

**ŠIAULIAI UNIVERSITY**

**Lota Bobrova**

**DESIGNING LIFESTYLE OF STUDENTS OF PHYSICAL  
EDUCATION AND SPORTS STUDY PROGRAMMES  
OF THE UNIVERSITY IN THE CONTEXT OF  
VALUE ORIENTATIONS**

Summary of Doctoral Dissertation  
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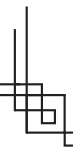
**DISCUSSION**

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**Substantiation of relevance of the topic.** Characteristic feature of today's world is the society's transformation, determined not only by new social relations but also by reappraisal of values, changes in role-based behaviour and lifestyle because systemic reforms of the 21 century affected all areas of social life (Ruwert, 1994; Karalius, 1994; Bogenhold, 2001; Grigas, 1995, 2001; Pikūnas, Palujanskienė, 2000; Bauman, 2002; Černevičiūtė, 2008).

In the course of socialisation the man has to encounter complex requirements of activeness, subjectivity, formation of personal value system and cognitive processes, determining individual models of behaviour in the changing social environment (Pikūnas, Palujanskienė, 1994; Jakštas, 1995, Jakavičius, 1968; Варламова, Степанов, 1998; Дубовская, 2002; Juodaitytė, 2003; Daukilas, 2004; Malinauskas, 2006; Grabauskienė, 2006; Žiliukaitė, 2007; Bauman, 2011). This causes quite a considerable number of contradictions in people's life: on one hand, there is a larger possibility of resolves, the freedom to choose the direction of self-realisation, the demand of individual creativity and pro-activeness, and on the other hand, relevance of the problem of surviving comes to prominence, which is caused by the standard of living and conditions and by disappearance of social warranties (Čiužas, 2001; Maniukaitė, 2001, 2003).

In such conditions *lifestyle* becomes one of the constituents of the socialisation process as a way of developing individual life, choosing a peculiar trajectory and orientation to basic values. Lifestyle regulates social behaviour in concrete conditions, ensures successful adaptation as well as fullness of the man's self-realisation and development of the man's individuality (Абульханова-Славская 1991; Резник, 1995; Фромм, 1990; Резник, Смирнов, 2002). It can be stated that *lifestyle is being formed in the intersection of social requirements raised to the individual and of every person's existing individual peculiarities*. Thus, the man has to be able to both adapt and seek full-rate socialisation, the mechanisms of which mostly manifest themselves by *individual lifestyle*.

One of the most complex and responsible tasks comes to prominence: to create and consolidate the system of ideals and values, social norms and rules, to form the structure of the social society, to consolidate individual life principles, etc. (Adams, Archer, 1994; Adams, 1996; Allport, 1998; Lightsey, Burke, Ervin, Henderson, Yee, 2006; Zaclona, 2007). Therefore, *one of the most important tasks is designing the man's individual lifestyle, which is based on value orientations, because the choice of rational lifestyle that corresponds to the situation and is grounded on value orientations determines both positive decisions of internal contradictions and the whole of the personality's directiveness*.

The reality of social life raises new tasks for the system of education and academic

communities. Higher education today turns into a certain reflection of social life reality, testing worldview and value approaches. Higher education institutions are assessed as a peculiar area of social activity, which is important not only for changes of the society but also for initiation of this change (Kraujutaitytė, 2002; Juodaitytė, 2004; Jucevičienė, Gudaitytė, Karenauskaitė, Lipinskienė, Stankūnienė, Tautkevičienė, 2010) because the man, his/her personality and self-realisation conditions are the most important landmarks of developing the social world. To achieve this, the mission of universities and its implementation strategy are being reviewed. Discussions on knowledge revolution and new quality, knowledge, information, intellectual post-industrial societies have started (Kavolis, 1994; Fullan, 1989; Pérez, 2000; Grigas, 1998, 2001; Juodaitytė, 2004; Černevičiūtė, 2008). Today's European education is directed to the conception of harmonious and integral personality and the ideal of developing a versatile personality is being sought (Juodaitytė, 2004; Jovaiša, 2009; Bitinas, 2010).

*This context particularly enhances interest to form lifestyle of students of pedagogical specialities because the future teacher is the intermediate of culture and the personality, performs an exceptional role in the society; i. e., communicates sociocultural experience to the growing generation; therefore, the studies of the teacher's cultural space become a very important factor, and designing students' lifestyle is valued as one of the most important objectives of university training* (Bitinas, 1996, 2004, 2006; Barkauskaitė, 1998, 2000; Aramavičiūtė, 2005a, 2005b; Jovaiša, 2001, 2009).

Therefore, university training in the postmodern society in the first place orientates the student to gain experience, which would help him/her to self-develop such social lifestyle which would enable to cope with the requirements of the postmodern society's life in the still unknown world of the future. Parents' experience and lifestyle much more rarely will become an example how to live (Dencik, 2005).

The attitude to lifestyle is formed in early youth and is closely related to such essential age characteristics which L. Vozovic (Божович, 2002) names an attitude towards the future and assessment of the present in the context of this position. *In the context of this theoretical-methodological approach, the problem of researches on lifestyle, analysing the person's possibility to consciously and purposefully develop one's personal potential in the present, based on imagining and designing the future, becomes relevant.* Knowing of specific lifestyle peculiarities of academic youth opens up new possibilities to solve the student's professional and personal socialisation tasks maximally effectively: the tasks of *the personality's adaptation and self-realisation* in the quickly changing sociocultural conditions of modern life.

The choice to study at the university demonstrates acknowledgment of higher education as a value but quite many country's universities perceive humanitarian and social education only in the context of narrow professional training. Scientific researches (Mertinas, Tinteris, 1998; Kontoravičiūtė, 1998; Poteliūnienė, 1998) most often deal with the issues of improving functional system of students studying physical



education and sports study programmes and the issues of their wellness and physical self-development (Poteliūnienė, Žilinskienė, Simaškienė, 1999). There is a lack of conceptual approach to university training, emphasising development of the sporting student' personality for full-rate life and accentuating the whole of his/her inner interaction with academic environment. Due to that currently the formation of humanistic values of academic youth is one of the most relevant problems (Tamošauskas, 2000; Malinauskas, 2002, 2003, Miškinis, 2002, 2003; Meidus, Ivoškienė, Pečiūra, 2011).

*However, so far there is no unanimous theory integrating the specificity of lifestyle, grounded on value orientations and related to profession peculiarities. Such situation aggravates teacher training practice.*

**Substantiation of the research problem.** Theoretical insights enable to state that modern world, on one hand, provides with huge opportunities for the personality's self-expression and, on the other hand, encourages every person to choose lifestyle actively and responsibly. The kind of lifestyle that will be designed by academic youth and the significance given to the professional career in it will determine the development of our country's economy and culture. This is the first thing that substantiates *the significance of researches into the problem of designing lifestyle of academic youth.*

Analysing academic life of prospective *physical education and sports pedagogues*, it shows up that many actively sporting students segment their daily life into two social environments: *academic activities* and *active process of workouts and sports competitions* (Bobrova, 2008). This can be referred to as the situation of *dual socialisation* (Dencik, 2005). Acting in two contexts – academic studies and sport – is a complicated task because this means constant adjustment to every context separately at the same time relating them; i. e., the student's alternative activity in two areas (for working students even in three) has to turn into an integral academic activity. The ability to act in parallel in two or three social contexts is the essential requirement for the sporting student. All of it means constant separation and integration. *This model of dual socialisation forces students to particularly rationally choose landmarks and values for identifying the direction and content of their life* (Bobrova, 2008). A complicated problem comes to prominence: *to be able to integrate, combine one's activities in several social contexts and in parallel be able to socially separate these two environments one from another.* It is undoubted that the situation of double socialisation influences the student's lifestyle in very diverse ways (in literature the aspect of this impact on the student is often forgotten). Academic youth finds it quite difficult to adapt in the new socioeconomic space, find lifestyle and strategy of its development, ensuring achievement of planned goals. This demonstrates that one of the most important life conditions of modern students as a dynamic group that is ready for fast changes in consciousness stereotypes and behaviour, is their successful social *adaptation*; i. e., development of effective social behaviour strategies.

*Active adaptation of academic youth as a social group to realities of modern*

*social life, evaluation of these possibilities, and designing lifestyle grounded on application strategies show timeliness of researching this problem as one of the factors of relevance.* This arouses a necessity to design students' adaptive lifestyle, which creates possibilities to act in a competitive modern society.

In turn, and this is particularly important in the context of this research, value orientations in students' age are acknowledged as fundamental definitions, which create a possibility for students to develop a general trend of adaptive behaviour in the contemporary society. Besides, formation of value orientations is an important objective of social institutes, implementing educational-developmental functions in the society. This enables to state that *value orientations determine the character of adaptive behaviour of youth, promote (or hinder) socialisation processes in the constantly changing social environment* (Raths, Merrill, Simons, 1978; Lemme, 2003; Lekavičienė, 2004).

The analysis of literature sources and its generalisation enable to initiate a *scientific discussion* on the increasing role of the human factor in the contemporary society in general and on formation of humanistic values of academic youth as one of the most relevant problems in university training, directing its solution to social-emotional maturity of the prospective teacher: coherence of the personality's natural presumptions and the sporting student's specific socialisation in the interaction with academic knowledge and true-life and professional experience. *In this research it is maintained that values that are formed while sporting improve both sporting mastery and the very personality and can be transferred to other spheres of life.*

*Namely these were the arguments that mostly determined the choice of the dissertation research strategy: researches on students' complex value orientations and psychosocial adaptive behaviour in the context of designing lifestyle. Directiveness of this research was also influenced by poor exploration of impact of value orientations on lifestyle and timeliness of researches into it.*

The problem analysis of this construct enables to state that lifestyle is a significant factor of maintaining *social harmony* (Kučinskienė, 2003) and the most important component of optimising interaction between the personality and the social environment, which is grounded on value orientations. *The personality is the most important designer of its lifestyle, successfulness of the design a lot depends on it.* Therefore, the *imperative of this research* is explained by the approach that the essence of designing lifestyle is *the individual's interaction with the environment, seeking symmetry of these processes* because success is experienced when the areas of manifestation of *individuality and sociability* are symmetrical to each other.

Thus, the exhaustive analysis of literature sources and the problem, shortage of designing lifestyle of prospective teachers of physical education and sports speciality determined the choice of this topic of research. Its essence is formulated by the following question: ***What tendencies, principles and psychosocial-educational factors are inherent to designing lifestyle of students of physical education and sports study programmes in the context of value orientations?***

**Research subject:** designing lifestyle of students of physical education and sports study programmes of the university in the context of value orientations.

**Research hypotheses:**

1. Value orientations form a foundation and trend of social-psychological mechanisms for designing lifestyle of the student's personality, which are perceived as an individually chosen, holistic and dynamic system, directed towards *rational symmetry between pragmatic and humanistic values, the individual and the social environment*, and towards *activating students' psychosocial adaptation*.
2. Structure and content of value orientations of the personality of students studying physical education and sports study programmes are mainly determined by the specificity of academic studies and sports activities and this enables to assume that the process of academic studies at the university type higher education institution is the most important stage of both development of professional-pedagogical culture and designing lifestyle.

**Research aim:** to study peculiarities of lifestyle of students studying university type physical education and sports study programmes, identify factors, determining formation of the analysed phenomenon and, based on that, develop the procedural-instrumental model for designing lifestyle.

**Research objectives:**

1. To perform interdisciplinary (philosophical, sociological, culturological, psychosocial and educational) analysis of the conception of lifestyle, concretising and grounding the construct of the most important conceptions, which are adequate to the analysed phenomenon, to analyse sociocultural factors of designing lifestyle and dominating tendencies.
2. To describe academic youth as a specific social-demographic group, to research lifestyle experiences of first and fourth year students studying physical education and sports study programmes, orientating to values, and to identify specific features (types) of lifestyle and designing strategies in the context of value orientations.
3. To study the peculiarities of psychosocial adaptation of first and fourth year students studying physical education and sports study programmes, evaluating manifestation of lifestyle and its designing strategies in the context of value-adaptive students' behaviour.
4. To highlight typology of lifestyle of students studying physical education and sports study programmes and features of its internal structure.
5. To create the procedural-instrumental model for designing lifestyle of students studying physical education and sports study programmes, grounded on symmetry of the inner world and outer social world (individuality and sociability), coherence of humanism and pragmatism values, and the personality's adaptedness.

## Theoretical Approaches and Conceptions of Research

Defining methodological orientations in the continuum of conceptual theories of this research, *phenomenological tradition* is prioritised.

The link connecting researches into the phenomenon of lifestyle is the *philosophical conception of the man*, accentuating the man's holism, which is widely analysed in modern Western philosophy (Heidegger, 1989; Camus, 1996; Jaspers, 1989, Sartre, 2004 et al.) and works of Russian scientists (Анањев, 1969; Харченко, 2003 et al.). Philosophical conception of the man claims that existence of every man is unique and finite; the man is free and therefore responsible: he/she self-develops, chooses how to live, maximally implements his/her possibilities, grows and improves, meeting challenges.

The problem of lifestyle is complex; therefore, seeking better understanding of the researched phenomenon of lifestyle of academic youth, this problem was viewed from *the holistic perspective*. This enabled to perceive the young person (student) as a whole, encompassing his/her life experiences, study process, and personal potential. *The axis of designing lifestyle is the humanistic imperative* of life activities. Its essence is to seek harmony between modern sociocultural realities, the inner *Self* and these value orientations, which do not contradict the humanistic position and the inner human nature (Kohlberg, 1976, 1984; Maslow, 2006; Adleris, 2008; Lepeškieñė, 1999; Bitinas, 2000, 2004; Rogers, 2005; Jovaiša, 2009). Methodological grounding of this research was also influenced by the key principles of individual psychology: holism, unity of individual lifestyle, social interest or the feeling of commonality, and goal-directed behaviour (Adler, 2008). A significant aspect, in which students' lifestyle and its designing possibilities are being researched is *axiological-anthropological*.

The model for designing lifestyle is grounded on one of the most important methodological approaches of the science of education studies: qualification of the prospective specialist is determined not only by knowledge and abilities, presupposing ways of thinking, habits and standards of decision making but also by the value aspect of the future profession. These methodological ideas of university training cohere with values dominating in *humanism and pragmatism* worldviews, searching for rational coherence between the way the person values his/her individuality from the professional expression standpoint and the extent to which the person's expression is important and useful for social environment. Designing lifestyle, important are statements stated in L. Jovaiša's (2009) conception of developing instincts of acting, which are related to one of the most important components – *the ability to choose*.

Pragmatic theories on the personality's becoming (Dewey, 1998), their rational coherence with humanistic education paradigms (Maslow, 2006 2011; Rogers, 2001, 2005) are one of the essential *methodological principles* of this research. *Methodological paradigms of pragmatism promote manifestation of the personality's sociability, whilst humanism ideas develop individuality*.

The theory of the meta-individual world – *the theory of interaction between individuality and social reality* (Дорфман, 2005, 2006), analysing the mutual impact

of individuality and social reality – opens up perspectives and possibilities to look at researches on lifestyles anew and at a certain level to approach the conception of designing integrative lifestyle.

One of the reference points of this research is *sociocultural anthropology* because the society and culture make up the whole or the system. Broad anthropological approach enables to separate stamps “put” by lifestyle from the way students really are, from the lifestyle students acknowledge.

It can be stated that research methodology is consciously grounded on the conceptions of phenomenology, personality-directed sociology and humanistic psychology and pedagogy. Performed researches, the analysis of results and projections grounded on the methodology correspond to the positions of humanistic psychology, pedagogy, anthropology and phenomenological philosophy.

