyl alcohol per person over 15 years of age. The countries with the highest alcohol consumption are mainly European, but there are exceptions. Romania tops the ranking, well ahead of all countries, with 17 litres of pure alcohol consumed per person per year. Georgia comes second with around 14.3 litres of ethanol per person. The Czech Republic, with an average annual consumption of 13.3 litres of pure alcohol per person, was a close third (Global relocate, 2025).

It is important to note that alcohol consumption is not only linked to health problems, it is also a social problem that poses risks to safety and well-being, causing harm not only to the individual, but also to his/her family members, others and society. The most common social problems are unemployment, alcoholism and violence. As unemployment continues, so does alcoholism, and violence is a natural consequence.

The **aim** of the study: to identify the main factors contributing to the development of alcohol dependence by investigating the prevalence and impact of alcohol dependence.

Objectives:

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1. to define the nature of alcohol dependence and its manifestations;
2. to investigate the social and psychological factors contributing to the prevalence of alcohol dependence based on a review of the scientific literature and empirical data;

Subject of the study: alcohol dependence as a social problem.

Subject of the study: factors contributing to the prevalence of alcohol dependence.

Research question: What are the pathological preconditions for alcohol dependence?

Research methods.

1. Theoretical research methods:

1.1. theoretical literature analysis - to analyse and summarise existing scientific studies, theories and literature on alcohol dependence, its contributing factors and prevention options.

2. Empirical research methods:

2.1. collection and analysis of statistical data - to analyse data from the World Health Organisation and other international organisations' reports on alcohol consumption and dependence.

The theoretical basis of the work consists of scientific literature on alcohol dependence as a social problem, which provides a basis for understanding the problem and solving the set tasks. For example, the works of such authors as Ē. Apiņš's book 'To drink or not to drink?', D.L. Gerard, G. Saenger's book 'Outpatient Treatment of Alcoholism', A. Utinan's book 'The Human Psyche: Its Functioning, Functioning Disorders and Treatment Options', A. The authors of the following publications: A. Lodziņa, I. Maksima, G. Enos and others.

Pathological preconditions for alcohol dependence

The World Health Organisation (WHO) refers to alcoholism as alcohol dependence. Repeated use of psychoactive substances to the extent that the user (addict) is intermittently or chronically intoxicated, shows compulsion to use the substance (or substances) of choice, has great difficulty in voluntarily stopping or changing substance use, and shows a determination to obtain psychoactive substances by almost any means (World Health Organization, n.d.). Tolerance is usually substantial and withdrawal syndrome often occurs when substance use is discontinued. Substance use may dominate the addict's life to the virtual exclusion of all other activities and responsibilities (Gerard & Saenger, 2019).

The term alcoholism was originally coined in 1849 by Swedish medical educator Magnus Huss (Poludasu, Godi & Gurram, 2015).

Until 1940, alcoholism referred primarily to the physical consequences of prolonged heavy drinking (beta alcoholism in Jellinek's typology), this typology states that:

- Alpha alcoholics: mainly psychological dependence;
- beta alcoholics: mainly socially dependent on alcohol;
- gamma alcoholics: the most severe form, suffering from emotional and psychological disturbances;
- delta alcoholics: constantly losing control over the amount of alcohol consumed;
- epsilon alcoholics: drink alcohol constantly and sometimes for days at a time;
- zeta alcoholic: moderate drinker who becomes violent (Jellinek, 1970).

According to early psychoanalytic theories, alcoholics are hedonistic, sensory-oriented individuals interested only in the pursuit of pleasure with a tendency towards self-destruction, and they pay no attention to the feelings of others (Utināns, 2005).

Alcoholism is more narrowly defined as a disease characterised by a loss of control over alcohol, caused by a pre-existing biological abnormality, with a predictable progressive course. This term was later used by the American physiologist and alcohol dependence researcher E.M. Jelinek and others to refer to alcohol use that causes any kind of harm (physical, psychological or social; individual or societal). Jellinek divided alcoholism, denoted by the Greek letters, as follows. The imprecision of this term led the 1979 WHO Expert Committee to reject it in favour of a narrower formulation of the alcohol dependence syndrome as one of a wide range of alcohol-related problems (Jellinek, 1970).

Alcoholism is not included as a diagnostic entity in the ICD-10. Despite its ambiguous meaning, alcoholism is still widely used as a diagnostic and descriptive term. For example, in 1990 the

American Society of Addiction Medicine defined alcoholism as a primary, chronic disease with genetic, psychosocial and environmental factors influencing its development and manifestations. The disease is often progressive and fatal. It is characterised by continuous or recurrent: impaired control over drinking, preoccupation with drinking despite adverse consequences, and distortion of thinking, especially denial (Gerard & Saenger, 2019).

In 2016, the study ‘Does calling alcoholism a disease make a difference?’ explored the links between the stigma attached to alcoholism (individuals or groups who do not conform in certain characteristics to the accepted norms of society) and the definition of alcoholism as a disease. The results showed that defining alcoholism as a disease is not associated with a less negative stereotype. Negative characteristics were most strongly attributed to alcoholics. "The public image of an “alcoholic” was particularly dominated by associations with social deviance rather than with the disease. As a result, 80% of 322 participants rated the alcoholic as ‘sick’ (Piras, Preti, Moro, Giua, Sini & Carta, 2016).

To better understand the nature of alcohol dependence it is important to define the term dependence. Addiction is a compulsive craving for certain substances and/or behaviours that temporarily reduces negative feelings or induces desired feelings (Vītola, 2022). Metaphorically, addictive behaviour refers to a deep, slavish dependence on a power, an overwhelming force, usually perceived as external, whether it is chemicals, a sexual partner, food, money, power, gambling - i.e. any system or object that requires one's complete submission (Wurmser, 1995). Alcohol addiction is manifested by a craving for alcohol that can be as strong as the need to eat or drink. Alcohol dependence develops slowly, over a period of years, and is never noticed by the individual. This phenomenon is called anosognosia, i.e. “not seeing the disease” (Lodziņa, 2007).