### **Methodological Approaches of the Dissertation Research**

***The conception of mixed methods*** (Greene, Caracelli, Graham, 1989; Cohen, Manion, 1996; Kvale, 1996; Makswell, 1996; Schwandt, 1997, Creswell, 1998; Bitinas, 1998, 2002, 2006; Kardelis, 2002; Tidikis, 2003 et al.) is grounded on the strategy of coherence of quantitative and qualitative researches: *quantitative* researches were employed to evaluate tendencies of development of studied aspects whilst *qualitative*, to envisage deep reasons of these tendencies.

***Methodological Conception of Phenomenological Hermeneutics.*** This is a methodological foundation, enabling to research and disclose meanings of phenomena through the content of human consciousness (Husserl, 1982; Merleau-Ponty, 1996).

*The following research methods were applied:*

**1. Theoretical:** Content analysis of philosophical, psychological, pedagogical, sociological, culturological, anthropological literature and generalisation, which has enabled to *find out* the conception of lifestyle; *highlight* problematicity of this conception, *define* functions of lifestyle and criteria of its rationality, general structure of lifestyle, *ground* methodological approach of value orientations as a construct of lifestyle.

#### **2. Empirical:**

2.1. *Methods of quantitative research* are two *questionnaire surveys*: (1) seeking to identify students’ value approaches and distinguish life spheres that are most significant for them, I. Senin’s (1991, 1998) questionnaire of terminal life values, enabling to find answers to questions about the phenomenon of lifestyle, identify students’ social experience, students’ prevailing value orientations and lifestyle schemes, identify their inter-connections and envisage peculiarities of theoretical description of the phenomenon and its manifestation in social reality, was applied; (2) simultaneously the questionnaire survey that provided the possibility to perceive sporting students’ social adaption problems, having passed to the academic space (K.

Rogers's and R. Daimond's, 1954, questionnaire of *social-psychological adaptation*, adapted by A. K. Osnick, 1996), was applied.

2.2. The basis of *the qualitative research method* is phenomenological (interpretative) approach, describing perception of a separate person's relation with other people and the external world. The research is focused on the individual and his/her perception. Exceptionality and value of every situation is emphasized.

Data for the qualitative research were collected applying *the method of writing free thematic essays* (topic "*My Goals of Life and Possibilities to Seek them*"). The topic was formulated in such manner that the content of the essay should enable to disclose students' life experiences, detect perceived elements of lifestyle, used as means and resources while seeking life goals and at the same time implementation of values.

Texts were processed applying the method of phenomenological hermeneutics (Ricoeur, 2001; Gadamer, 2006 et al.), grounding interpretation of data on the principle of *hermeneutic circle*. The research employed *content analysis*, enabling to receive information corresponding to objectivity, reliability, validity and other qualitative criteria (Schwandt, 1997; Strauss, Corbin, 1998; Silverman, 2001).

Analysing specificity of the internal structure of lifestyle of students of physical education and sports speciality (making up the typology of students' lifestyle), *the method of content analysis* was combined with *the strategy of inductively grounded theory* (Glaser, 2001), directing it not to checking hypotheses but to searches for the theory, based on the abstract scheme of the analysis of the phenomenon, related to the situation of researching lifestyle.

**3. Statistical:** *quantitative statistical analysis of questionnaire survey data* was carried out calculating the means of opinions of research participants, standard deviations, and percentages. Data were processed applying SPSS 13.0 *for Windows* software. The results were analysed with the help of Student's *t*-criterion and calculation of Cronbach (1951) alpha coefficient.

**Theoretical Significance and Novelty of the Research.** *Theoretical significance of the research* is in the first place determined by substantiation of interdisciplinarity and multiple meanings of lifestyle, which is developed at the integrated level of interaction of sociology, philosophy, anthropology, social psychology and educology sciences. Research results supplement existing scientific knowledge about the essence, content, classification of value orientations of academic youth and outline landmarks for further researches into this trend. Adaptive behaviour of academic youth is valued in the context of instrumentality of value orientations. The given theoretical construct of lifestyle provides new scientific knowledge, supplementing theory of physical education and sports, physical education and sports psychology, axiology of physical education and sports, pedagogical valueology, and pedagogical psychology. Based on the analysis of studying value orientations, the characteristics of lifestyle of students of physical education and sports study programmes was drawn up. Procedural-instrumental *model for designing lifestyle gives a sense to*



*the argument on universalisation and specialisation, which is the main argument in today's universities and so far has not been solved.*

The results of performed researches confirmed scientific hypotheses of this work and open up the perspective of further complex researches on lifestyle.

**Practical Significance of the Research.** Knowledge of peculiarities of lifestyle of students of physical education and sports specialities and of designing mechanisms will enable a maximally efficient solution of objectives of specialists' training: of adaptation and of full-rate self-realisation, grounded on the personality's inner coherence, in the changing socio-cultural conditions of modern life. Methodology for studying the phenomenon of students' lifestyle can be applied for researches of other scientists who are analysing value orientations and lifestyle peculiarities of academic youth. It is likely that this dissertation will help not only better perceive value orientations of students of physical education and sports specialities but also more objectively evaluate main spheres of human life, analysed in the research: *professional life, learning and educatedness, family life, public life, favourite occupations*, perceiving their mutual cohesion and interaction. Practical significance of the dissertation is also confirmed by methodical recommendations.

#### **Defended Statements of the Dissertation Research:**

- Lifestyle of students of physical education and sport study programmes is a complex multifunctional social-cultural and social-educational formation, the essence of which is made up of interaction and “merger” of academic and sociocultural-sporting activities. That is why *the necessity of identification, designing and improvement of lifestyle* raises new tasks for the science of education, including university type training as well.
- The content of lifestyle is determined by values formed in academic, sporting and individual everyday life activities, in their culture, orientating to the general social context and preserving the personality's individuality. Coherence of the prospective teacher's personal lifestyle with professional-pedagogical culture is the most important factor of the student's socialisation and self-realisation in personal and academic space.
- Conceptual approach to designing lifestyle manifests itself by *the approach about the crucial role of the object and not of the environment*. Evaluating the choice of individuals' lifestyle and social factors influencing its trajectory, the impact of the environment is acknowledged as very significant but the necessity to look for possibilities to reduce its negative impact on the personality's lifestyle is emphasized.
- University type training for prospective professional activities is a process in which the student receives assistance in autonomous designing of models of professional activities of meaningful and quality lifestyle, directly relating them to the model of holistic personality development. *Designing students' lifestyle* as a unique activity, developing a personality and through it developing values,

is acknowledged to be the main factor enabling a young person to live *adaptive and successful life*.

- Typology of students' lifestyle is grounded on value orientations as dominant social practices (interrelationships, social resources, academic studies, sporting activities, social relations, etc).
- Changes in university type training of students of physical education and sports study programmes should be adequate to the requirements of today's social life and labour world. Therefore, it is purposeful to ground designing of prospective specialists' lifestyle on coherence of *pragmatic* and *humanistic values*, searching for *optimal symmetry of the individual and social environment (seeking to extend one's as a personality's existence in other people and at the same time to make changes in social environment by means of expression of one's individuality)*.

**Structure and Volume of the Dissertation.** The dissertation consists of the introduction, explanations of concepts, five sections, the discussion, conclusions, recommendations, the list of references and annexes.

The results of the dissertation research are illustrated by 53 figures (19 of them in the dissertation and 34 in annexes) and 62 tables (27 of them in the dissertation and 35 in annexes). Total volume of the dissertation is 176 pages (without annexes). The dissertation makes reference to 471 literature sources. There are 12 annexes in the CD, which contain examples of research instruments, data of the performed qualitative research, results of statistical calculations of quantitative research data.



### 1. THEORETICAL SUBSTANTIATION OF DESIGNING LIFESTYLE

#### 1.1. Theoretical Approaches and Concepts of the Conception of Lifestyle

Section 1.1 of the first part of the dissertation deals with integrative processes of science, which manifest themselves by transfer of ideas and conceptions from one area of science to another, applying concepts of some branches of science – concepts, methods, ways of cognition – to other various areas of science, forming interdisciplinary problems, trends of researches, etc. (Сычев, 1990; Broom, D. H., Bromm, L., Bonjen, 1992; Walt, 1996; Leliugienė, 1997; Павловская, 2003; Giddens, 2005; Arnotkevičiūtė, 2006; Webster, 2006).

##### 1.1.1. Interpretation of Lifestyle in the Context of Social Philosophy and Cultural Studies

Content of subsection 1.1.1 states that in the last decades diversification of lifestyles and their presentation became possible first of all due to new economic, informational, cultural, political possibilities and their realisation. Second, due to residents' increasing tolerance and readiness to live in a complex poly-stylistic environment. Third, due to acknowledgment of diversity of official lifestyle and its interaction in everyday life (Gidenns, 2000). In social sciences it is maintained that values, norms and rules influence peoples' behaviour to such extent to which society members actively approve or passively acknowledge. It can be stated that a powerful stimulus of differentiations of lifestyle is accelerating globalisation processes (Bandura, 1986; Green, 1991; Beck, 1992, 2002; Rortry, 1999; Bleakley, 2005; Bauman, 2007, 2011; Baudrillard, 2010).

Combining different approaches, the analysis of the phenomenon of lifestyle provided in the subsection enables to define essential characteristics of the analysed phenomenon more accurately. Systematic-holistic approach reflects the general link of lifestyle components, which is analysed not in isolation but in inter-connections, development and dynamics. This enables to disclose the features and quality characteristics of the integrative lifestyle system.

### **1.1.2. The Conception of Lifestyle as a Social-Psychological Phenomenon: Searches of Qualitative Characteristics**

Based on content analysis of literature sources, in subsection 1.1.2 it is stated that lifestyle as a subject of research is a complex psychosocial phenomenon, the most generalised systematic formation in the structure of the personality's self-control, manifesting itself as an instrument of constructive and subjectively acceptable personality's integration into the social environment.

It is obvious that the most significant objective for lifestyle is *implementation of personal meanings*. It can be stated that lifestyle carries out not only the *function* of objective resultativeness as a whole of socially meaningful achievements but also the function of subjective resultativeness, *the function of increasing realisation of personal values*. *It is not only the result which acquires critical meaning but also the very process of seeking the goal*. In this context important role is played by the choice of means (instrumentality), which is implemented on the basis of instrumental values because often not the sought result but the very process is more satisfying. With regard to this, D. A. Leontjev (Леонтьев, 1998, 2000) concludes that "the process of implementing individual lifestyle arouses bigger emotional satisfaction than the achieved result. Moreover, the choice of rational but "alien" style determines sudden reduction of emotional satisfaction" (p. 94). In our opinion, this notice is to be applied to lifestyle in general, though such precondition of course requires experimental testing.

Thus, formalizing the system of psychosocial lifestyle features, methodological *conceptions of lifestyle functioning* were widened and deepened. Having defined characteristics and functions of lifestyle, its most significant criteria were distinguished: *holism, adaptivity, subjective satisfaction*.

### **1.1.3. Contextualisation of Lifestyle as a Conception of the Educational Phenomenon**

In subsection 1.1.3 it is pointed out that the problem of lifestyle in education studies is new and poorly researched, the conception is not accurately defined and entered into the composition of categories of the science of education studies. The reason shows up in two blocks of considerations of pedagogical problematicity: *empirical* and *theoretical*. The reasons of the first block evidently are related to the fact that the teacher's professional activity interacts with other lifestyles (pupils', social, professional), which most often determine *the teacher's portrait*, perception of the teacher's personality when various stereotypes are attributed to him / her. Theoretically it is difficult to envisage essential differences between the concepts *professional-pedagogical culture* and *the pedagogue's lifestyle*, that is why main attention of scientific researches is given to the teacher's professional training (Jovaiša, 1985, 1995, 1998, 2009; Pukelis, 1998; 2004; Bitinas, 2000, 2004; Adamonienė, Daukilas, Krikščiūnas, Maknienė, Palujanskienė, 2003 et al.). It is necessary to note that psychological-pedagogical researches (Gage, Berliner, 1994;

Jovaiša, 1995; 1998; 2009; Miškinis, 2000, 2002; Kučinskienė, 2003; Juodaitytė, 2004; Aramavičiūtė, 2005a, 2005b; Duoblienė, 2004; 2006 et al) put a firm foundation *for theoretical substantiation of lifestyle, its qualitative and quantitative characteristics and designing possibilities*.

Designing lifestyle, the approach of the science of education studies that the personality does not exist without the activity, that it develops and improves only due to its own activity, is important (Baumeister, Leary, 1995; Bitinas, 2004). Hence, *not conditions, not circumstances create a personality but the personality interacting with conditions of its existence creates itself*. According to B. Bitinas (2004), it is important to create such conditions of this activity that the individual, not noticing this, should change the motives of this activity; i.e., dedicate the activity to socially valuable goals, give a sense to it. This encourages new activeness of the personality, its better activities, in which again more socially valuable motives are formed, etc.

Thus, in terms of education, lifestyle is understood as a programme of actions, directed to implementation of endeavours of life. These endeavours are determined by the young person's consideration of the meaning of life, the goal of life, his/her activeness, the degree of responsibility and concretisation in the system of certain value orientations.

#### **1.1.4. Manifestation of Diversity of Methodological Approaches of Lifestyle and Searches for Consensus**

Subsection 1.1.4 analyses three currently dominating approaches towards the problem of researching lifestyle. These include: 1) *conceptual*: researching is based on general philosophical, sociological and psychological categories; 2) *integral*, when this concept and other concepts that are close to it according to the content (behaviour, activeness, approach, self-control) are defined based on the synthesis of more elementary and sufficiently researched components; 3) *empirical*: research and description of various behaviour and approach strategies, variants, models, which are valued as separate manifestations of the person's lifestyle in a certain area (e. g., communication styles: lasting and individually peculiar ways of transmitting and receiving information and means of communication) (Деркач, 2001; Деркач, Зазыкин, 2003).

Training of the prospective specialist in the context of this research is understood as his / her motivated preparation to choose a certain lifestyle for development of various life scenarios, which will help the student to fully self-develop such features of the personality which will provide him/her with a possibility to maximally master necessary social experience and be marketable both in the area of the chosen profession and beyond its limits.

The position of the author of the dissertation regarding the essence of lifestyle is expressed by the following approach: it is possible to perceive lifestyle from the scientific standpoint only in the presence of a certain level of the personality's inner world, needs, value orientations, images about oneself and other people.

## **1.2. Definition of Problematic Field of Designing Lifestyle in Contemporary Contexts of Social Reality**

Section 1.2 defines peculiarities of the concept of designing life, its exceptional peculiarities and determinants, promising big scientific interest. The specificity of this research subject determines coherence of its components. These are: *strategies for designing lifestyle, sociocultural factors and tendencies of designing lifestyle, life goals and manifestation of the personality's psychosocial adaptation strategies.*

Analysing internal mechanisms of lifestyle formation, it was identified that first of all this concept has to be related to *the possibility of individual choice*. Namely designing lifestyle, one of its determining elements is *existence of relative freedom of choice and decision making*.

### **1.2.1. Strategies for Designing Lifestyle: Individual Choice Possibilities and Decision Making**

Subsection 1.2.1 seeks finding out the conception of strategy, requiring analysis and new sociocultural supplementation. Scientists (Абульханова-Славская, 1991; Nurmi, 1994; Резник, Резник, 1995; Nisbet, 2000; Резник, Смирнов, 2002) often operate the concept of *life strategy* because this provides with possibilities for researching the personality's social adaptation in the new sociocultural situation both at the personality's and social level.

*Life strategy* (in its sociological perception) is a dynamic self-regulating system of the personality's sociocultural images about his/her life, for which significant are landmarks and priorities of a long term perspective (Резник, Резник, 1995, p.100). The personality's orientation is one of the key factors that identify its life strategies, the way for the personality to develop its life consciously, combining it with the possessed plan of the future or vision. The personality's orientation is the object's qualitative characteristics and the criterion of its maturity, dialectically encompassing ideal and real, objective and subjective, mental and social sides of the individual's as an object's personal life (Абульханова-Славская, 1991; Nurmi, 1994).

Going deep into characteristics of lifestyle, psychologists distinguished three main strategies of designing lifestyle: *of welfare, success of life and self-realisation* (Т. Е. Резник, Ю. М. Резник, 1995). These types of strategies are most often grounded on the generalised understanding of what is mostly pursued by people. Know-how of lifestyle strategies often enables a person to behave customarily and act in a relatively or obviously narrow interpersonal space. The person feels safe when he/she can act in familiar ways in the chosen environment, whilst taking risks, he/she feels unsafe.

### **1.2.2. Sociocultural Factors and Tendencies of Academic Youth's Lifestyle Designing: Self Development, Implementation of Personal and Professional Manifestation**

Subsection 1.2.2 proves significance of designing lifestyle as a complex dynamic formation, which reflects the relation of the object's pursuits and the degree of their implementation. It is emphasised that for the contemporary – non-traditional and liberal – society personal choices become the basis of the man's existence (Дружинин, 2000). Today's youth can no longer repeat their parents' life scenarios because the world is vigorously changing (Leonavičius, 1997; Giddens, 2000). Student body takes active part in the changes of social life and this forces it to worry about the future. Therefore, the important task is not that much the perception of such situation but rather foreseeing the future, choice of the way of life, creation of technologies for pursuits, correcting the foreseen goals. Dynamic modern life requires that students learn non-inherited roles of survival; i. e., the ability to develop one's life position, make autonomous decisions, involving oneself into the network of social relations. (Vosyliūtė, 2004). Researches prove the relationship between the perspective of personal and professional life (Сохань, 1987; Мартынюк, 1990; Митина, 1997; Варламова, Степанов, 1998; Чупров, Зубок, Уильмс, 2001; Daukilas, 2004; Холлис, 2006; Лисаускене; 2006; Dumčienė, Vajoriūnas, 2006 ).

Perceiving conditions dictated by social circumstances, young people are forced to change the already possessed goals of the future, narrow and concretise their life projects.

### **1.2.3. Meaningfulness of Life Goals for the Personality's Social Behaviour: Development of Goals and the Life Plan**

Subsection 1.2.3 closely relates the content of life goals to the personality's directiveness and is treated as a general activeness indicator of its attitude to values, norms and ideals prevailing in the society as well as a criterion of spiritual and moral maturity (Jovaiša, 2009; Bitinas, 2010). In many researches life goals are defined as the highest substructure of the personality's motivational-targeted domain, carrying out the regulatory role of long-term self-programming of the man's activities (Мартынюк, 1990). Life goals acquire particular importance in youth when the man identifies his/her direction of professional development, creates his/her personal life. In this age period, the image of the future determines the man's further development (Абульханова-Славская, 1991) and these images of future appear as separate elements of the life plan (Ядов, 2000, p. 89–105).

Life goals in coherence with value orientations and moral ideals are valued as the most generalised and directing behaviour regulators, expressing the personality's ability of directiveness to be its long-term life programme (Ядов, 1997, 2000, p. 23). Unity of goals and values namely lies in the personality's life goals (or *terminal* goals), which retain features and functions of aims of activities and at the same time are the person's highest values.

The main spheres, in which the personality's life goals are implemented are *professional, family-domestic, social-public and cultural-leisure*. Hence, *the personality's life goals are related to all spheres of life activities and at the same time to lifestyle*.

#### **1.2.4. Importance of the Personality's Psychosocial Adaptation Strategies for Designing Lifestyle: Adaptive/Disadaptive Type of Sociocultural Identification**

Subsection 1.2.4 analyses lifestyle as the most important psychological factor, regulating the personality's interaction with social environment (at the same time social adaptation too) and creating a possibility for the personality to maximally implement one's life projects (Giddens, 2005; Дикая, 2007). Therefore, *researchers most often evaluate constructivity of lifestyle in the context of researches into the personality's psychosocial adaptation* (Балл, 1989; Абульханова-Славская, 1991; Эрикссон, 1996; Асмолов, 2007).

Students' adaptation is mastering of existing university norms and rules, development of interrelationships in the academic group, and acquaintance with teachers and staff. Scientific researches (Miškinis, 2000; Malinauskas, 2001; Gailienė, Macaitienė, 2002) demonstrate that students encounter many psychosocial problems, the most frequent of which are lack of better self-assessment, lack of emotional control, inability to cope with tension and constructively solve conflicts.

An important aspect of psychosocial adaptation in the context of designing lifestyle manifests itself by the fact that the student who has self-identified in the university environment but who does not find a balance between individuality and sociability, who is not able to evaluate his/her actions, behaviour and orientates only to academic stereotypes and patterns, can experience serious difficulties in the processes of daily socialisation. On the other hand, the student who is not adapted to academic environment can become "the victim of socialisation" (Мудрик, 1990). Severity of such conflict will very much depend on the level of the individual's formed lifestyle: stronger dependence of lifestyle on traditional values determines more severe manifestation of this conflict and more complicated process of coping with it.

Thus, the level of designing adaptive lifestyle can be called *reflexive*, which is identified with inner identification (Schneider, 2001, p. 24). Exceptional characteristics of such designing is high level of designing the individual's reflexive lifestyle and its evaluation (and at the same time of oneself as its nourisher).

### **1.3. Theoretical Grounding of Value Orientations of Students of Physical Education and Sports Study Programmes as the Construct of Lifestyle**

Section 1.3 analyses forms and ways of manifestation of values, which are related to phenomenological issues of the theory of values (KOH, 1979; Žemaitis, 1983; Korah, 1984; Anzenbacher, 1992, 1995; Marcia, 1996; Allport, 1998a; Adleris, 2003; Maslow, 2006; Daukilas, 2004). Formulated problem of the dissertation research cannot be solved without theoretical grounding of the essence of value orientations because there is no unanimous conception of values in scientific literature. Another equally important problem is to define the circle of values of the contemporary student body, to draw up a logical structure of value orientations giving a sense to life, which connects students' main goals and interests into one unity.

#### **1.3.1. Sociocultural Characteristics of Concepts “Values” and “Value Orientations” in the Context of Changes in the Society**

Analysing problems of values from the scientific standpoint, in subsection 1.3.1 it is noted that there arise difficulties of defining terms of values and of evaluating results (Raths, Merrill, Simons, 1978; Mitrikas, 2005); and complexity of modelling social interaction and of creating the model for development of moral values (Romance, Weiss, Bockoven, 1986). Values are grouped in various ways but in this research main attention is focused on: 1) *values of interaction with the environment* and 2) *personally important values*: objects and phenomena that mostly correspond to the person's needs. These values are analysed most often because then it is possible to objectively compare data of certain researches with results of other researches.

In the context of researches into lifestyle, in order to analyse values it is important to consider their interaction with interests and their directiveness. From the psychological standpoint interest is treated as a form of cognitive need, which ensures the personality's directiveness to perception of activity goals and this way helps to orientate, familiarise with new facts and represent reality better. Evaluation of wideness or narrowness of interest is identified according to its richness and significance for the personality (Vasiliauskas, 2008).

In the context of this dissertation research it is necessary to evaluate levels of values, distinguishing them into three groups: *values of manifestation of sociability, values of individuality, and of coherence of individuality and sociability*. The concept that is closest to values in this case is the concept of value orientations, that is why both concepts are identified. With regard to this, *value orientations* are understood as the way for the individual to differentiate objects according to their significance. *Value orientations* are being formed mastering social experience and manifest themselves implementing goals, forming the ideal, imparting beliefs, expressing interests, etc. In the structure of the man's activities *value orientations* are closely related to their cognitive and voluntary aspects. The system of *value*



*orientations* creates the personality's thoughtful side of directiveness and expresses internal foundation of its approach to reality.

### **1.3.2. Manifestation of Value Orientations in Processes of Designing Lifestyle: Internalisation and Externalisation**

Subsection 1.3.2 discloses many-sidedness, diversity and instability of the personality's orientations, which are determined by life experience, acquired knowledge, plans and ideas, which are being formed and are already implemented. T. J. Reznik and J. M. Reznik (Резник, Резник, 1995) note that life events according to their form of manifestation and impact on the personality are grouped to *personal, social and cultural*.

Every society contains certain generally formulated values, pursuits, life landmarks that are important to every individual. Thus, the personality, getting involved into public relations in concrete sociocultural space, *interiorises* its social experience, determined by the degree of activeness of the personality's internal structures and by its position from the standpoint of the external world (Rokeach, 1960, 1968). To implement all these processes the mechanism is required, connecting them into one unit and ensuring transition from one stage of the personality's development to another. The value transformed into value orientation namely is the very mechanism.

In the context of the dissertation research it is important to perceive that socialisation as a process of the personality's involvement into social life is not limited only to *internalisation*; i. e., realisation of sociocultural norms and values. The opposite process has to take place, namely, *externalisation*. *Internalisation* characterises the process of formation of the man's internal activity structures (of structures of his/her psyche, consciousness), whilst *externalisation* means appearance of new forms and structures of activity, which manifest themselves in behaviour, reconstructing its inner structures. The latter processes are important for designing lifestyle. They are related to programming of knowing in the future; i. e., to what can turn into knowing in the future.

### **1.3.3. Functionality of Physical Education and Sports Values in the Value Reference System of Modern Lifestyle**

It is noted in subsection 1.3.3 that cognition of physical education and sports values, scientific disquisition on indoctrination possibilities and practical application (due to that the personality's change towards self-actualisation takes place) are one of the most important conditions of students' humanistically orientated physical education reform (Tamošauskas, 2000; Miškinis, 2005; Barkauskaitė, Gribniakas, 2007). According to the above mentioned authors, life in the technocratic society raises global and local type tension. Therefore, particularly important is the mission of physical education and sport: to help humanise life of academic youth as physical and mental coherence (the physically and mentally



healthy personality that at the maximum implements its potential corresponds to the ideal of the modern society). Not only the development of students' creative thinking but also the development of abilities to choose, make decisions designing lifestyle become an urgent task.

Sporting activities encourage appearance of the feeling of pursuit: a man who systematically goes into training has to organise his/her life according to certain hygiene requirements, review his/her life principles and this forms a personality. Sport enables to get useful information about the man's reserve possibilities and this can be used in other life areas (Tamošauskas, 2000; Malinauskas, 2008, 2010). Namely sport provides with huge self-realisation possibilities. This is one of the few ways where the man can express his/her perfection, using individual physical and mental powers, seeking concrete results.

#### **1.3.4. Manifestation of Physical Education and Sports Values in the Context of Humanistically Orientated University Training**

Subsection 1.3.4 analyses relevance of training physical education and sports pedagogues, paying essential attention to the teacher's personality, his/her relations with values and not only knowledge of the subject (Jacikevičius, 1994; Bitinas, 2000; Jovaiša, 2002; Malinauskas, 2006). It is emphasised that the today's specialist must have critical thinking and deep feeling of values, the ability to plan and form a peculiar lifestyle. Particularly significant are processes encompassing young people's perception of values and formation of new value orientations, combining in themselves best cultural-historical traditions, spirituality and humanism with new thinking, aroused by globalisation processes and encompassing economical, political-legal, informational-technological and cultural-domestic spheres of social life (Думчене, Даукилас, 2007). It is important to help the student perceive himself/herself, create the future, be able to make decisions, including the ones of the choice of lifestyle. Orientations that give a sense to life turn into as if a "fundamental construction", accommodating the most relevant values of student body. In the opinion of many researchers, namely the individual's value-notional sphere and the possibility to combine it with personal life goals (meanings) is the highest organisational institution, determining the personality's complete disclosure or destroying it (Kardelienė, Kardelis, 2006; Poteliūnienė, Viraliūnaitė; 2006; Aramavičiūtė, Martišauskienė, 2007).

Higher education institutions turn into kind of reflection of public life realities, in which all worldviews and value orientations are tested. *This particularly shows up in sporting activities when a certain lifestyle of sporting people here acquires a peculiar expression, generalising young people's possessed experience, formed ways of thinking and behaviour, value orientations and outlines pursuits and orientations of their future.*

## 1.4. Construct of the Theoretical Model of Lifestyle

Section 1.4 provides the construct of theoretical model of lifestyle, which is based on *the man's spiritual culture and discovery of meaningfulness of one's life*.

The central axis of the construct of the theoretical model of lifestyle is *many-sidedness, value orientations and directiveness of interests, discovery of meanings, holism, humanistic dominant, which is given a sense to by ideal and real values, seeking orientation in social reality, inner harmony, continuous self-improvement*. The main line of lifestyle is *personal and professional life, their philosophy*.

Based on the analysis of literature sources, we treat the essence of lifestyle as *value orientations and direction of interests* to one or another socially significant activity area (Ануфриева, Головаха, Донченко et al., 1982, p. 32). Namely value orientations and directiveness of interests create the personality's highest dispositional level of self-control, which carries out the role of a connecting and cohering link between the personality's needs and the situation of meeting them. In the theoretical model under development this perception enabled to distinguish key components of the personality's lifestyle: the personality's *value orientations* are being formed through interaction of its sociogenic (the personality's formation depending on relationships with other people) needs with the values of social environment. This interaction takes place in the ontogenesis of the personality's communication and activities in small groups. This way the personality as a social object gets involved in an integral system of a concrete society. Positive development of uniqueness of the individual's personality within the definition of value approaches of the social environment, which at the same time corresponds to the individual's inner world, opens up possibilities for manifestation of the personality's phenomenon.

## 2. RESEARCH METHODOLOGY AND METHODS

### 2.1. Continuum of Conceptual Theories of Research Methodology

In the second part of the dissertation, in section 2.1 methodological discourse is developed in the synergy of philosophical and social-humanitarian sciences (interdisciplinary field of scientific researches) because according to L. Donskis (2008), in the 21 century development of the humanities and social sciences is related to multi-paradigmatism and multi-perspectivism.

The conceptual foundation of the dissertation research consists of: *the theory of social phenomenology* (Scheler, 1989; Heideger, 1992; Mickūnas, Stewart, 1994; Pukelis, 1998; Merleau-Ponty, 1996; Husserl, 2005; Смирнова, 2009); *the conception of personality-oriented sociology* (P. L. Berger, B. Berger, Collins, 2004), grounded on phenomenological approach in sociology. They are close to humanistic approach, belonging to the analysis of the man's nature; *the philosophy of pragmatism*, the initiators of which are American philosophers C. S. Peirce (1934) and W. James (1995), who maintained that human essence was action, whilst thinking first of all

served for action and life practice. Education was most significantly influenced by J. Dewey's (1997) philosophical theory, which acknowledged experience as the most important and determining factor, perceiving the world and planning the future; by **humanistic pedagogy and psychology theories**, grounding the approach towards culturally meaningful development of the versatile personality (Rokeach, 1976, 1992; Lepeškieienė, 1996; Bitinas, 2000, 2004; Rogers, 2002; Maslow, 2006; Jovaiša, 2009); by the **theory of social construction of reality** (Berger, Luckmann, 1999), declaring such process of perceiving the social world when separate facts or interpretations of reality turn into universal knowing (common sense), whilst knowing, into reality that is taken for granted (Berger, Luckmann, 1999); by **the theory of interaction of individuality and social reality** (Дорфман, 2005; 2006); and by **theoretical approaches of axiological-anthropological contemporary crisis of values** (Kohlberg, 1984), declaring that contemporary society increasingly persuasively implements the idea about the turning-point in values of manhood.

## **2.2. Principles of Research Ethics**

Conducting the research, the following main ethic principles characteristic to social researches were followed: free will and goodwill, privacy and respect, fairness, anonymity (Charles, 1999; Kardelis, 2002; Tidikis, 2003; Bitinas, Rupšienė, Žydzžiūnaitė, 2008).