Experts in various fields of science have long studied and researched (and continue to do so today) the causes of substance abuse and its widespread prevalence, and have sought to address the disease of addiction. Research has shown that there is some causal involvement and that these can be generalised, but at the same time experts have concluded that there are so many factors influencing substance use and its initiation that no single theory seems possible to explain it (Koroļeva, Goldmanis, Mieriņa, Sņikere, &

such as bipolar disorder, schizophrenia and antisocial personality disorder, and alcohol use disorders may also be associated with certain anxiety and depressive disorders (Psychology Today, 2021). Dual disorders refer to the co-occurrence of addiction and other mental health disorders. A common dual disorder is the coexistence of substance use disorders and schizophrenia (Neyra, Parro-Torres, Ros-Cucurull, Carrera, Echarri & Torrens, 2024). People with mental health disorders are more likely to have substance use disorders than those without. According to the National Institute on Drug Abuse, about half of people who have either a mental illness or a substance use disorder will have the latter at some point in their lives. People with mental illness often turn to alcohol to self-medicate anxiety or depression, which can then become addictive (Psychology Today, 2021).

Psychological factors in alcohol dependence

Stress is associated with alcohol use, which is usually described as a coping strategy used for its stress-relieving properties. In the context of acute stress, alcohol can serve as a means of reducing positive affect and tension: as the intensity of acute stress increases or the stress itself becomes chronic, alcohol use can become increasingly compulsive, shifting from an initial method of stress reduction to a dominant or sole means of maintaining homeostasis (Koob & Volkow, 2016). Thus, long-term alcohol users may experience persistently elevated levels of basal stress, which contributes to motivation to drink (Koob, 2021).

Adverse childhood experiences are also important in the development of alcohol dependence. Thus, Szalavitz, an American researcher focusing on the science and treatment of addiction, noted in her study that a 2021 survey found that more than 40% of people with opioid dependence reported some form of childhood abuse or neglect, and 41% of women had been sexually abused as children. Also, of those survey participants with any form of addiction, at least 85% had at least one adverse childhood experience, and each additional experience increased the risk. The link is most pronounced among those diagnosed with post-traumatic stress disorder, which is characterised by psychological disturbances that can occur in response to a shocking or horrific event. Addiction results from changes in brain reward circuits that are inextricably linked to stress circuits (Szalavitz, 2024).

Psychological resilience, personality variables and coping mechanisms are important factors explaining individual differences in vulnerability to alcohol use. Resilience

In contrast, Alasuutari, a professor of sociology at Tampere University in Finland, argues that men who feel subordinated at work and constrained by their marriages use alcohol - especially uncontrolled drinking - to express and symbolize their independence and 'personal freedom' (Alasuutari, 1992).

Unfortunately, unhealthy alcohol consumption among young people is a public health problem worldwide. Students' social lives and academic demands can often contribute to the development of unhealthy habits, including excessive alcohol consumption. Interestingly, research has shown that students consume more alcohol than their non-student peers. This study analysed the effect of a smartphone-based educational and self-assessment intervention among students to reduce daily alcohol consumption. A controlled study was conducted in four educational institutions in Switzerland. The study included 1770 students (aged 18 years and over) who showed unhealthy drinking habits (≥ 4 points for males, ≥ 3 points for females) during AUDIT-C screening, randomly assigned into 1:1 groups. The primary study outcome was the standard number of drinks per week for 6 months after the intervention and the secondary study outcome was the number of heavy drinking days in the last 30 days. The number of alcoholic drinks consumed per event, alcohol-related consequences and academic performance were also analysed. Meetings with the study participants were organised in the third, sixth and twelfth months of the study. Between April 2021 and May 2022, the study included 884 students in the intervention group and 886 in the control group. The mean age of the participants was 22.4 years, 54.1% were female. Of these students, 66.0% were in undergraduate studies, 30.1% in master's studies, 2.4% in doctoral studies and 1.4% in higher education programmes. At the start of the study, the average number of standard drinks per week was 8.59; the number of heavy drinking days was 3.53. Of the 1770 participants initially included in the study, 96.4% reached the three-month follow-up, 95.9% reached the six-month follow-up and 1660, or 93.8% of the students, completed the study. Of the 884 students included in the intervention group, 738 (83.5%) downloaded the smartphone app. It was observed that the intervention had a significant overall effect in reducing the number of drinks consumed per week, as well as the number of heavy drinking days and the maximum number of drinks consumed per day compared to the control group. As a result, providing access to a smartphone app during the 12-month follow-up was effective in limiting the average alcohol consumption of university students who initially reported unhealthy drinking (Bertholet, Schmutz, Studer, Adam, Gmel, Cunningham

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EXPLORING THE RELATIONSHIP BETWEEN INTERNET ADDICTION AND ADVERSE CHILDHOOD EXPERIENCES IN ADOLESCENCE IN A SOCIAL WORK CONTEXT

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Summary. In our era, with the rapid development of modern technologies, it is difficult to imagine life without the Internet, an important part of which are social networks. Social networks are a constant part of the lives of modern teenagers. As Regan (2023) notes, teenagers mostly use various social media applications, such as WhatsApp, Instagram, Snapchat, YouTube, Facebook, Twitter, etc., to communicate with friends, watch various videos, post photos and videos on their social network accounts, comment and follow posts on friends' accounts, play games and understand what it means to be a teenager in society. Aim of the research: to investigate both theoretically and empirically the relationship between Internet addiction and adverse childhood experiences in adolescents in a social work context.

Keywords: internet addiction, adverse childhood experiences, adolescents, social work

Over the past few decades, global internet usage has increased significantly, particularly among adolescents and young adults, who are increasingly being diagnosed with internet addiction (IA). IA has been found to affect several neural networks that play a crucial role in adolescent behavior and development. Excessive engagement with digital technologies is associated with a range of adverse effects on physical and mental health, as well as on social well-being. According to Lissak (2018), the scientific literature identifies several key factors that influence the impact of screen time on health, including the duration of use, the nature of the content, the time of day, the type of media, and the variety of devices used.