## **2.3. The Model of the Design of Empirical Researches: Stages and Process**

The research on designing lifestyle of students studying physical education and sports study programme in the context of value orientations is grounded on *the strategy of coherence of quantitative and qualitative researches* (Merkys, 1995; Cohen, Manion, Morrison, 1996; Maxwell, 1996; Kvale, 1996; Bitinas, 2006; Creswell, 1998; Charles, 1999; Kardelis, 2002; Tidikis, 2003; Bitinas, Rupšienė, Žydzžiūnaitė, 2008 et al). In this research qualitative and quantitative research methods are treated *as tantamount*, not prioritising any of them. By quantitative researches it was sought to identify real tendencies, statistical truth, whilst by qualitative, to describe the subject comprehensively, in detail, subtly disclose situations and attitudes of the participants of events, leaving the researcher the right to decide which data are valid.

## **2.4. Methodology and Methods of Quantitative Researches**

The first quantitative research was conducted applying I. G. Senin's (Сенин, 1991, 1998) compiled (grounded on M. Rokeach's (1976) methodology for evaluating human values) questionnaire of terminal values, modified by the author of the work. The research was carried out in 2009 at the Lithuanian Academy of Physical Education (LAPE), Vilnius Pedagogical University (in 2010 it was renamed into

Lithuanian University of Education Sciences), Klaipėda University (KU) and Šiauliai University (ŠU), having received approval from heads of administration, teachers of the universities in advance. The volume of the random independent sample consisted of 444 full-time students of physical education and sports study programmes (Table 11) because full-time studies provide a firmer foundation and direction for social psychological mechanisms for designing the student's personality and lifestyle.

Students' psychosocial adaptation problems were investigated applying C. R Rogers's, R Dymond's (1954) questionnaire on *social-psychological adaptation*, adapted by K. Osnickij (Осницкий, 1996). The research was attended by 139 students of physical education and sports study programmes (Table 16): ŠU – 50 respondents: 25 first year students and 25 fourth year students (34 men and 16 women); LAPE – 89 respondents: 53 first year and 36 fourth year students (43 men and 46 women).

## **2.5. Methodology and Methods of the Qualitative Research**

On one hand, the choice of the type of research determined the specificity of the analysed problem – the phenomenon of academic youth's lifestyle – and on the other hand, the wish to highlight one's position in the problems of research and personal favour for the written style. The foundation of this research is phenomenological (interpretative) approach, which is to be related to the perception of the man's relation with other people and social environment, to cognition of the analysed phenomenon (Schwandt, 1997). It was sought to envisage the connection between the description of the theoretical phenomenon and its manifestation in social reality (Kvale, 1996; Gadamer, 1999; Ricoeur, 2000, 2001; Habermas, 2002; Ramanauskaitė, 2002).

The way of textual information of the qualitative research is texts; therefore, *Life* method (Bitinas, 2002) was chosen. Its significance while carrying qualitative researches was emphasised by B. Bitinas et al. (2008). Respondents were advised to write a free essay on the topic "*My Life Goals and Possibilities to Seek them*". Choosing the topic, integration to the theoretical context of social sciences was sought, perceiving the processes of changes in the society and their influence on peculiarities of students' lifestyle. The research was attended by 57 Šiauliai University first year and fourth year full-time students of physical education and sports study programmes, representing all group of this speciality: 31 first year (11 women and 20 men among them) and 26 fourth year students (11 women and 15 men). Such sample of respondents enables to envisage a huge spectrum of determinants of lifestyle.

### 3. PECULIARITIES OF VALUE ORIENTATIONS AS A CONSTRUCT OF LIFESTYLE OF STUDENTS OF PHYSICAL EDUCATION AND SPORTS STUDY PROGRAMMES: RESULTS OF THE QUANTITATIVE RESEARCH

In the third part of the dissertation the mechanism of formation of value orientations is analysed: modelling of lifestyle as a conscious variant of one's future; foreseeing life stages that are subjectively important from the value standpoint; designing of rules, principles, according to which holistic self-perception in the world of values is developed, and designing of lifestyle.

#### 3.1. Peculiarities of Manifestation of Value Orientations in the Aspect of Specificity of Age and Gender

In section 3.1, analysing peculiarities of manifestation of value orientations, first of all attention was paid to acknowledgement of importance of these values. It is considered that giving certain rating to the value, respondents expressed the degree of acknowledging its importance and at the same time their approach to one or another value.

The results of the research into significance of values of students studying physical education and sports study programmes demonstrated that the most significant value both for first and fourth year students was *achievements* (mean values: of first year students – 36,79, of fourth year students correspondingly – 37,54 points). This was of course influenced by constant pursuit of sports results, high self-esteem. The respondents of both years approximately equally (and particularly significantly) value the importance of *material welfare and social contacts*. The research demonstrated that spiritual satisfaction for *fourth year students* was reliably more significant ( $t = -2,26$ ;  $p < 0,05$ ) than for first year students. The mean value (34,9 points) discloses that students of all age groups approximately equally value prestige. No statistically reliable differences between first and fourth year prospective sports teachers according to evaluation of material welfare ( $t = -1,169$ ;  $p > 0,05$ ) were identified. It must be emphasised that preservation of individuality is equally significant both for first and fourth year respondents (mean values are correspondingly 34,0 and 34,7).

Analysing the importance of values in the aspect of gender specificity, it was identified that both women and men found the possibility of improvement ( $t = -1,83$ ;  $p < 0,05$ ), preservation of individuality ( $t = -0,99$ ;  $p > 0,05$ ), and spiritual satisfaction ( $t = -1,12$ ;  $p > 0,05$ ) equally important. Reliable differences demonstrate that prestige ( $t = -2,53$ ;  $p < 0,05$ ), manifesting itself by the pursuit to have a job or a profession that is valued in the society; material welfare ( $t = -2,35$ ;  $p < 0,05$ ), guaranteeing high pay and other means of welfare; creativity ( $t = -4,06$ ;  $p < 0,001$ ), manifesting itself by efforts to enrich/supplement one's life and changes in professional life with new

creative elements; active social contacts ( $t = -2,107$ ;  $p < 0,05$ ) and achievements ( $t = -2,47$ ;  $p < 0,05$ ) are more important for women compared to men.

The analysis of priority of main life spheres in the aspect of age enables to state that professional life, which is given the most significant (like hobbies) place among main life spheres for fourth year participants is reliably ( $t = -2,16$ ;  $p < 0,05$ ) more significant than for first year students. It can be assumed that for senior year students educatedness becomes an instrumental value, helping to seek life goals and self-realisation.

The area of hobbies (leisure) for fourth year students is reliably ( $t = -2,19$ ;  $p < 0,05$ ) more important than for first year students. Learning and educatedness, family and public life are equally important for both groups of surveyed students.

Having investigated the importance of life spheres of students studying physical education and sports study programmes of different genders, it is obvious that the professional sphere is reliably ( $t = -3,71$ ;  $p < 0,001$ ) more significant for women than men. The research demonstrated that the sphere of learning is reliably ( $t = -2,66$ ;  $p < 0,01$ ) more important for women compared to their group mates men.

The public sphere for women compared to men is also more important by the reliable difference ( $t = -2,47$ ;  $p < 0,05$ ). Women find leisure more important by the reliable difference ( $t = -2,90$ ;  $p < 0,01$ ). Only the sphere of family life is equally important both for men and women.

### **3.2. Structure of Value Orientations and the Order of Priority of Life Spheres in the Aspect of Age and Gender**

Exceptional scientific interest of the dissertation research was aroused by very high indicators of values and life spheres, showing which value or sphere is really a priority.

Research data demonstrated that both first (32 %) and fourth (35 %) year students of physical education and sports study programme prioritised the values of achievements and creativity, which in the grading scale occupy the highest stages, namely the first and the second places. It is worth noticing that first year students find improvement possibilities (3 place) much more important compared to fourth year students (6 place). It is likely that in the study process they will seek to improve and use all potential possibilities maximally. Unexpectedly it showed up that students did not prioritise *spiritual satisfaction* and *preservation of individuality* and *active social communication*.

Analysing the hierarchy of value orientations and the order of priority of the most important life spheres in the aspect of gender, it was found how important it was for men to achieve high results of their activities, be able to develop possessed skills and abilities, purposefully seek personal improvement (3 place in the grading scale). Meanwhile women most favourably evaluate creativity, slightly less, achievements (2 and 3 places). It came as a surprise that women indifferently evaluated improvement possibilities, giving it the 6 place in the rating table. The possibility of prestige is

equally important both for men and women: in men's evaluation scale – the 4 place, women's – the 5 place. Grading values, women gave quite high place to material things, which are equally important as the value of achievements (2 and 3 places). For men material values are not that important (5 place). Women gave many points evaluating active social communication (4 place), while men paid much less attention to that (6 place). Both men and women do not give significance to preservation of individuality: this value in the table of ratings occurred in the next-to-last place. Students' poor orientation to spiritual satisfaction showed up.

Analysing dispersion of students of physical education and sports study programmes by the importance of main life spheres and their ratings, no statistically important differences between first and fourth year students were identified. The most important life sphere (1 place) for students of both ages is hobbies ( $t = -1,49$ ;  $p > 0,05$ ). The second place in the order of importance is occupied by the profession. In the hierarchy of key spheres, first year students evaluate family slightly better (3 place) compared to fourth year students (4 and 5 places).

As to public life, it is more important (3 place) for final year students compared to first year students (4 place). Grading life spheres, the least number of points was given to learning and educatedness (5 place). Fourth year students evaluate this sphere in a manner analogous to the family, giving 4-5 places to both values in the hierarchic structure.

Analysing dispersion of students of physical education and sports study programmes of different gender by the importance of main life spheres and ratings of these spheres, it showed up that women, compared to men, by a reliable difference maintained that all life spheres were important except the family. Comparing the distribution of life spheres in the general hierarchic structure, the situation is quite identical to the one that was identified analysing these indicators in the aspect of age: the most significant area is hobbies (leisure). This enables to state that students spare much time to their hobbies, including sport, otherwise not imagining their full-rate life. It was found that the professional training sphere (2 place) was significant for surveyed students. It is unexpected that men (3 place) comparing with women (5 place) evaluate the sphere of family more. According to men, the sphere of learning and educatedness occurs on the lowest stage of the hierarchy (5 place), to women, correspondingly in the 4 place.

Thus, research into life spheres and terminal values enabled to find out the structure of value orientations, directiveness, the degree of manifestation and the most characteristic types of lifestyles of the participants of the survey.



### 3.3. Peculiarities of Psychosocial Adaptation in the Context of Value-Adaptive Behaviour and Importance for Designing Lifestyle

Research results analysed in section 3.3 enable to state that no statistically reliable differences of psychosocial adaptation among first and fourth year students showed up ( $t = -0,46$ ;  $p > 0,05$ ).

As to *self-esteem*, statistically reliable differences among first and fourth year respondents were not found too. The mean values of points – correspondingly  $64,77 \pm 10,85$  (of the first year) and  $62,33 \pm 11,23$  (of the fourth year) – enable to state about positive self-esteem which is perceived as a certain stage of development of self-awareness or component encompassing the personality's knowledge.

Analysing expression of the factor of *acceptance of others*, reliable differences were not noticed too: both first and fourth year students' research indicators are of sufficiently high level and this shows that the respondents acknowledge worth of others. *Emotional comfort* of fourth year students of physical education and sports study programmes is reliably ( $t = -1,99$ ;  $p < 0,05$ ) higher than that of first year research participants. Higher level ( $56,19 \pm 10,28$  points) of emotional comfort is statistically reliably characteristic to fourth year students, compared to first year students ( $52,75 \pm 9,97$  scores). It can be stated that fourth year students, compared to first year students, feel being more comfortable and safe. Most probably this can be related to stages of adaptation, which fourth year students have already coped with. A. H. Maslow's (2006) and C. R. Rogers's (2001) approaches that the person has to be respected, valued and psychologically safe so that the man's essential needs are met were confirmed.

Analysing indicators of *internality*, statistically reliable differences among first and fourth year students were not found as well. Students of both age groups approximately equally are inclined to dominate, see advantage, make brave decisions and be socially aggressive. It should be assumed that first (like fourth) year students' endeavour to dominate is most probably expressed by the inner need to show oneself, one's necessity, achievement of the leader's position in interpersonal relationships, etc.

*Avoidance of problems (escapism)* for fourth year students is reliably ( $t = -2,14$ ;  $p < 0,05$ ) more rarely characteristic than for first year students. Not quite significantly expressed factor of *avoidance of problems (escapism)* of both senior and first year students enables to assume that students avoid relevant problems, that they have lost touch with reality or are inclined to escape from it.

It can be stated that the analysis of students' psychosocial adaptation peculiarities in the aspect of age highlighted more similarities than differences. It was also found out that not all students experienced adaptation problems due to the change of the environment.

Analysing the level of psychosocial adaptation of students of physical education and sports study programmes, no statistically reliable differences in the aspect of specificity of gender were identified ( $t = -1,53$ ;  $p > 0,05$ ).



## 4. MANIFESTATION OF STRUCTURE AND TYPOLOGY OF LIFESTYLE OF STUDENTS OF PHYSICAL EDUCATION AND SPORTS STUDY PROGRAMMES: RESULTS OF THE QUALITATIVE RESEARCH

### 4.1. Manifestation of Diversity of Lifestyle: the Context of Goals and Possibilities of their Implementation

In the fourth part of the dissertation, analysing the content of essays “*Life Goals and Possibilities of their Implementation*”, particular attention was given to studying youth’s planned and volitionally sought life results, the analysis of their implementation possibilities, paying attention to how students orientate themselves in today’s complicated social reality. During the research no essential differences of respondents in the aspect of age showed up, that is why in this respect data are not compared.

The analysis of research results enabled to distinguish five qualitative categories, directly related to life goals: *integral (overall) life goals, professional, personal life goals, career and public life goals*. Students’ behaviour as a foundation of lifestyle formation showed up in the presentation of students’ life goals, orientations and values.

The collection of life goals of research participants is comparatively one-type: *to finish the university, get a diploma, find a prestigious and well-paid job or start private business, have a family, children, have a possibility to help the close family and relatives, self-realise in life in general or in a concrete sphere*.

Students particularly appreciate possibilities of acquiring the higher education diploma, seeking the personality’s social status. In these times traditional university education related values (knowledge and rendering it to others) are replaced by pursuits of prestige and material welfare. The majority of students in the future imagine themselves as working in the area of management (heads of sports departments, sports schools, directors of comprehensive schools, etc.).

Lifestyle of modern youth is influenced by Western life, manifesting itself by increasing personal freedom and tolerance to diversity, changes in value orientations. Students’ imagined family model is orientated to the traditional family, acknowledging it as a value, in which children are grown and brought up and in which parents feel responsibility for their future. Students do not plan to have a family before they have a guaranteed material basis.

Contemporary students are characterised by the tendency “to separate” personal and professional life. In this respect the following students’ groups can be distinguished: students who give top priority to acquisition of professional skills, not emphasising the aspect of personal life, and students who prioritise cognition of themselves, their potential powers, development as a personality.

Belief in the future, positive changes in public life, self-confidence, high level of

efficiency, inclination to innovations help quite a large share of students to cope with barriers that appeared in their way, to orientate to endeavour of high social status. This enables to assume that *values formed in sport are also moved to other life spheres*. In the respondents' opinion, their material status can be a serious hindrance to implement life plans and scopes. Girls, compared to boys, noted this factor more often. Lifestyle of many students who live separately from parents is directed to *survival*: food products, travel expenses, living conditions. Students' differentiation by the level of income is most often determined by corresponding social differences of parents.

One of the hypothetic assumptions is that students' material provision and safety pursuits form a peculiar attitude towards educatedness as an instrumental value, develop hedonistic approaches, diminish the value of educatedness as a factor which forms the personality's potential, its value.