Similarly, studies by Chung and Chen (2020), as well as Dong et al. (2021), highlight that addictive behaviors are partly rooted in neurotransmission processes. Repetitive behaviors associated with addiction induce chemical alterations in the brain that are comparable to those caused by substance abuse. Such behaviors may become compulsive, and efforts to reduce or cease usage can lead to withdrawal symptoms such as anxiety and irritability (Health Inspectorate, 2020).

1.1.2. Types of Internet Addiction and Their Characteristics

Theoretical literature analysis shows that addictions are divided into two groups:

- (1) Substance addiction, which refers to dependence on various substances such as tobacco, alcohol, narcotics, medications, etc.
- (2) Behavioral or process addiction, which refers to dependence on various activities or processes, such as the use of smart devices (computers, mobile phones), computer games, gambling, and others (Kīvīte, 2017).....

1.1.3. Analysis of Research on Internet Addiction in Adolescence

Several researchers describe various manifestations of internet addiction. These include:

- Attempts to escape from real-life problems (Kardefelt-Winther, 2014);
- Features of problematic behavior, especially during adolescence (Yen et al., 2009);
- Various psychological disturbances, such as impulsive behavior, increased anxiety, and reduced self-preservation abilities (Chiu, 2014);
- Chronic stress, feelings of loneliness, high levels of aggression, memory and attention problems (Choi et al., 2014);
- Dysfunctional behavior (Whang et al., 2003);
- Social phobia, attention deficit, depression, hostility, and hyperactivity (Yen et al., 2007);
- A desire to seek social support (Thatcher & Goolam, 2005).....

1.1.4. Social work with adolescents suffering from internet addiction

Pavlova (2022) recognises that social workers working with at-risk adolescents need to focus on the following aspects of their work: building professional relationships, ensuring trust, exploring individual needs, and systematically collaborating with other institutions. The author also emphasises the social worker's competence in recognising the adolescent's emotional and social difficulties

3. low self-esteem, which may negatively affect adolescents' social skills and academic performance (Bozoglan, Demirer, & Sahin, 2018);
4. social isolation (Li & Wang, 2019).

In light of these findings, the author concurs with Shonkoff et al. (2012), who emphasize the importance of early identification of children who are systematically exposed to domestic violence—even when it occurs outside the immediate family context. Timely implementation of preventive, psychological, and therapeutic interventions can lead to more effective and lasting improvements for this high-risk group.

2. Practical research part

The sample consists of 73 adolescents (N = 73), 28 (38%) girls and 45 (62%) boys, aged 12-18 years (Mdn = 16).

Internet Addiction Test (IAT) (Young, 1996; 2016). Linguistic adaptation into Latvian was carried out by M. Lapsa, 2020. The Internet Addiction Test (IAT) is a measurement tool that assesses the level of Internet addiction.

The IAT consists of 20 questions. By answering the test questions, the participants assess their attitudes and behaviours in relation to Internet use. The responses are scored on a Likert scale from 1 (not at all) to 5 (always).

The Adverse Childhood Experiences (ACE) Questionnaire (Felitti et al., 1998). Linguistic adaptation into Latvian by B. Velika and I. Burakova, 2024.

The Adverse Childhood Experiences Scale includes 10 statements that quantify the number of adverse or traumatic experiences that the participant has had before the age of 18.

A total of 80 question

association was found between sexual abuse and Internet addiction. In the group of girls, there was a correlation between Internet addiction and physical, sexual violence. In the boys' group, there was a significant correlation between Internet addiction and emotional neglect, sexual abuse. Semi-structured interviews were conducted with social work professionals and a psychologist. Recommendations are made to social workers to develop effective early intervention strategies and crisis intervention programmes for adolescents, taking into account childhood trauma, in order to prevent the risk of Internet addiction.

7. Semi-structured interviews with industry experts.

During the interview, social pedagogue Dzintra Pole and certified educational psychologist Jelena Mihailova pointed out that nowadays children spend a lot of time on the Internet, which has led to the development of an interest addiction in many of them. One of the causes of internet addiction is the family, the parents' attitude towards the child, and the relationship between the parents. Parents who understand the negative impact of this problem on their child's development actively seek help from the social services. Working together with social workers, psychologists and other specialists helps families to solve the problem or reduce its negative impact. There are enough organisations in Liepaja working on Internet addiction prevention, for example, Youth Centres give teenagers the opportunity to "take a break" from the Internet and spend time communicating with peers, participating in discussions and attending various events.

Analysing the interviews conducted as part of the study, the social worker confirmed that there is a demand for internet addiction prevention measures among teenagers (although teenagers aged 12-18 do not seek help themselves). It was confirmed that one of the main causes of Internet addiction among adolescents is the family and the relationships between family members.

8. The results of the study were analysed and summarised, and conclusions and proposals were presented.

9. In the light of the above, a programme work plan was developed for social workers to work with a group of adolescents who show signs of Internet addiction and who are victims of violence.

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FORUM OF IDEAS

EDUKOLOGIJA IR KŪRYBIŠKUMO UGDYMAS

EDUCATION AND UPBRINGING CREATIVITY

KŪRYBIŠKUMO KOMPETENCIJOS UGDYMAS PRADINIAME UGDYME TAIKANT EDUKACINĮ ŽAIDIMĄ: PIRMOS KLASĖS ATVEJO TYRIMAS NAUDOJANT KWLQ METODIKĄ

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Vilniaus kolegija

Anotacija. Kūrybiškumo kompetencijos ugdymas šiandien pripažįstamas vienu svarbiausių švietimo tikslų, todėl vis aktualesni tampa inovatyvūs mokymo metodai, skatinantys aktyvų mokinių įsitraukimą, savarankišką idėjų generavimą ir kūrybišką problemų sprendimą. Tyrimo tikslas – ištirti, kaip edukacinis žaidimas „Dėlionė Lietuvai“ gali būti taikomas pirmos klasės mokinių kūrybiškumo kompetencijai ugdyti visuomeninio ugdymo pamokose. Šiam tikslui pasiekti atliktas kokybinis atvejo tyrimas realioje pirmos klasės aplinkoje su šešiolika mokinių. Jų kūrybinė veikla buvo stebima taikant struktūruotą stebėjimo protokolą, paremtą KWLQ refleksijos modeliu, siekiant fiksuoti ne tik galutinius mokymosi rezultatus, bet ir patį kūrybinį procesą. Tyrime taip pat analizuoti keturi kūrybiškumo komponentai: tyrinėjimas, idėjų generavimas, kū