The analysis of students' expectations which showed up in interpretations of essays enables to state a ternary state that is characteristic to evaluations: *optimism, fear and despair*. Part of surveyed students believes in implementation of future expectations, many of them look at the future without any flight, particular hopes and illusions. Such position is complicated and contradictory: *here perceptions that one cannot expect implementation of all his/her plans in the future and one have to be ready for complicated modern life realities intertwine*. Part of students are not able to foresee their future, do not have its projective view.

The analysis of the qualitative research confirmed the assumption of the dissertation research that designing lifestyle of academic youth, one of the most important conditions is *coherence of humanistic and pragmatic values* alongside with coherence of activities of all university type training stages solving problems of the study process, developing learning-related, cognitive and public activeness, and organising constructive cooperation between students and teachers.

## 4.2. Specificity of Internal Structure of Lifestyle

The content of section 4.2 analyses designing lifestyle as an ongoing and dynamic process without strict order of stages and tasks and without clear limits. Analysing life goals of research participants, it showed up that students' future projects encompassed expectations of achievements. The analysis of essays enables to assume that the contemporary society and its socialising function particularly enhances the individual's need for achievements. Based on what has been said, it can be concluded that in today's market conditions students of physical education an sports study programmes *orientate to success in life* and this is perceived as the main life strategy. Planning their future, students develop consumption strategies: already now they are thinking about investments to educatedness of their future children. Value of educatedness as the subject of consumption shows up by significant and planned behaviours of future parents. Circumstances when a young man is always adapting to dynamic social conditions enabled to distinguish the *situational lifestyle*, characterised by intensity of the experience of a moment.

Rational lifestyle is advocated by students who value knowledge, cultural capital acquired at the university as investments to the future and as a peculiar form of consumption. This type of students is characterised by approaches to acquire the second university education diploma, study in the Master's study programmes. They are inclined to construct their future particularly in detail, orientating to searches for social relationships and contacts and their maintenance.

Certain students seek pleasures, entertainments. Their lifestyle is characterised by fast and unexpected elemental decisions, not thinking about consequences. Representatives of this style live in the present moment and events that surround them, and they even do not think about the future.

Behaviour of today's young generation is characterised by the lack of meaningful (existential) values because manifestation of values is dominated by *survival values*. This means that narrowing of life possibilities while meeting personal interests and needs highlights the strategy that is directed not towards self-realisation but to "survival".

More rarely observed students' lifestyle is related to self-sacrifice and orientation to welfare of the group, society and other people. This is some kind of opposition to the spreading alienation and egoism, when personal interests are sacrificed in favour of interests of family members, friends, even society, motherland, high aims or ideals.

Going deep into manifestation of students' social values, other types of lifestyle showed up: the personality orientated to meeting its individual wishes and ambitions and to personal success; the *conformist* type, characterised by conscious/unconscious timeserving, passive adaptation to the existing order and dominating opinion, dogmatic following of the behaviour standard and the stereotype of idea. Followers of *non-conformist strategies* are orientated to new values being developed, are minded to oppose dominating attitudes, not to acknowledge traditional values and not to respect public opinion.

## **5. POSSIBILITIES OF DESIGNING LIFESTYLE OF STUDENTS OF PHYSICAL EDUCATION AND SPORTS STUDY PROGRAMMES IN THE CONTEXT OF VALUE ORIENTATIONS: PROCEDURAL - INSTRUMENTAL MODEL**

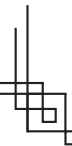
Theoretical construct of the model of lifestyle and data of the empirical research opened up a possibility to draw up a procedural-instrumental model for designing lifestyle, which is based on the man's spiritual culture.

Structural components of the content of lifestyle were distinguished, characterising directiveness of students' behaviour, seeking perception of meaningfulness of personal and professional life, self-realisation, which show the level of perceiving meaningfulness of students' life activities, grounded on value orientations, and disclose pursuits to be ready to improve, cope with difficulties, etc.

while designing individual lifestyle; which reflect students' system of knowledge about lifestyle, ways and forms of designing it, and which encompass cognition of oneself and of personal peculiarities, knowledge about principles of constructive lifestyle that is grounded on value orientations, about ways of communication and interaction with social environment; the ability to choose and make decisions, organise one's life. *Procedural-orientational component* is orientated to the nearest goals and ways of implementing them, planning of one's concrete actions. *Activities-activeness component* shows the level of practical abilities and skills, designing lifestyle and implementing its essential principles in various life activities.

## CONCLUSIONS

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### 1. Conclusions and generalisations, grounded on theoretical context:

1. *Globality and multiplicity of the problem of the phenomenon of lifestyle is determined by a broad spectrum of still non-researched issues: despite wide field of problems of this topic in sociology, philosophy, social psychology, anthropology, cultural studies and education studies, the category of lifestyle is insufficiently conceptualised, the content of the concept “lifestyle” is not disclosed, the issue of separating concepts “lifestyle” and “way of life” becomes principal. With this aim the comparative analysis of concepts close to lifestyle was carried out and based on it semantic space of the concept of lifestyle was categorised, its theoretical interpretation and operationalisation were carried out:*

- Researching of the phenomenon of lifestyle enabled to envisage the tendency of increasing scientific interest in the personality’s lifestyle designing issues. Despite deep and many-sided analysis of the problem of the personality’s lifestyle on the planes of various sciences, which illuminate its mechanisms and ontogenetic stages, current science insufficiently clearly outlines social meaningfulness of this phenomenon.
- The phenomenon of lifestyle is grounded on the analysis of origin of value orientations, forming its foundation: *values as images of life goals; values as formations of the personality’s sphere of motivation-and-needs; values as meanings.*
- *Designing of lifestyle* is a unique way of every man’s interaction with social environment, grounded on value orientations, and adaptation to it, seeking set goals. Lifestyle in concrete conditions regulates social behaviour, adaptation and fullness of the man’s self-realisation, development of the man’s individuality.
- Ways of implementing *lifestyle* are *strategies*. They also carry out the function of reflection on life (this is the way of life, style, meaning, values, norms and goals). Every personality designs a peculiar life strategy, corresponding to the hierarchy of its value orientations.
- The problem of lifestyle in education studies is new and poorly researched. The conception of lifestyle is not defined precisely and is not entered in the composition of categories of the science of education studies. From the educational standpoint, lifestyle is understood as the programme of actions, directed to implement life pursuits, which are determined by the young person’s meaning of life, consideration of goal, his / her activeness, degree of responsibility, and are concretized in the system of certain value orientations.

**1. 2. Key parameters characterising student youth as a sociocultural and demographic macrogroup and making a possibility to record formation of lifestyle are characterised by the following:**

- Particular directiveness of academic youth's interests, manifesting itself by development of *the long-term life strategy*, determining various kinds of life activities. Namely during academic studies most often the initial programme of lifestyle is drawn up, in which goals and tasks related to its implementation are formulated.
- The period of university studies as one of the most important stages of the man's personal growth and his/her actual becoming a personality is characterised by the following dynamic processes: *professional resolve and related development of peculiarities that are significant for the chosen profession; personal resolves, encompassing formation of value orientations; adaptation to study conditions and social environment, in parallel mastering existing social norms and values.*
- Designing of lifestyle in student age is closely related to formation of such personal formations as *identity, the system of value orientations, imagining of the future in the time perspective, professional resolve.* It can be stated that students' lifestyle grounded on well thought time perspective, which is coherent and corresponds to the system of value orientations in harmony with the unity of professional and life goals, enables to achieve harmony and inner coherence.

**2. Conclusions and generalisations, grounded on the results of the empirical research:**

**2.1. Having researched value orientations of students of physical education and sports specialities and peculiarities of their manifestation, having identified specific features (types) of lifestyle and designing strategies, essential criteria for designing students' lifestyle, disclosing specificity of their internal structure, were distinguished:**

- Value orientations as peculiar personality features of prospective specialists of physical education and sport are characterised by a certain structure of content, encompassing the following components: *professional life, learning and self-education, life in the family, public life, leisure and hobbies.* Specificity of sporting activities makes actual influence on the structure of the personality's value orientations, which is changing in the process of academic studies, preserving specific peculiarities related to sporting activities.
- In the study process many students reconstruct their values anew, considering the designed future plans both in their personal and professional lives.
- The research enabled to distinguish the following peculiarities of value orientations of students of physical education and sports study programmes:

1) Students are more orientated to traditional values: terminal and instrumental: *acquisition of educatedness, having a family, career, pursuits of status and acknowledgement in the society, communication with peers and friends*. The most significant life sphere for students who participated in the research is endeavour of *learning and educatedness*. It showed up that terminal values were often acknowledged as instrumental. Students' attitudes and orientations are mainly *conformist*.

2) Less relevant sphere of manifestation of terminal values for all surveyed students is *family life*. The values nourished and implemented by the very family are perceived quite differently and non-traditionally. It can be assumed that such survey results are determined by the general public situation, peculiarities of its political, economic and social life, which determine sudden changes in traditional values.

3) Evaluating the most important life areas, significance of material valuables showed up most. They are related not only to evaluation of a concrete professional activity but are often expressed as a critical axis of public initiatives and leisure hobbies. Educatedness is treated as an important investment in values of professional life, carrier pursuits and acquisition of high status. For many respondents studies are often only the means to seek one's goal: better material provision, better-paid job, more favourable conditions to go abroad and adapt. In parallel students' disposition to qualitatively carry out their duties and seek career was noticed. It was unexpected that the values of *creativity* and *prestige* were poorly evaluated.

4) Surveyed students are characterised by mixed value orientations: on one hand they acknowledge traditional values formed in the Lithuanian society, and on the other hand, they orientate to values characteristic to youth of Western countries. These two systems of values intertwine providing their new structure.

***2.2. The results of the research into psychosocial adaptation of students of physical education and sports study programmes in the reality of contemporary society, evaluation of lifestyle manifestation and its designing strategies in the context of psychosocial adaptation disclosed the following peculiarities:***

- Psychosocial adaptation processes are aggravated by specificity of students' academic activity and social situation. Sporting students spend a big part of their time in workouts and do not have possibilities to move to other social arenas of university life, this way becoming kind of a group of certain isolation. The circumstance that a big share of students represent elite sport, which occupies a significant share of daily life and energy, forces such student to change, adapting to such social situation and trying not to "fall out" from the general network of university life, which is bound by social relations.
- The analysis of psychosocial adaptation of students of physical education and sports study programmes demonstrated that the discussed components of this construct (*self-assessment, domination, assessment of others, emotional comfort, anxiety, satisfaction with one's life, self-confidence, communication*) are among the most important, enabling to evaluate the level of psychosocial adaptation and its change.

- Personality development of the student as a prospective specialist with higher education takes place in the following directions: 1) professional directiveness is consolidated, certain professional abilities are developed; 2) mental processes, states, experience are improved and “professionalised”; 3) responsibility for success of professional activities is increased while the student’s individuality manifests itself; 4) the personality’s pretensions in the field of prospective profession increase; 5) professional autonomy and readiness for future professional activities enhance.
- *Emotional comfort* of fourth year students, compared to first year students, is significantly more expressed. *Avoidance of problems* for fourth year students is reliably less characteristic than for first year students. In the aspect of students’ age no reliable differences between the components of *adaptation level, self-assessment, acceptance of others, internality* and *domination* were identified.
- In the aspect of gender differences it was identified that internality and domination for female students were reliably more characteristic than for male students. Boys, compared to girls find it more difficult to adapt to social conditions. Girls more actively express their approach to themselves and others, easier achieve the state of emotional comfort. It was identified that there were no reliable differences as to components of *self-assessment, acceptance of others, emotional comfort and avoidance of problems* among students of different genders.

**2.3. Typology of lifestyle of students of physical education and sports study programmes and characteristics of its internal structure are described by the following peculiarities (results of the qualitative research):**

- The process of social maturity, which takes place in all key life spheres, mostly determines the student’s lifestyle, which is determined by traditions, social psychological climate, level of general culture characteristic to a concrete science institution; the level of impact of the university atmosphere on the student group as an object of education; teachers’ professionalism, qualification and personal features; organisational-managerial and social-cultural character of activities of administrative structures; existence of various student organisations and quality of their activities.
- Specificity of the structure of life goals determines the choice of a concrete life strategy. Life goals in harmony with value orientations and moral ideals are evaluated as the most generalised and the most directive regulators of behaviour, expressing the ability of the personality’s directiveness to be its long-term life programme.
- Theoretical insights of the analysed problem and the analysis of the results of empirical researches enabled to distinguish the most typical, “polar” variants of students’ lifestyle, distinguishing themselves by strongly emphasised pursuits of professional career, high status and by material consumption models.



***2.4. Procedural-instrumental model for designing lifestyle of students studying physical education and sports study programmes is described by the following dimensions:***

- The basis of the procedural-instrumental lifestyle model is the man's spiritual culture, describing the direction of seeking planned results. Its essence is composed of the lifelong process of personal life and professional expression; i. e., *unity of the personality and activity, enhancing personal growth.*
- The model for designing lifestyle is grounded on one of the most important approaches of the science of education studies that readiness of the prospective specialist is determined not only by knowledge and abilities, presupposing ways of thinking, habits and decision making standards, but also by the value aspect of the prospective profession. These university training methodological ideas cohere with values dominating in humanism and pragmatism worldview, searching for rational coherence between what the person values from the professional expression standpoint and the degree to which personal expression is important, necessary and useful for the society.

***2.5. Research results enable to state that the hypotheses formulated in the dissertation research, stating that: 1) value orientations provide the foundation and direction for social-psychological mechanisms for designing the personality's lifestyle, which are perceived as an individually chosen, holistic and dynamic system, directed towards the rational symmetry of pragmatic and humanism values, the individual and social environment and towards activation of students' psychosocial adaptation; 2) the structure and content of the personality's value orientations of students studying physical education and sports programmes are mainly determined by specificity of academic studies and sporting activities and this proves that the process of academic studies at the university type higher education institution is the most important stage not only of developing professional-pedagogical culture but also of designing lifestyle, are empirically confirmed.***



## RECOMMENDATIONS

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**Implementing lifestyle designing processes of students of physical education and sports study programmes in the context of value orientations, the following is proposed:**

**For strategists of reforms in education, scientists:**

- It is purposeful to acknowledge that the key criterion of efficient university training of pedagogical profile specialists is not only prospective teacher's pursuits of professionalism and the extent of attention given to the student's self-awareness but also focus on development of such features as goodness, the wish to help another person, perception of life goals and tasks, including both personal goals and interests cohered with goals and tasks of the development of social environment. Seeking humanistically orientated educatedness, university training should be given a sense to in the system of the following value orientations: *the student's individual peculiarities, autonomous studies, life experience and not only knowledge of separate subjects, its volume, volume of mastered information, abilities; perception of meaningfulness of studies for life, complete development, self-education.*
- Considering the requirements of modern life, *it is purposeful to orientate designing of lifestyle of students of physical education and sports study programmes to pragmatic becoming a personality, preserving humanistic lifestyle values.* An important factor of the man's development in the conditions of dominating rationality (technologism) and practicality (displacing emotional and moral potential) is humanistic potential of university training.

**For university teachers, compilers of study programmes:**

- The choice of values for contemporary academic youth is aggravated by the current social situation, accompanied by uncertainty, ambiguity and contradictions in the system of values of the society, directive orientation to consumerism, material valuables and interrelationships grounded on them. Therefore, it is necessary that students are familiarised with meaningfulness, purpose of the prospective profession, with professionally most important value orientations in a thoughtful and psychologically grounded manner.
- It is purposeful to apply activating educational technologies in the study process, which are directed towards self-awareness, reflection, self-development, the ability to make decisions and choose, start meaningful relationships with other people. It is necessary to create such conditions which would enable the student to adequately evaluate himself/herself, feel responsible for his/her behaviour and activity, independently foresee future perspectives, design lifestyle depending on individual possibilities

and surrounding conditions, *search for the meaning of life and the way of his/her professional self-expression.*

- To make the academic process more efficient, it is recommended that the content of pedagogical-psychological subjects is included into the modules: their content would develop students' ability to foresee life goals and ways of implementing them, make decisions and rational choices, grounded in the individual hierarchy of value orientations. It is purposeful to use the results of this research preparing study modules, humanising training of teachers of physical education and sport (this function is already being carried out in the module *Lifestyle Management*, prepared by the author of this research and implemented in academic practice, teaching it to foreign students studying at Šiauliai University according to the ERASMUS project).