Apibendrinant galima teigti, kad refleksija žaidimo kontekste neapsiribojo tik klausimu „ką sužinojau“ – ji apėmė visą patirtį: nuo emocinio įsitraukimo iki kritinio vertinimo ir planavimo, kaip būtų galima tobulinti savo veiklą. KWLQ modelis šiuo atveju padėjo struktūruoti ne tik tyrėjo stebėjimus, bet ir pačių mokinių išgyvenimus – ką jie jau žinojo, ką naujo atrado ir kokių minčių jiems kilo ateičiai (Ogle, 1986). Tokia refleksija ugdo ne tik kūrybiškumą, bet ir mokinių savivoką, gebėjimą įvertinti savo veiklą bei numatyti tolesnius žingsnius – tai ypač svarbu formuojant XXI amžiaus kompetencijas.

Kūrybiškumo komponentų raiškos apibendrinimas

Analizuojant visų keturių kūrybiškumo kompetencijos komponentų raišką – tyrinėjimo, idėjų generavimo, kūrimo ir refleksijos – paaiškėjo, kad edukacinis žaidimas „Dėlionė Lietuvai“ sukūrė palankias sąlygas vaikų kūrybiškumui reikštis ne fragmentiškai, o vientisame procese. Kiekvienas komponentas pasireiškė savaip, tačiau kartu jie sudarė nuoseklią grandinę, kurioje vienas etapas natūraliai perėjo į kitą. Tyrinėjimas natūraliai kilo mokiniams smalsaujant norint suprasti bei kelti klaus

PRADINIŲ KLASIŲ MOKINIŲ TAISYKLINGOS SĖDĖSENOS PRIE KOMPIUTERIO UGDYMAS PASITELKIANT PROGRAMAVIMĄ: BŪSIMŲ PEDAGOGŲ REFLEKSIJA

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Renata Kondratavičienė¹¹

Vilniaus kolegija

Anotacija. Laikysenos prie kompiuterio gerinimas yra aktualus šiuolaikinio pradinio ugdymo klausimas. Straipsnyje nagrinėjama, kaip programavimo veiklos galėtų būti pasitelktos ugdyti pradinį klasių mokinių taisyklingos sėdėsenos prie kompiuterio įpročius ir kokią poziciją į tokios integruotos praktikos taikymą turi būsimi pedagogai. Tyrimo tikslas – ištirti būsimų pradinio ugdymo pedagogų nuomones apie galimybes, pasitelkiant programavimą, formuoti mokinių sveikos laikysenos prie kompiuterio įgūdžius. Tyrimas aktualus pedagoginės ergonomikos požiūriu, nes plečia šios srities tyrimų lauką – analizuojamos inovatyvios galimybės integruoti mokinių sveikatos (ergonomikos) ugdymą į informatikos pamokas. Tikimasi, kad tyrimo įžvalgos prisidės prie mokytojų rengimo tobulinimo, atkreipdamos dėmesį į ergonomiškai saugios skaitmeninio u

Rezultatų analizė

Taisyklingos sėdėsenos supratimas ir poveikis sveikatai

Norėta išsiaiškinti, kaip būsimi pedagogai supranta taisyklingos sėdėsenos principus ir jų poveikį sveikatai. Siekta nustatyti, kokie ergonomikos aspektai jiems atrodo svarbiausi ir kaip šios žinios gali būti pritaikomos kasdienėje veikloje bei ugdymo procese. Taip pat siekta išanalizuoti, ar dalyviai po veiklos pakeitė savo sėdėsenos įpročius (žr. 1 lentelę).

1 lentelė. Būsimų pedagogų refleksija apie taisyklingą sėdėseną ir jos poveikį sveikatai

Kategorija	Subkategorija
Naujos žinios apie sėdėseną	Taisyklingos sėdėsenos principai
	Sąmoningumo didėjimas
	Jokių naujų žinių
Informacijos rinkimo problemos	Prieštaringa informacija
	Informacijos prieinamumas
Supratimo kaita apie sveiką darbo vietą	Gilesnis supratimas
	Asmeninių įpročių analizė

Atlikta analizė parodė, kad būsimi pedagogai taikė įvairius idėjų generavimo

tokias kaip netikslus langelių piešimas, dėl ko robotukas judėjo ne taip, kaip buvo planuota: „*Vienas iš pagrindinių iššūkių buvo lapo paskirstymas, kadangi neturėjome liniuotės, reikėjo piešti ranka, todėl kai kurie langeliai buvo mažesni už kitus.*“ (Respondentas 60). Estetiniai iššūkiai taip pat buvo svarbūs – studentai pabrėžė, kad piešimo įgūdžiai turėjo įtakos galutiniam rezultatui: „*Buvo sunku nupiešti netaisyklingos sėdėsenos pavyzdžius.*“ (Respondentas 10), „*Sunku buvo tinkamai ir gražiai piešti, reiktų lavinti piešimo įgūdžius.*“ (Respondentas 13). Kai kurie studentai pastebėjo, kad robotuko judėjimo tikslumas kėlė problemų, todėl teko keisti maršrutą ir atlikti pakartotinius bandymus: „*Sunku buvo nuspėti tikslių trajektorijų, todėl kelis kartus bandėme ir koregavome piešinį, kad robotukas galėtų lengvai pasiekti tikslą.*“ (Respondentas 19).