### **Scientific Approbation of Research Results**

Publications announced on the topic of the dissertation

#### ***Scientific articles:***

1. **Bobrova, L.** (2008). Pedagoginio profilio kūno kultūros specialybės studentų gyvenimo stiliaus ugdymas(is) universitetinėse studijose (postmodernios visuomenės iššūkių kontekste). *Mokytojų ugdymas*. ISSN 1822–119X. 10 (1), p. 146–163.
2. **Bobrova, L.** (2009). Būsimųjų kūno kultūros pedagogų psichosocialinės adaptacijos ypatumai gyvenimo stiliaus kaitos kontekste. *Jaunujų mokslininkų darbai*. 1 (22). ISSN 1648–8776, p. 24–32.
3. **Čepulėnas, A., Bobrova, L., Grajauskas, L.** (2009). Психосоциальные потребности академической молодежи: удовлетворение и методологические предпосылки к их формированию. *Problems of Education in the 21st Century (Contemporary Issues in Education)*. 10. ISSN 1822–7864, p. 156–170.
4. **Bobrova, L.** (2009). Būsimųjų kūno kultūros ir sporto pedagogų vertybinės orientacijos: svarbiausių gyvenimo sričių ir jose realizuojamų terminalinių vertybių raiška. *Mokslas ir edukaciniai procesai: Science and Processes of Education*. ISSN 1822–4644. 2 (9), p. 44–62.
5. **Bobrova, L.** (2010). The Value–Orientation Characteristics of Lithuanian Academic Youth's Lifestyle: The Context of Professional Activities. *Edulearn 10. Proceeding*. ISBN: 978 84 613 9386–2. Barcelona (Spain), p. 42–51.
6. **Bobrova, L.** (2010). Kūno kultūros specialybės studentų gyvenimo tikslų, kaip esminės gyvenimo stiliaus projektavimo dimensijos, struktūra ir turinys. *Mokslas ir edukaciniai procesai: Science and Processes of Education*. ISSN 1822–4644. 4 (13), p. 6–21.

7. **Bobrova, L.** (2011). Gyvenimo stiliaus teorinis diskursas kūno kultūros ir sporto specialybių studentų vertybinių orientacijų kontekste. *Socialinis ugdymas: socialinės ir švietimo politikos dermės nepakankamumo veiksnių itaka kaimo vaikų socialiniam mobilumui*: recenzuojamas tęstinis mokslo straipsnių rinkinys. VI. ISBN 978 60 943 0105 6. Šiauliai: VšĮ Šiaulių universiteto leidykla, p. 190–201.

#### ***Materials of international and national conferences:***

1. **Bobrova, L.** (2010). Kūno kultūros ir sporto specialybės studentų gyvenimo stiliaus projektavimo prielaidos: vertybinis – orientacinis kontekstas. *Kūno kultūra ir sportas universitete – 2010. Tarptautinės konferencijos pranešimų medžiaga*. Kaunas: Technologija, p. 186–188.
2. **Боброва, Л.** (2011). Приоритетные компоненты терминальных ценностей и особенности их выраженности у студентов спортивных специальностей. VI международная научная заочная конференция *Актуальные вопросы современной психологии и педагогики*. Сборник докладов, часть II (психологические науки), с. 146–153. Липецк: издательский центр „Гравис“.

#### ***Papers read at national and international conferences:***

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2. **Bobrova, L.** (2010). The Value–Orientation characteristics of Lithuanian Academic Youth’s Lifestyle: the Context of Professional Activities. *International Conference on Education and New Learning Technologies*. Barcelona (Spain), 5th 7th of July.
3. **Bobrova, L.** (2010). Kūno kultūros ir sporto pedagogikos specialybės studentų vertybių raiškos ypatumai. Tarptautinė mokslinė konferencija *Aukštojo mokslo erdvės: iššūkiai ir galimybės* Šiauliai: Šiaulių kolegija.
4. **Bobrova, L.** (2010). The Preconditions for Projection of Lifestyle of Physical Education and Sport Specialities Students: the Value–Orientation Aspect. International scientific conference *Physical Culture and Sport in universities*. Palanga, 29 May. **Bobrova, Lota** (2010). Peculiarities of Psycho–Social Adjustment of Sports Students and their Determining Factors. *International Young Scientists Conference*. Šiauliai: Šiaulių universitetas, balandžio 29–30 d.
5. **Bobrova, L.** (2010). Kūno kultūros specialybės studentų gyvenimo tikslų, kaip esminės gyvenimo stiliaus projektavimo dimensijos, struktūra ir

- turinys. IX tarptautinė konferencija *Mokytojų rengimas XXI amžiuje: pokyčiai ir perspektyvos*. Šiauliai: Šiaulių universitetas, lapkričio 19 d.
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**Practical application of dissertation materials:** study module *Lifestyle Management – S272B612* was prepared, which is delivered to foreign students, studying according to the ERASMUS project at Šiauliai University.

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# UNIVERSITETINIŲ STUDIJŲ KŪNO KULTŪROS IR SPORTO PROGRAMŲ STUDENTŲ GYVENIMO STILIAUS PROJEKTAVIMAS VERTYBINIŲ ORIENTACIJŲ KONTEKSTE

## SANTRAUKA

**Temos aktualumo pagrindimas.** Charakteringas šiulaikinio pasaulio bruožas – visuomenės transformacija, sąlygojama ne tik naujų socialinių santykių, bet ir vertybių perkainojimo, vaidmeninės elgsenos ir gyvenimo stiliaus kaitos, nes sisteminės XXI amžiaus reformos paveikė visas socialinio gyvenimo sritis (Karalius, 1994; Bogenhold, 2001; Grigas, 1995, 2001; Pikūnas, Palujanskienė, 2000; Bauman, 2002; Černevičiūtė, 2008).

Vykstant socializacijai žmogui keliami itin sudėtingi aktyvumo, subjektiškumo, personalinės vertybių sistemos formavimosi bei kognityvinių procesų reikalavimai, lemiantys individualius elgsenos modelius besikeičiančioje socialinėje aplinkoje (Jakavičius, 1968; Pikūnas, Palujanskienė, 1994; Jakštas, 1995, Варламова, Степанов, 1998; Дубовская, 2002; Juodaitytė, 2003; Daukilas, 2004; Malinauskas, 2006; Grabauskienė, 2006; Žiliukaitė, 2007; Bauman, 2011). Tai sukelia nemažai prieštaravimų žmonių gyvenime: viena vertus, didesnė apsisprendimų galimybė, laisvė pasirinkti savęs realizavimo kryptį, individualaus kūrybiškumo, iniciatyvos paklausa, antra vertus, išryškėja išgyvenimo problemos aktualumas, sukeltas gyvenimo lygio ir sąlygų bei socialinių garantijų išnykimo (Čiužas, 2001; Maniukaitė, 2001, 2003).

Tokiomis sąlygomis viena iš socializacijos proceso dalių tampa *gyvenimo stilius*, kaip individualaus gyvenimo konstravimo būdas, pasirenkant savitą trajektoriją ir orientaciją į bazines vertybes. Gyvenimo stilius reguliuoja socialinę elgseną esant konkrečioms sąlygoms, garantuoja sėkmingą adaptaciją, taip pat žmogaus saviraiškos lygį, žmogaus individualumo vystymąsi (Абульханова-Славская 1991; Резник, 1995; Фромм, 1990; Резник, Смирнов, 2002). Galima teigti, kad *gyvenimo stilius formuojasi individui keliamų socialinių reikalavimų ir kiekvieno žmogaus turimų individualių savitumų sankirtoje*. Taigi žmogus turi gebėti ne tik adaptuotis, bet ir siekti visavertės socializacijos, kurios mechanizmai labiausiai pasireiškia *individualiu gyvenimo stiliumi*.

Ryšėja atsakinga užduotis – patiems sukurti ir įtvirtinti idealų ir vertybių sistemą, socialines normas ir taisykles, formuoti socialinės visuomenės struktūrą, įtvirtinti individualius gyvenimo principus ir pan. (Adams, Archer, 1994; Adams, 1996; Allport, 1998; Lightsey, Burke, Ervin, Henderson, Yee, 2006; Zaclona, 2007). Todėl *vienas svarbiausių uždavinių – žmogaus individualaus gyvenimo stiliaus, kurio pagrindą sudaro vertybinės orientacijos, projektavimas, nes nuo racionalaus, situaciją atitinkančio ir vertybinėmis orientacijomis grindžiamo gyvenimo stiliaus*

*pasirinkimo priklauso ne tik pozityvūs vidinių prieštaravimų sprendimai, bet ir asmenybės kryptingumo visuma.*

Socialinio gyvenimo realybė kelia naujų uždavinių švietimo sistemai ir akademinėms bendruomenėms. Pasaulio ir Lietuvos pokyčių kontekste pabrėžiamas prioritetinis švietimo uždavinys – *ugdyti nepriklausomą, socialiai atsakingą, gebančią prisitaikyti prie dinamiškų sąlygų, priimti optimalius sprendimus asmenybę, įgijusią aukšto lygio kompetenciją ir orientaciją į humanistinius idealus* (Švietimo gairės, 2002, p. 142; Pedagogų rengimo koncepcija, 2004, p. 62; Lietuvos Respublikos Vyriausybės nutarimas *Dėl valstybės pedagogų rengimo ir kvalifikacijos tobulinimo pertvarkos programos patvirtinimo* (2006 05 25, Nr. 468). Valstybinės švietimo strategijos 2003–2012 metų nuostatose pabrėžiama, kad svarbu „padėti asmeniui suvokti šiuolaikinį pasaulį, įgyti kultūrinę bei socialinę kompetenciją ir būti savarankišku, veikliu, atsakingu žmogumi, norinčiu ir gebančiu nuolat mokytis bei kurti savo ir bendruomenės gyvenimą“ (p. 3).

Aukštasis mokslas šiandien tampa tam tikru visuomeninio gyvenimo realijų atspindžiu, patikrinančiu pasaulėžiūros ir vertybines nuostatas. Aukštojo mokslo institucijos vertinamos kaip ypatinga socialinės veiklos sritis, svarbi ne tik visuomenės kaitai, bet ir tos kaitos inicijavimui (Kraujutaitytė, 2002; Juodaitytė, 2004; Jucevičienė, Gudaitytė, Karenauskaitė, Lipinskienė, Stankūnienė, Tautkevičienė, 2010), nes žmogus, jo asmenybė ir savirealizacijos sąlygos – tai svarbiausi socialinio pasaulio konstravimo orientyrai. Tuo tikslu peržiūrima universitetų misija ir jos įgyvendinimo strategija. Prabilta apie žinių revoliucijos, naujos kokybės, informacinę, intelektinę, poindustrinę visuomenę (Fullan, 1989; Kavolis, 1994; Pérez, 2000; Grigas, 2001; Juodaitytė, 2004; Černevičiūtė, 2008). Šių dienų Europos švietimas orientuojamas į harmoningos, integralios asmenybės sampratą ir siekiama visapusiškos asmenybės ugdymo idealo (Juodaitytė, 2004; Jovaiša, 2009; Bitinas, 2010).

*Šiame kontekste ypač sustiprėja interesas formuoti pedagoginių specialybių studentų gyvenimo stilių, nes būsimas pedagogas yra kultūros ir asmenybės tarpininkas, atlieka išskirtinį vaidmenį visuomenėje, t. y. perduoda socialinę kultūrinę patirtį augančiai kartai, todėl pedagogo kultūrinės erdvės studijos tampa labai svarbiu faktoriumi, o studentų gyvenimo stiliaus projektavimas vertinamas kaip vienas iš svarbiausių universitetinio rengimo uždavinių* (Bitinas, 1996, 2004, 2006; Barkauskaitė, 1998, 2000; Aramavičiūtė, 2005a, 2005b; Jovaiša, 2001, 2009).

Universitetinis rengimas postmodernioje visuomenėje pirmiausia orientuoja studentą įgyti patirties, kuri padėtų jam išsiugdyti tokį socialinio gyvenimo stilių, kuris leistų įveikti postmoderniosios visuomenės gyvenimo reikalavimus dar nepažįstamame ateities pasaulyje. Tėvų patirtis ir gyvenimo stilius kur kas rečiau taps pavyzdžiu, kaip gyventi (Dencik, 2005). Požiūris į gyvenimo stilių formuojasi ankstyvoje jaunystėje ir yra glaudžiai susietas su tokia esminga amžiaus charakteristika, kurią L. Božovič (Божович, 2002) įvardija kaip nuostatą į ateitį ir dabarties vertinimą remiantis šia pozicija. Šios teorinės – metodologinės nuostatos



*kontekste aktuali tampa gyvenimo stiliaus tyrimų, analizuojančių asmens galimybę ateities įsivaizdavimu ir jos projektavimu sąmoningai ir kryptingai ugdyti savo asmeninį potencialą dabartyje, problema.* Specifinių akademinio jaunimo gyvenimo stiliaus ypatumų žinojimas atveria galimybes maksimaliai efektyviai spręsti profesinius ir asmenybinius studento socializacijos uždavinius – *asmenybės adaptaciją ir savirealizaciją* greitai besikeičiančiomis socialinėmis kultūrinėmis šiuolaikinio gyvenimo sąlygomis. Reikšminga tai, kad aukščiausi stilizacijos siekiai ir galimybės įgyvendinami studentiškame amžiuje: svarbūs gyvenimo apsisprendimai – išsilavinimo ir profesijos – lemia ir gyvenimo stiliaus, susijusio su profesija, pasirinkimą (Zaclona, 2007).

Pasirinkimas studijuoti universitete rodo aukštojo mokslo, kaip vertybės, pripažinimą, tačiau nemažai šalies universitetų humanitarinį ir socialinį lavinimą suvokia tik siauro profesinio rengimo kontekste. Moksliniuose tyrimuose (Mertinas, Tinteris, 1998; Kontoravičiūtė, 1998; Poteliūnienė, 1998) dažniausiai gvildenami kūno kultūros ir sporto studijų programų studentų funkcinės sistemos gerinimo, sveikatingumo ir fizinės saviugdos klausimai (Poteliūnienė, Žilinskienė, Simaškienė, 1999). Pasigendama koceptualaus požiūrio į universitetinį rengimą, akcentuojant sportuojančio studento asmenybės ugdymą visaverčiam gyvenimui, vidinės jo sąveikos su akademinė aplinka visumą. Dėl to humanistinių akademinio jaunimo vertybių formavimas dabartiniu metu – viena aktualiausių problemų (Tamošauskas, 2000; Malinauskas, 2002, 2003, Miškinis, 2002, 2003; Meidus, Ivoškienė, Pečiūra, 2011).

*Deja, vientisas teorijos, integruojančios gyvenimo stiliaus specifiškumą, grindžiamą vertybinėmis orientacijomis ir susijusį su profesijos ypatumais, iki šiol nėra. Tokia situacija apsunkina pedagogų rengimo praktiką.*

**Mokslinės problemos pagrindimas.** Teorinės išvalgos leidžia teigti, kad šiuolaikinis pasaulis, viena vertus, teikia didžiules asmenybės saviraiško galimybes, kita vertus, skatina kiekvieną žmogų aktyviai ir atsakingai rinktis gyvenimo stilių. Nuo to, kokį gyvenimo stilių projektuos akademinis jaunimas, kokia vieta jame bus skirta profesinei karjerai, labai priklausys mūsų šalies ekonomikos ir kultūros raida. Tai pirmiausia ir pagrindžia *akademinio jaunimo gyvenimo stiliaus projektavimo problemos tyrimų svarbumą.*

Studentija šiandien atsidūrė neįtikėtinaj sudėtingoje situacijoje. Neturint Lietuvoje aiškios jaunimo politikos ir valstybės palaikymo, prarandama viltis, kad inovatyvus, kūrybiškas, profesionalus akademinio jaunimo potencialas gali būti reikiamu lygiu įvertintas ir paklausus darbo rinkoje. Tai apsunkina studentams savo ateities orientacijų ir strategijų formulavimą bei realizavimą. Lietuvoje stebima situacija – universitetų absolventai stichiškai adaptuojasi dabartinėms sąlygoms, pasirinkdami tas normas ir vertybes, kurios jiems garantuoja finansinį nepriklausomumą, sėkmę, materialinį stabilumą (Čiužas, Ratkevičienė, 2000; Čiužas, 2001). Galima teigti, kad studentų gyvenimo stiliaus modeliai šiandien kuriami socialinės rizikos ir neapibrėžtumo sąlygomis.

Analizuojant kūno kultūros ir sporto studijų programų studentų akademinį



gyvenimą, išryškėja, kad daugelis aktyviai sportuojančių savo kasdienį gyvenimą dalija į dvejomis socialinę aplinką – *akademine veiklą ir aktyvų treniruočių bei sporto varžybų procesą* (Bobrova, 2008). Tai galima pavadinti *dvigubos socializacijos situacija* (Dencik, 2005). Veikti dviejuose kontekstuose – akademinių studijų ir sporto – sudėtinga užduotis, nes tai reiškia nuolatinį derinimąsi prie kiekvieno konteksto atskirai, kartu juos siejant, t. y. studento pakaitinė veikla dviejuose srityse (dirbantiems studentams – netgi trijuose) turi tapti vientisa akademine veikla. Gebėti lygiagrečiai veikti dviejuose–trijuose socialiniuose kontekstuose – esminis reikalavimas sportuojančiam studentui. Visa tai reiškia nuolatinį atsiskyrimą ir integraciją. *Šis dvigubos socializacijos modelis verčia studentus itin racionaliai pasirinkti orientyrus ir vertybes savo gyvenimo kryptį ir turinui nustatyti* (Bobrova, 2008). Ryškėja sudėtinga problema – *gebėti integruoti, derinti savo veiklą keliuose socialiniuose kontekstuose ir lygiagrečiai gebėti socialiai atskirti dvi sritis vieną nuo kitos*. Neabejotina, kad dvigubos socializacijos situacija labai įvairiapusiškai veikia studento gyvenimo stilių (literatūroje dažnai pamirštas šio poveikio aspektas studentui). Akademiniam jaunimui ganėtinai sunku adaptuotis naujoje socialinėje – ekonominėje erdvėje, atrasti gyvenimo stilių ir jo konstravimo strategiją, garantuojančią planuojamų tikslų pasiekimą. Tai rodo, kad viena iš svarbiausių šiuolaikinių studentų, kaip dinamiškos grupės, pasirengusios greitai sąmonės stereotipų ir elgsenos kaitai, gyvenimo sąlygų, tampa sėkminga jų socialinė adaptacija, t. y. efektyvių socialinės elgsenos strategijų konstravimas.

*Aktyvi akademinio jaunimo, kaip socialinės grupės, adaptacija šiuolaikinio socialinio gyvenimo sąlygomis, galimybių įvertinimas, gyvenimo stiliaus, grindžiamo prisitaikymo strategijomis, projektavimas rodo šios problemos tyrimo savalaikiškumą, kaip vieną iš aktualumo veiksmų*. Iš čia kyla būtinybė projektuoti adaptyvų studentų gyvenimo stilių, sudarančių galimybes veikti konkurencingoje šiuolaikinėje visuomenėje.

Savo ruožtu, o tai itin svarbu šio tyrimo kontekste, vertybinės orientacijos studentiškaime amžiuje yra pripažįstamos kaip pamatinės definicijos, sudarančios galimybę studentams konstruoti generalinę adaptacinę elgsenos šiuolaikinėje visuomenėje kryptį. Be to, vertybinių orientacijų formavimas yra svarbi socialinių institutų užduotis, garantuojanti ugdomąsias–lavinamąsias funkcijas visuomenėje. Tai leidžia teigti, kad *vertybinės orientacijos sąlygoja jaunimo adaptacinės elgsenos charakterį, skatina (arba trukdo) socializacijos procesus nuolat besikeičiančioje socialinėje aplinkoje* (Lemme, 2003; Lekavičienė, 2004).

Suvokiant tai, kad makrosocialiniai pokyčiai daro įtaką mikrolygio (individo) kaitai, gyvenimo stiliaus projektavimo esmine *metodologine prielaida tampa dinamiška individo veiklos ir interakcijos su socialine aplinka jungtis*. Individas, sąveikaudamas su aplinka, yra jos veikiamas, tačiau ir aplinka yra veikiamas ir formuojama individo.

Literatūros šaltinių analizė ir jos apibendrinimas leidžia inicijuoti *mokslinę diskusiją* apie didėjančią žmogiškojo veiksmo vaidmenį šiuolaikinėje visuomenėje

apskritai ir humanistinių akademinio jaunimo vertybių formavimą, kaip vieną iš aktualiausių problemų universitetiniame rengime, jos sprendimą nukreipiant į socialinę – emocinę būsimojo pedagogo brandą: asmenybės prigimtinių prielaidų ir specifinės sportuojančio studento socializacijos dermę su akademinėmis žiniomis ir gyvenimiška bei profesine patirtimi. Šiame tyrime laikomasi nuostatos, kad vertybės, kurios susiformuoja sportuojant, tobulina ne tik sportinį meistriškumą, bet ir pačią asmenybę ir gali būti perkeliamos į kitas gyvenimo sritis.

Būtent, šie argumentai labiausiai ir lėmė disertacinio tyrimo strategijos pasirinkimą – *kompleksinio studentų vertybinių orientacijų ir psichosocialinės adaptacinės elgsenos tyrimus gyvenimo stiliaus projektavimo kontekste*. Šio tyrimo kryptingumui įtakos turėjo ir menkas vertybinių orientacijų poveikio gyvenimo stiliui problemos iširtumas, jos tyrimų savalaikiškumas.

Galima teigti, kad gyvenimo stilius yra reikšmingas *socialinės harmonijos* palaikymo veiksnys (Kučinskienė, 2003), svarbiausias asmenybės ir socialinės aplinkos sąveikos, grindžiamos vertybinėmis orientacijomis, optimizavimo komponentas. *Asmenybė yra svarbiausia savo gyvenimo stiliaus projektuotoja, nuo jos labai priklauso projekto sėkmingumas*. Todėl šio tyrimo imperatyvas reiškiamas nuostata, kad gyvenimo stiliaus projektavimo esmė yra *individo sąveika su aplinka, siekiant šių procesų simetrijos*, nes sėkmė išgyvenama, kai *individualumo ir socialumo* raiškos sritys tarpusavyje yra simetriškos.

Taigi, išsami literatūros šaltinių analizė, taip pat mokslinių tyrimų, susijusių su būsimumų kūno kultūros ir sporto pedagogų gyvenimo stiliaus projektavimo problema, stoka lėmė šio tyrimo temos pasirinkimą. Jos esmė formuluojama tokiu klausimu: *kokios tendencijos, principai ir psichosocialiniai-edukaciniai faktoriai būdingi kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus projektavimui vertybinių orientacijų kontekste?*

**Tyrimo objektas** – universitetinių studijų kūno kultūros ir sporto programų studentų gyvenimo stiliaus projektavimas vertybinių orientacijų kontekste.

#### **Tyrimo hipotezės:**

1. Vertybinės orientacijos teikia pagrindą ir kryptį socialiniams–psichologiniams studento asmenybės gyvenimo stiliaus projektavimo mechanizmams, suvokiamiems kaip individualiai pasirinkta, visybiška ir dinamiška sistema, nukreipta į racionalią pragmatinių ir humanizmo vertybių, individo ir socialinės aplinkos simetriją, studentų psichosocialinės adaptacijos aktyvinimą.
2. Kūno kultūros ir sporto studijų programų studentų asmenybės vertybinių orientacijų struktūrą ir turinį daugiausia lemia akademinų studijų ir sportinės veiklos specifika, ir tai leidžia daryti prielaidą, kad akademinų studijų procesas universitetinėje aukštojoje mokykloje yra svarbiausias ne tik profesinės pedagoginės kultūros ugdymo, bet ir gyvenimo stiliaus projektavimo etapas.

**Tyrimo tikslas** – ištirti universitetinių studijų kūno kultūros ir sporto programų studentų gyvenimo stiliaus ypatumus vertybinių orientacijų kontekste, nustatyti veiksnius, lemiančius analizuojamo reiškinio formavimąsi, ir tuo pagrindu sudaryti gyvenimo stiliaus projektavimo procesinį-instrumentinį modelį.

### **Tyrimo uždaviniai:**

1. Atlikti tarpdisciplininę (filosofinę, sociologinę, kultūrologinę, pichosocialinę ir edukacinę) gyvenimo stiliaus sampratos analizę, konkretizuojant ir pagrindžiant svarbiausių sąvokų, adekvačių analizuojamam fenomenui, konstrukta, išanalizuoti gyvenimo stiliaus projektavimo socialinius-kultūrinius veiksnius ir vyraujančias tendencijas.
2. Apibūdinti akademinį jaunimą kaip socialinę – demografinę grupę, ištirti kūno kultūros ir sporto studijų programų I ir IV kurso studentų gyvenimo stiliaus patirtį, orientuojantis į vertybes, nustatyti specifinius gyvenimo stiliaus bruožus (tipus) ir projektavimo strategijas vertybinių orientacijų kontekste.
3. Ištirti I ir IV kurso kūno kultūros ir sporto studijų programų studentų psichosocialinės adaptacijos ypatumus, įvertinant gyvenimo stiliaus ir jo projektavimo strategijų raišką vertybinės-adaptacinės studentų elgsenos kontekste.
4. Išryškinti kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus-tipologiją ir jos vidinės struktūros charakteristikas.
5. Sudaryti kūno kultūros ir sporto studijų programų studentų procesinį instrumentinį gyvenimo stiliaus projektavimo modelį, grindžiamą vidinio pasaulio ir išorinio socialinio pasaulio (individualumo ir socialumo) simetrija, humanizmo ir pragmatizmo vertybių derme, asmenybės adaptyvumu.

### **Teorinės tyrimo nuostatos ir koncepcijos:**

Apibrėžiant metodologines orientacijas šio tyrimo konceptualiųjų teorijų kontinuumė, prioritetas teiktas *fenomenologinei tradicijai*.

Gyvenimo stiliaus fenomeno tyrimų jungiančioji grandis – *filosofinė žmogaus koncepcija*, pabrėžianti žmogaus visybiškumą, plačiai analizuojama šiuolaikinėje Vakarų filosofijoje (Heidegger, 1989; Camus, 1996; Jaspers, 1989, Sartre, 2004 ir kt.) ir Rusijos mokslininkų darbuose (Ананьев, 1969; Харченко, 2003 ir kt.). Filosofinė žmogaus koncepcija tvirtina, kad kiekvieno žmogaus būtis yra unikali ir baigtinė; žmogus yra laisvas ir todėl atsakingas – jis pats save kuria, renkasi, kaip gyventi, maksimaliai realizuoti savo galimybes, augti ir tobulėti, priimant iššūkius.

Gyvenimo stiliaus problema kompleksinė, todėl, siekiant geriau suprasti tyrinėjamą akademinio jaunimo gyvenimo stiliaus fenomeną, į šią problemą pažvelgta iš *holistinės perspektyvos*. Tai leido jauną žmogų (studentą) suvokti kaip visumą, aprėpti jo gyvenimiškąsias patirtis, studijų procesą, asmeninį potencialą ir kita.

*Gyvenimo stiliaus projektavimo ašis* – gyvenimiškos veiklos *humanistinis imperatyvas*. Jo esmė – siekti harmonijos tarp šiuolaikinių sociokultūrinių realiųjų, vidinio AŠ ir tų vertybinių orientacijų, kurios neprieštarauja humanistinei pozicijai, vidinei žmogaus prigimčiai (Kohlberg, 1976, 1984; Bitinas, 2000, 2004; Lepškieienė, 1999; Rogers, 2005; Adler, 2008; Maslow, 2006; Jovaiša, 2009). Šio tyrimo metodologiniam pagrindimui įtakos turėjo ir pagrindiniai individualiosios

psichologijos principai: visybiškumas, individualaus gyvenimo stiliaus vienovė, socialinis interesas arba bendrystės jausmas, į tikslą orientuota elgsena (Adler, 2008). Reikšmingas aspektas, kuriuo tiriamas studentų gyvenimo stilius ir jo projektavimo galimybės, yra *aksiologinis – antropologinis*.

Gyvenimo stiliaus projektavimo modelis grindžiamas viena svarbiausių edukologijos mokslo metodologinių nuostatų – būsimo specialisto parengtumą lemia ne tik žinios ir gebėjimai, suponuojantys mąstymo būdus, įpročius ir sprendimų priėmimo standartus, bet ir vertybinis būsimo profesijos aspektas. Šios universitetinio rengimo metodologinės idėjos deri su *humanizmo ir pragmatizmo* pasaulėžiūroje dominuojančiomis vertybėmis, ieškant racionalios dermės tarp to, kaip asmuo savo individualumą vertina profesinės raiškos prasme, ir to, kiek asmens raiška svarbi ir naudinga sociumui. Gyvenimo stiliui projektuoti svarbūs L. Jovaišos (2009) veikimo įgymių plėtotės koncepcijoje pareikšti teiginiai, susiję su vienu svarbiausių komponentų – *gebėjimu pasirinkti*.

Pragmatiškos asmenybės tapsmo teorijos (Dewey, 1998), jų racionalus derinimas su humanistinio ugdymo paradigmomis (Rogers, 2001, 2005; Maslow, 2006, 2011;) – vienas iš esminių šio tyrimo metodologinių principų. Pragmatizmo metodologinės paradigos skatina asmenybės socialumo raišką, o humanizmo idėjos plėtoja individualumą.

Metaindividualaus pasaulio teorija – *individualumo ir socialinės tikrovės sąveikos teorija* (Дорфман, 2005, 2006), analizuojanti abipusį individualumo ir socialinės tikrovės poveikį atveria perspektyvų ir galimybių naujai pažvelgti į gyvenimo stiliaus tyrimus ir tam tikrame lygyje priartėti prie integratyvaus gyvenimo stiliaus projektavimo sampratos.

Vienas šio tyrimo atramos taškų yra *socialinė–kultūrinė antropologija*, nes visuomenė ir kultūra sudaro visumą (sistemą). Platus antropologinis požiūris leidžia atskirti gyvenimo būdo „uždėtus“ antspaudus nuo to, kokie studentai yra iš tikrųjų, kokį gyvenimo stilių jie pripažįsta.

Galima teigti, kad tyrimo metodologija sąmoningai grindžiama fenomenologijos, į asmenybę orientuotos sociologijos ir humanistinės psichologijos bei pedagogikos koncepcijomis. Metodologijos pagrindu atlikti tyrimai, rezultatų analizė ir prognozės atitinka humanistinės psichologijos, pedagogikos, antropologijos ir fenomenologinės filosofijos pozicijas.