Analizuojant idėjų tobulinimą, studentai išskyrė kelias kryptis, kaip būtų galima pagerinti veiklą ateityje. Vieni pabrėžė, kad jiems reiktų daugiau teorinių žinių ir įsigilinimo į idėjų kūrimo procesą: „*Manau, reiktų daugiau skaityti ir gilintis, kaip kurti idėjas ir jas realizuoti.*“ (Respondentas 4). Kiti pastebėjo, kad prakt

paskirstymas galėtų pagerinti darbo efektyvumą: „*Laikas galėtų būti padidintas.*“ (R30). Kai kurie respondentai akcentavo ir komandinio darbo tobulinimą, teigdami, jog tam tikrais momentais trūko aiškesnio tarpusavio susikalbėjimo: „*Galėtų būti pagerintas komandos bendradarbiavimas.*“ (R50).

Žinių ir įgūdžių pritaikymo aspektu dauguma respondentų pastebėjo, kad ši veikla ne tik sustiprino jų programavimo įgūdžius, bet ir lavino loginį mąstymą, problemų sprendimo gebėjimus ir gebėjimą efektyviai dirbti komandoje. Jie įvardijo, kad šios kompetencijos bus naudingos tiek profesinėje veikloje, tiek asmeniniame tobulėjime. Pavyzdžiui, „*Komandinis darbas visose srityse puikiai pritaikomas, taip pat dailės pamoka ir loginis mąstymas, keliaujant ir randant trumpiausią kelią.*“ (R5). Kiti respondentai pabrėžė, kad šis užsiėmimas lavino ne tik techninius įgūdžius, bet ir kūrybiškumą, gebėjimą mokytis iš klaidų ir pritaikyti skaitmenines technologijas įvairiose srityse: „*Dirbant komandoje mokėjimas, įvairių problemų sprendimas, kūrybiškumas, mokymasis iš klaidų, skaitmeninių technologijų supratimas.*“ (R6).

Dar vienas svarbus aspektas, kurį atskleidė analiz

ŽAISMĖS PRINCIPO RAIŠKA IKIMOKYKLINIO AMŽIAUS VAIKŲ ŽAIDIMUOSE SU TAISYKLĖMIS

Inga Murmienė¹², Nijolė Meškelienė¹³

Kauno kolegija

Anotacija. Ikimokykliniame amžiuje ugdymas(is) per žaidimus yra svarbiausia veiklos forma. Vienas iš principų, kuriuo grindžiamas ugdymo procesas, yra žaismės principas, kai žaismingumas yra viso ikimokyklinio vaikų ugdymo(si) pagrindinis bruožas, neatsiejama tyrinėjimo, eksperimentavimo, fantazavimo, kūrybos dalis, o žaidimas – svarbiausia savarankiška vaiko veikla. Tačiau žaidimai ne visada gali būti žaismingi, o ypač žaidimai su taisyklėmis, kuomet dėmesys ugdomajai žaidimo naudai tampa pernelyg dominuojantis, prarandama esminė žaidimo savybė – vaikų malonumas. Straipsnyje keliamas probleminis klausimas – kokia žaismės principo raiška ugdant ikimokyklinio amžiaus vaikus žaidimais su taisyklėmis? Tyrimo tikslas – atskleisti žaismės principo raišką ikimokyklinio amžiaus vaikų žaidimuose su taisyklėmis. Tyrime taikyti mokslinės literatūros ir dokumentų analizės, apklausos žodžiu ir gautų duomenų kokybinės analizės metodai. Mokslinės literatūros analizė atskleidė, kad žaidimas ikimokyklin

Žaismės principas – kai žaismingumas yra viso ikimokyklinio vaikų ugdymo(si) pagrindinis bruožas, neatsiejama tyrinėjimo, eksperimentavimo, fantazavimo, kūrybos dalis, o žaidimas – svarbiausia savarankiška vaiko veikla (Ikimokyklinio ugdymo programos gairės, 2023).

Žaismės principo paskirtis – kai vaikai mokosi turinio žaisdami laisvai (laisvas žaidimas arba savarankiškas žaidimas), kur pedagogai vadovaudami šiam procesui turi išnaudoti natūralų vaikų smalsumą ir jų polinkį eksperimentuoti, tyrinėti, spręsti problemas ir įsitraukti į prasmingą veiklą, ypač kai tai daro kartu su kitais. Svarbiausia šioje koncepcijoje yra mintis, kad pedagogas veikia labiau kaip sokratinis „vadovas iš šono“, o ne „išminčius scenoje“ (Zosh, Gaudreau, Golinkoff, Hirsh-Pasek, 2022). Toks laisvas žaidimas leidžia vaikams tyrinėti ir išreikšti save.

„Žaismingumas natūraliai būdingas vaiko santykiui su pasauliu, yra viso jo veikimo ir ugdymo(si) bruožas, vaikų kultūros plėtojimo prielaida. Spontaniškas žaismingumas skleidžiasi per vaikų tyrinėjimą ir eksperimentavimą, visavertiškai įgyvendinamas per savarankiškai pačių vaikų kuriamus žaidimus“ (Ikimokyklinio ugdymo programos gairės, 2023). Žaismingumas ne tai ką vaikas veikia, o tai, kokioje būsenoje vaikas

Ikimokyklinio ugdymo gairėse (2023). Pedagogų žaismingas elgesys, spontaniškumas, juokavimai, mimikos, gestai yra svarbūs kuriant žaismingą ikimokyklinio ugdymo įstaigos aplinką. Pedagogų žaismingas elgesys gali būti susijęs su geresniais pedagogo ir vaiko santykiais (Pinchover, 2017).

Žaidimuose su taisyklėmis vyrauja muzikiniai, judrieji ir didaktiniai žaidimai. Kad žaidimai su taisyklėmis ugdytiniams nevirstų tik sausa mokymo priemonė, pedagogai turi įdėti daug pastangų siekiant išlaikyti žaismės principą tiek parenkant žaidimus, tiek naudojant įvairias priemones, tiek sukuriant tam tinkamą aplinką, tiek aktyviai ir prasmingai įtraukiant vaikus į žaismingą veiklą.

Ikimokyklinio ugdymo programos gairėse (2023) teigiama, jog „įgudę žaisti žaidimus su taisyklėmis vaikai noriai žaidžia mokytojo pasiūlytus didaktinius ugdomojo pobūdžio žaidimus ir patys pradeda juos kurti“, tačiau žaismingumas, žaismingi momentai didaktiniuose žaidimuose su taisyklėmis yra būtini. Didaktiniuose žaidimuose itin svarbus pedagogo žaismingumas bei vaiko noras, gebėjimas įsitraukti į žaidimą.

Todėl norint, kad vaikas išaugtų atsakingas, tyr



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EXPRESSION OF THE PRINCIPLE OF PLAYFULNESS IN PRESCHOOL CHILDREN’S GAMES WITH RULES

S u m m a r y. Game-based education/self-education is the most important form of activity in pre-school. One of the principles underpinning the educational process is the principle of being playful, where playfulness is a central feature of all early childhood education/self-education, an integral part of exploration, experimentation, fantasy and creativity, where a game is the child's most important independent activity. However, games are not always playful, especially games with rules, when the focus on educational benefits of games becomes too dominant, and the essential feature of a game, which is children's enjoyment, disappears. The article raises the problematic question: what is the expression of the principle of playfulness educating preschool children through games with rules? The aim of the research is to reveal the expression of the principle of playfulness in preschool children's games with rules. The research has applied methods of analysis of scientific literature and documents, oral questioning and qualitative analysis of the data obtained. The analysis of scientific literature has revealed that a game is the main educational activity for preschool children. In order to maintain the principle of playfulness in the educational process of pre-school children, the use of games with rules in the education of children requires a playful atmosphere to be created as well as activities and means that keep children involved in the process giving them pleasure along with satisfaction and elimination of the sense of time. The results of the study have indicated that teachers who organise a playful educational process applying games with rules create a playful educational environment by encouraging children's engagement and activeness, responding to children's playfulness when it is noticed, maintaining an atmosphere of joy and positive emotions, expressing their own playfulness, engaging in activities, and by providing motivating and involving feedback to children.

Keywords: game, the principle of playfulness, playfulness, games with rules

Starkutė, Neimantė (2021) teigia, kad efektyvus kalbinis ugdymas reikalauja specialiai suformuotos aplinkos, kurioje būtų gausu įvairių kalbinio lavinimo priemonių, pavyzdžiui, kortelių su žodžiais, raidžių rinkiniai, įvairūs plakatai ir knygos. Tokios aplinkos kūrimas padeda vaikams stiprinti jų kalbinius įgūdžius bei ugdyti regimąją ir girdimąją atmintį, rašytinės raidškos ir vaizdinės informacijos suvokimą.

Tyrimo metodika ir organizavimas

Siekiant išsiaiškinti pedagogų požiūrį į ikimokyklinio amžiaus vaikų kalbinių gebėjimų ugdymą(si) pasitelkiant pasakas 2024 m. spalio – lapkričio mėnesiais atliktas kokybinis tyrimas, kuriame dalyvavo 8 ikimokyklinio ugdymo įstaigų pedagogai. Pasirinktas tyrimo metodas – apklausa žodžiu (pusiau struktūruotas interviu). Kokybinis tyrimas atliktas Raseinių miesto ikimokyklinio ugdymo įstaigose. „Kokybinio interviu pagrindas – atviri klausimai, į juos tikimasi gauti kiek įmanoma platesnius, išsamesnius, atviresnius atsakymus, suformuluotus ir pateiktus paties tyrimo dalyvio, atspindinčius jo perspektyvą“ (Gaižauskaitė, Valavičienė, 2016). Apklausos žodžiu anketa buvo



FORUM OF IDEAS

KOMUNIKACIJA, VIEŠIEJI RYŠIAI IR VIZUALINĖ KULTŪRA

COMMUNICATION, PUBLIC RELATIONS AND VISUAL CULTURE

Candidate	Primary Media Tools
Donald Trump	Twitter (2016–2020), Truth Social (2024), rallies
Hillary Clinton	Traditional media (TV, debates), formal social media
Joe Biden	Virtual rallies, TV interviews, limited memes
Kamala Harris	Local outlets, social media, meme campaigns

This pratical part has structurally presented the key results obtained from an analysis of effective communication and its role in political campaigns. **Table 2 provides a comparative overview of three U.S. presidential election case studies (2016, 2020, and 2024), delineating the principal candidates alongside their respective socio-political contexts.**

Table 2. Key candidates and campaign contexts

Year	Key Candidates	Political Context
2016	Donald Trump vs. Hillary Clinton	Distrust in government, debates on immigration, healthcare, and nationalism.
2020	Donald Trump vs. Joe Biden	COVID-19 pandemic, economic instability, polarized electorate.
2024	Donald Trump vs. Kamala Harris	Inflation, global tensions, Biden’s withdrawal due to health concerns.

Drawing upon academic literature and expert perspectives, the research identified that effective communication involves more than just message delivery—it requires a combination of verbal, nonverbal, and strategic skills that shape public perception and influence audience behaviour. Effective communication is widely regarded as one of the most crucial skills in personal and professional life.

Verbal Communication is the foundation of conveying clear and concise messages. Kehoe (2011) identifies three primary types of communication in political contexts: connect talk, control talk, and dialogue talk. Hargie (2019) expands the scope of communication skills by discussing nonverbal communication as vital in expressing emotions and intentions. Nonverbal cues like facial expressions, body language, eye contact, and vocal tone significantly enhance the spoken word and help create a deeper emotional connection with the audience.

One of the most important skills for political candidates is **persuasion**, which involves using rhetorical and logical strategies to influence voters' decisions. Politicians often rely on their ability to persuade through debates, speeches, and media appearances. Mastery of persuasive techniques is essential for gaining public support and maintaining voter loyalty. **As evidenced in Table 3 (Communication Skills and Persuasion Tactics) and visualized in the adjacent Figure 1 (Persuasion Tactics Frequency), the study identifies and categorizes the principal linguistic and communicative strategies characteristic of contemporary political campaigning.**

Strategy	Examples (Trump)	Examples (Clinton/Biden/Harris)
Repetition	"Make America Great Again" (2016–2024)	"Stronger Together" (Clinton), "Build Back Better" (Biden)
Person Deixis	"They’re taking our jobs" (2016)	"We are all in this together" (Biden, 2020)
Hyperbole	"Greatest jobs president ever" (2016)	"Most important election of our lifetime" (Harris, 2024)
Political Satire	"Crooked Hillary," "Sleepy Joe"	"Dark Brandon" meme (Biden, 2024)

Persuasion Tactics Used (2016-2024)

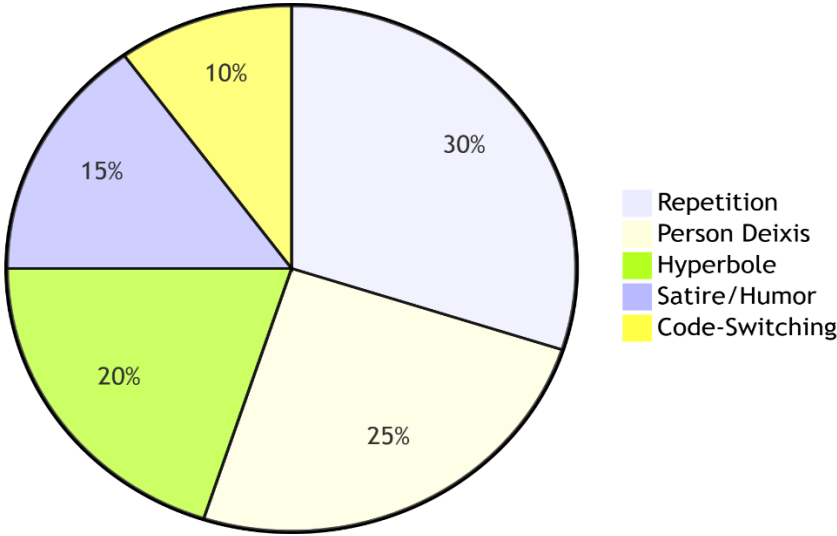


Fig.1: Persuasion Tactics Frequency

This figure presents a quantitative breakdown of persuasion tactics employed in U.S. presidential campaigns between 2016-204, through a pie chart format. It reveals that **repetition** (30%) and **person deixis** (25%) constituted the most frequently used strategies, followed by **hyperbole** (20%), **satire/humor** (15%), and **code-switching** (10%). The proportional distribution highlights the relative emphasis candidates placed on linguistic tools for voter persuasion, with formulaic messaging (repetition) and in-group/out-group framing (person deixis) dominating campaign rhetoric. The data aligns with political communication theories emphasizing memorability and identity polarization in modern elections.

In the digital age, **memes** and **humor** have emerged as powerful tools in political communication.

The role of humor and memes in campaign communication is examined in Table 4 (Humor Strategies and Outcomes).

Table 4. Humor Strategies and Outcomes

Candidate	Approach	Example Memes/Nicknames
Trump	Offensive, sarcastic	"Crooked Hillary," "Sleepy Joe"
Clinton	Polite, cautious	"Delete your account" tweet
Bidon	Reserved, ironic	"Dark Brandon," ice cream memes
Harris	Trend-aware, adaptive	"Coconut tree" speech meme

These tools are particularly effective in appealing to younger demographics who dominate platforms like Twitter (X) and TikTok. **Memes** are digital creations that often combine humor, satire, and cultural references to convey political messages. Mortensen and Neumayer (2023) highlight the role of memes in challenging political power, shaping identities, and causing divisions or unity. They are easily shareable, flexible, and relatable, which makes them a potent tool for engaging audiences. However, their temporary nature means they can quickly fade out of public consciousness. **Humor** in political campaigns functions as an informal, relatable method for politicians to connect with voters. Tsakona and Popa (2011) emphasize that humor can make political candidates appear more approachable and relatable. When used effectively, humor can simplify complex political issues, reduce tension, and even humanize politicians.

The findings demonstrate that contemporary electoral success hinges on strategic media utilization, as evidenced in Table 1 (Media Platform Preferences), which reveals distinct candidate approaches ranging from Trump's direct social media engagement to Harris's localized digital outreach. The comparative framework presented in Table 2 (Key Candidates and Campaign Contexts) establishes how socio-political circumstances shape communication strategies, with crisis periods (e.g., the 2020 pandemic) necessitating more measured rhetoric. As Table 3 (Communication Skills and Persuasion Tactics) and Figure 1 (Persuasion Tactics Frequency) illustrate, repetition (30%) and person deixis (25%) emerged as dominant rhetorical devices, underscoring the importance of message consistency and in-group



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Išvados

1. Išorinė komunikacija – tai strateginis procesas, padedantis organizacijoms informuoti auditoriją, formuoti įvaizdį ir kurti emocinį ryšį. Pramogų sektoriuje ji svarbi ne tik žinomumui didinti, bet ir vertybėms bei tikslams atskleisti.
2. Prekių ženklas atspindi organizacijos vertybes ir kuria emocinį ryšį su vartotojais per komunikaciją, dizainą ir patirtį. Autentiškas, nuoseklus prekių ženklas skatina lojalumą ir išskirtinumą. Populiariosios kultūros kontekste identitetas kinta, nes žmonės per jį formuoja save reaguodami į socialinius ir technologinius pokyčius.
3. Tikslinės auditorijos ir konkurencinių organizacijų bei jų prekių ženklų monitoringas leidžia geriau suprasti rinkos kontekstą. Atsižvelgiant į tikslinės auditorijos ir įmonės poreikius, viešojoje komunikacijos erdvėje formuojami ir pristatomi esminiai identiteto elementai: vizija, misija, vertybės, vizualinis stilius (įskaitant logotipą), taip pat komunikacijos stilius – pasirinktos priemonės ir jų turinys. Visi šie komponentai padeda kurti nuoseklia ir atpažįstamą išorinę komunikaciją. Organizacijos identitetas atspindi skirtingų suinteresuotų grupių poreikius bei pasaulėžiūras ir tampa svarbia jungtimi tarp įmonės ir jos auditorijų.



FORUM OF IDEAS

DIZAINAS, TECHNOLOGIJOS IR DARNI APLINKA

DESIGN, TECHNOLOGY AND SUSTAINABLE ENVIRONMENT



Išvados

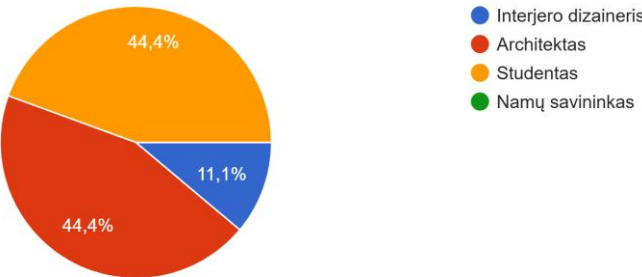
1. 3D spausdinimas keičia baldų gamybos pamatus, suteikia galimybę atsisakyti masinės gamybos ir vienodos produkcijos modelio, taip pat leidžia kurti individualius, vartotojo poreikius, atitinkančius baldus.
2. Technologijos pažanga atvėrė galimybes naudoti ekologiškas ir perdirbtas medžiagas, kurios mažina neigiamą poveikį aplinkai ir skatina tvaresnį vartojimą baldų pramonėje.
3. 3D spausdinimo metodai, tokie kaip FDM, SLS ar SLA, suteikia dizaineriams daugiau laisvės, tai leidžia jiems kurti sudėtingas formas bei konstruoti baldus be papildomo atliekų kiekio.
4. Empiriniai tyrimai rodo, kad 3D spausdintų baldų kokybė bei ilgaamžiškumas tampa konkurencingi, o kai kuriais atvejais net pranoksta tradicinius gamybos būdus.
5. Ekonomiškai efektyvus gamybos modelis, paremtas poreikiu gaminti tik tai, kas reikalinga, padeda mažinti išlaidas.
6. Realūs žinomų dizainerių, tokių kaip Joris Laarman, Patrick Jouin ir Dirk van der Kooij, darbai įrodo šios technologijos potencialą, leidžiantį peržengti estetikos, funkcijos ir tvarumo ribas.
7. 3D spausdinimas tampa vertinga priemone interjero dizaino sričiai ir jos ateičiai, kuri skatina kūrybiškumą, tvarumą ir individualumą gyvenamosiose bei viešosiose erdvėse.

Planner 5D – planavimui, Interior AI – stilistikai, o Homestyler – galutinei vizualizacijai. Toks kombinuotas naudojimas padeda dizaineriams taupyti laiką, geriau įtraukti klientus į procesą ir efektyviau valdyti kūrybinį ciklą.

Respondentų nuomonė apie DI naudojimą interjero dizaine

Tyrimas buvo atliktas naudojant „Google Forms“ platformą. Jo tikslas – išsiaiškinti, kaip interjero dizaino srityje dirbantys ir besidomintys asmenys vertina dirbtinio intelekto (DI) įrankių taikymą, kokias galimybes ir iššūkius jie įžvelgia bei kaip vertina DI poveikį profesinei praktikai. Apklausą sudarė 11 klausimų, apimančių tiek žinių lygį apie DI, tiek požiūrį į jo naudojimą darbe bei asmeniniame gyvenime. Apklausos vyko 2025 m. gegužę. Apklausoje dalyvavo 9 respondentai. Dalyviai buvo įvairių profesijų: 1 interjero dizaineris (11,1 %), 4 architektai (44,4 %) ir 4 studentai (44,4 %). Tai rodo, kad tyrimo imtis apima ir praktikuojančius specialistus, ir potencialius ateities profesionalus. Ši įvairovė leidžia geriau suprasti, kaip DI technologijas vertina skirtingi naudotojai.

1. Kokia jūsų profesija?
9 atsakymai



Kalbant apie susirūpinimą, net 100 % apklaustųjų, kurie atsakė į šį klausimą, pažymėjo, jog didžiausią nerimą kelia autorių teisių pažeidimas. Tai aiškiai rodo, kad intelektinės nuosavybės klausimas išlieka ypač aktualus dirbant su DI generuotu turiniu. Taip pat buvo klausama, ar respondentai patikėtų DI įrankiui kurti savo gyvenamąją erdvę – 88,9 % atsakė neigiamai, o 11,1 % nežinojo, kaip į tai žiūrėti.



6 pav. Gautų rezultatų lentelė. Grafikas sudarytas autoriuas.
Šaltinis: „Google Forms“ apklausos rezultatai, sudaryti remiantis Nojaus Prunskaus 2025 m. atlikta analize.



3. Ergonomikos ir erdvės planavimo tobulinimas

- Perplanuoti darbo vietas, siekiant sumažinti nereikalingus judesius ir trukdžius;
- Įtraukti darbuotojus į darbo erdvės perprojektavimo procesą, remiantis jų praktine patirtimi;
- Atnaujinti įrangą ir baldus atsižvelgiant į ergonominius standartus.

4. Vizualinės aplinkos peržiūra

- Naudoti spalvas ir formas, skatinančias ramybę ir susikaupimą (pvz., melsvos, žalios, žemės tonai);
- Pritaikyti informaciją vizualiniuose elementuose taip, kad ji būtų naudinga ir aiški darbuotojams (pvz., aiškiai pažymėti procesų ar produktų srautus);
- Atsisakyti perteklinio dekorų, kuris blaško dėmesį ar trukdo funkcionalumui.

5. Darbuotojų įtraukimas į sprendimų priėmimą

- Reguliariai organizuoti apklausas ar diskusijas dėl darbo aplinkos kokybės;
- Kurti darbuotojams skirtas grįžtamojo ryšio sistemas, kurios leistų realiuoju laiku teikti pastabas dėl fizinių darbo sąlygų;
- Pripažinti ir vertinti darbuotojų siūlymus, kurie prisideda prie darbo aplinkos tobulinimo