#### **Metodologinės disertacinio tyrimo nuostatos:**

***Mišrių metodų koncepcija*** (Greene, Caracelli, Graham, 1989; Cohen, Manion, 1996; Kvale, 1996; Makswell, 1996; Schwandt, 1997; Creswell, 1998; Bitinas, 1998, 2002, 2006; Kardelis, 2002; Tidikis, 2003 ir kt) grindžiama kiekybinių ir kokybinių tyrimų dermės strategija: *kiekybiniais* tyrimais siekta įvertinti tiriamų aspektų raidos tendencijas, *kokybiniu* – išvelgti gilumines šių tendencijų priežastis.

***Fenomenologinės hermeneutikos metodologinė koncepcija***. Tai metodologinis pagrindas, įgalinantis tyrinėti ir atskleisti reiškinių prasmes per žmogaus sąmonės turinį (Husserl, 1982; Merleau - Ponty, 1996).

*Taikyti šie tyrimo metodai:*

**1. Teoriniai:** Filosofinės, psichologinės, pedagoginės, sociologinės, kultūrologinės, antropologinės literatūros analizė ir apibendrinimas, leidęs *išsiaiškinti* gyvenimo stiliaus sampratą, *išryškinti* tos sampratos problemišumą, *apibrėžti* gyvenimo stiliaus funkcijas ir jo racionalumo kriterijus, bendrąją gyvenimo stiliaus struktūrą, *pagrįsti* vertybinių orientacijų, kaip gyvenimo stiliaus konstrukto, metodologinę prielaidą.

## **2. Empiriniai:**

2.1. *Kiekybinio tyrimo metodai* – dvi *anketinės apklausos*: siekta (1) nustatyti studentų vertybines nuostatas bei išskirti jiems reikšmingiausias gyvenimo sritis (Taikytas I. Senin (Сенин 1991, 1998) terminalinių vertybių klausimynas, leidžiantis rasti atsakymus į klausimus apie gyvenimo stiliaus fenomeną, identifikuoti studentų socialinę patirtį, vyraujančias studentų vertybines nuostatas ir gyvenimo stiliaus schemas, nustatyti jų tarpusavio sąsajas ir išvelgti teorinio fenomeno apibūdinimo ir jo raiškos socialinėje realybeje ypatumus; (2) kartu taikyta anketinė apklausa, sudariusi galimybę suvokti sportuojančių studentų socialinės adaptacijos problemas, perėjus į akademinę erdvę (C. Rogers ir R. Dymond, 1954, *socialinės – psichologinės adaptacijos* klausimynas, adaptuotas A. K. Osnickij (Осницкий, 1996).

2.2. *Kokybinio tyrimo metodo pagrindas* – fenomenologinis (interpretacinis) požiūris, apibūdinantis atskiro žmogaus santykį su kitais žmonėmis ir išoriniu pasauliu. Tyrimas telkiamas į analizuojamo reiškinio pažinimą, išvelgiant kiekvienos situacijos išskirtinumą ir vertingumą.

Duomenys kokybiniam tyrimui rinkti taikant *laisvųjų teminių rašinių metodą* (tema „Mano gyvenimo tikslai ir galimybės jų siekti“). Tema suformuluota taip, kad rašinio turiniu būtų galima atskleisti studentų gyvenimiškas patirtis, aptikti suvokiamus gyvenimo stiliaus elementus, naudojamus kaip priemonės ir resursus, siekiant gyvenimo tikslų, o kartu ir vertybių realizavimo.

Tekstai apdoroti fenomenologinės hermeneutikos (Ricoeur, 2001; Gadamer, 2006 ir kt.) metodu, duomenų interpretaciją grindžiant *hermeneutinio rato* principu. Taikyta turinio (*content*) analizė, leidžianti gauti informaciją, atitinkančią objektyvumo, patikimumo, validumo ir kitus kokybinius kriterijus (Schwandt, 1997; Strauss, Corbin, 1998; Silverman, 2001).

Analizuojant kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus vidinės struktūros specifiškumą (sudarant studentų gyvenimo stiliaus tipologiją), *content* analizės metodas derintas su *induktyviai grindžiamos teorijos* (angl. *grounded theory*) strategija (Glaser, 2001), ją nukreipiant ne į hipotezių tikrinimą, o į teorijos paiešką, remiantis abstrakčia fenomeno analizės schema, susijusia su gyvenimo stiliaus tyrimo situacija.

## **Statistiniai:**

*Kiekybinė anketinės apklausos duomenų statistinė analizė* atlikta skaičiuojant tyrimo dalyvių nuomonių vidurkius, standartinius nuokrypius, procentines išraiškas. Duomenys apdoroti SPSS 13.0 for Windows programa. Rezultatams analizuoti pasitelktas Stjudento *t* kriterijus ir *Cronbach alfa* (Cronbach alpha) koeficiento skaičiavimas.

**Teorinis tyrimo reikšmingumas, naujumas.** Teorinį tyrimo reikšmingumą pirmiausia lemia gyvenimo stiliaus daugiadalykiškumo ir daugiapramiškumo pagrindimas, plėtojamas integruotu sociologijos, filosofijos, antropologijos, socialinės psichologijos ir edukologijos mokslų sąveikos lygmeniu. Tyrimo rezultatai papildo esamas mokslo žinias apie akademinio jaunimo vertybinių orientacijų esmę, turinį, klasifikaciją ir brėžia gaires tolimesniems šios krypties tyrimams. Adaptacinė akademinio jaunimo elgsena vertinama vertybinių orientacijų instrumentalumo kontekste. Pateiktas gyvenimo stiliaus teorinis konstruktas naujomis mokslinėmis žiniomis papildo kūno kultūros ir sporto teoriją, kūno kultūros ir sporto psichologiją, kūno kultūros ir sporto aksiologiją, pedagoginę valeologiją, pedagoginę psichologiją. Vertybinių orientacijų tyrimo analizės pagrindu sudaryta kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus charakteristika. Procesinis-instrumentinis gyvenimo stiliaus projektavimo modelis įprasmina ginčą dėl universalizacijos ir specializacijos, kuris nūdienos universitetuose yra pagrindinis ir neišspręstas iki šiol.

Atliktų tyrimų rezultatai patvirtina mokslines šio darbo hipotezes ir atveria tolimesnių kompleksinių gyvenimo stiliaus tyrimų perspektyvą.

**Praktinis tyrimo reikšmingumas.** Kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus ypatumų ir projektavimo mechanizmų žinojimas leis maksimaliai efektyviai spręsti specialistų rengimo uždavinius: adaptacijos bei visaverčio vidine asmenybės darna grindžiamo savęs realizavimo besikeičiančiomis socialinėmis-kultūrinėmis šiuolaikinio gyvenimo sąlygomis. Studentų gyvenimo stiliaus fenomeno tyrimo metodologija gali būti pritaikyta kitų mokslininkų tyrimams, analizuojantiems akademinio jaunimo vertybines orientacijas, gyvensenos ypatumus. Tikėtina, kad šis disertacinis darbas padės ne tik geriau suvokti kūno kultūros ir sporto programų studentų vertybines orientacijas, bet ir objektyviau įvertinti tyrimo analizuojamas pagrindines žmogaus gyvenimo sritis: *profesinį gyvenimą, mokymąsi ir išsilavinimą, šeiminių gyvenimą, visuomeninį gyvenimą, mėgstamus užsiėmimus*, suvokiant abipusį jų glaudumą bei sąveiką. Praktinį darbo reikšmingumą patvirtina ir metodinės rekomendacijos.

### **Ginamieji disertacinio tyrimo teiginiai:**

- Kūno kultūros ir sporto studijų programų studentų gyvenimo stilius – sudėtingas daugiafunkcinis socialinis-kultūrinis ir socialinis-edukacinis darinys, kurio esmę sudaro akademinės ir socialinės, kultūrinės, sportinės veiklos sąveika ir „susiliejimasis“. Todėl *gyvenimo stiliaus identifikavimo, projektavimo ir tobulinimo* būtinybė kelia naujų uždavinių ugdymo mokslui, įskaitant ir universitetinį rengimą.
- Gyvenimo stiliaus turinį sąlygoja vertybės, suformuotos akademinėje, sportinėje ir individualioje kasdieninio gyvenimo veikloje, jos kultūroje, orientuojantis į bendrą socialinį kontekstą bei išsaugant asmenybės individualumą. Būsimojo pedagogo asmeninio gyvenimo stiliaus dermė su profesine pedagogine kultūra

yra svarbiausias studento socializacijos, savęs realizavimo asmeninėje bei akademinėje erdvėje veiksnys.

- Konceptualus požiūris į gyvenimo stiliaus projektavimą pasireiškia *nuostata apie lemiamą subjekto, o ne aplinkos vaidmenį*. Vertinant individų gyvenimo stiliaus pasirinkimą ir jo trajektorijai įtaką darančius socialinius veiksnius, aplinkos įtaka pripažįstama kaip labai reikšminga, tačiau akcentuojama būtinybė ieškoti galimybių, kaip mažinti jos neigiamą poveikį asmenybės gyvenimo stiliui.
- *Studentų gyvenimo stiliaus projektavimas*, kaip unikali asmenybė, o per ją ir vertybes kurianti veikla, pripažįstamas pagrindiniu jauno žmogaus įgalinimo *adaptyviam ir sėkmingam gyvenimui* veiksniumi.
- Kūno kultūros ir sporto studijų programų studentų universitetinio rengimo kaita turėtų būti adekvati šiandieninio socialinio gyvenimo ir darbo pasaulio reikalavimams. Todėl būsimųjų specialistų gyvenimo stiliaus projektavimą tikslinga grįsti *pragmatinių ir humanistinių* vertybių derme, ieškant *optimalios individo ir socialinės aplinkos simetrijos (siekti pratęsti savo, kaip asmenybės, buvimą kituose žmonėse ir kartu savo individualumo raiška daryti pokyčius sociume)*.

**Disertacijos struktūra ir apimtis.** Disertaciją sudaro įvadas, sąvokų paaiškinimai, penkios dalys, diskusija, išvados, rekomendacijos, literatūros sąrašas ir priedai.

Disertacinio tyrimo rezultatus iliustruoja 53 paveiksłai ( iš jų 19 disertacijoje ir 34 prieduose) ir 62 lentelės (iš jų 27 disertacijoje ir 35 prieduose). Bendra disertacijos apimtis – 176 puslapiai (be priedų). Remtasi 471 literatūros šaltiniu. Kompaktinėje plokštelėje – 12 priedų, kuriuose pateikiami tyrimo instrumentų pavyzdžiai, atliktos kokybinės analizės duomenys, kiekybinių tyrimų duomenų statistinių skaičiavimų rezultatai.



## 1. Išvados ir apibendrinimai, grindžiami teorinio konteksto pagrindu:

**1.1. Gyvenimo stiliaus fenomeno problemos globalumą ir daugiasluoksniškumą lemia platus dar neištirtų klausimų spektras: nepaisant plataus šios tematikos probleminio lauko sociologijoje, filosofijoje, socialinėje psichologijoje, antropologijoje, kultūrologijoje, edukologijoje, nepakankamai konceptualizuota gyvenimo stiliaus kategorija, neatskleistas sąvokos „gyvenimo stilius“ turinys, principinis tampa sąvokų „gyvenimo stilius“ ir „gyvenimo būdas“ atskyrimo klausimas. Tuo tikslu atlikta artimų gyvenimo stiliui sąvokų lyginamoji analizė, kurios pagrindu kategorizuota gyvenimo stiliaus sampratos semantinė erdvė, atlikta jos teorinė interpretacija ir operacionalizacija:**

- Gyvenimo stiliaus fenomeno tyrinėjimas leido išvystyti mokslinio domėjimosi asmenybės gyvenimo stiliaus projektavimo klausimais augimo tendenciją. Nepaisant gilaus ir įvairiapusiško asmenybės gyvenimo stiliaus problemos nagrinėjimo įvairių mokslų plotmėse, nušviečiančiose jo mechanizmus ir ontogenetinius etapus, dabartinis mokslas nepakankamai aiškiai nusako šio reiškinio socialinį prasmingumą.
- Dominuoja trys gyvenimo stiliaus problemos tyrinėjimo požiūriai: 1) *konceptualusis* – gyvenimo stiliaus fenomenas gvildinamas remiantis bendrųjų filosofinių, sociologinių ir psichologinių kategorijų baze; 2) *integralusis*, kai ši ir kitos pagal turinį (elgesys, aktyvumas, požiūris, savireguliacija ir kt.) artimos jai sąvokos analizuojamos remiantis elementaresnių ir pakankamai ištyrinėtų komponentų sinteze; 3) *empirinis* – tai įvairių elgesio, požiūrio strategijų, variantų, modelių, kurie vertinami kaip atskiri žmogaus gyvenimo stiliaus pasireiškimai tam tikroje sferoje (pvz., bendravime) studijavimas.
- *Gyvenimo stiliaus projektavimas* – tai unikalus kiekvieno žmogaus sąveikos su socialine aplinka būdas, grindžiamas vertybinėmis orientacijomis, ir prisitaikymas prie jo, siekiant užsibrėžtų tikslų. Gyvenimo stilius konkrečiomis sąlygomis reguliuoja socialinę elgseną, adaptaciją, o taip pat žmogaus saviraišką, individualumo vystymąsi.
- *Gyvenimo stiliaus realizavimo būdai* – *strategijos*. Jos kartu atlieka ir gyvenimo refleksijos funkciją (tai gyvenimo būdas, stilius, prasmė, vertybės, normos ir tikslai). Kiekviena asmenybė projektuoja savitą gyvenimo strategiją, atitinkančią jos vertybinių orientacijų hierarchiją.
- Gyvenimo stiliaus problema edukologijoje yra nauja ir menkai tyrinėta. Gyvenimo stiliaus samprata tiksliai neapibrėžta ir neįtraukta į edukologijos mokslo kategorijų sudėtį. Edukacine reikšme gyvenimo stilius suprantama-



mas kaip veiksmų programa, nukreipta realizuoti gyvenimo siekius, kurie determinuojami jauno žmogaus gyvenimo prasmės, tikslo apmąstymo, jo aktyvumo, atsakomybės laipsnio ir konkretizuojamam tam tikrų vertybinių orientacijų sistemoje.

**1. 2. *Pagrindiniams parametrams, charakterizuojantiems studentišką jaunimą kaip sociokultūrinę ir demografinę makrogrupę ir sudarantiems galimybę užfiksuoti gyvenimo stilių formavimąsi, būdinga:***

- Ypatingas akademinio jaunimo interesų kryptingumas, pasireiškiantis *ilgalaikės gyvenimo strategijos*, determinuojančios įvairias gyvenimiškos veiklos rūšis, konstravimu. Būtent per akademinės studijas dažniausiai sudaroma pirminė gyvenimo stiliaus programa, kurioje formuluojami tikslai ir uždaviniai, susiję su jos realizavimu. Studentiškas amžius charakterizuojamas asmenybės siekimu atrasti savo vietą gyvenime, emocionalumu, ypatingu jautrumu išoriniams poveikiams, įgijimu tokių socialinių resursų, kurie sudaro aukšto adaptyvumo ir inovatyvumo galimybę transformacijų sąlygomis. Tai – jaunas amžius, išsilavinimas, socialinis aktyvumas ir kt.
- Universitetinių studijų periodas, kaip vienas iš svarbiausių žmogaus asmenybinio augimo ir realaus jo tapimo asmenybe etapų, charakterizuojamas tokiais dinaminiais procesais: *profesiniu apsisprendimu ir su juo susijusiu pasirinktai profesijai reikšmingų ypatybių lavinimu; asmeniniais apsisprendimais, jungiant vertybinių orientacijų formavimąsi; adaptacija prie studijų sąlygų ir socialinės aplinkos, kartu priimant egzistuojančias socialines normas ir vertybes.*
- Gyvenimo stiliaus projektavimas studentiškame amžiuje glaudžiai siejasi su tokių asmenybinių darinių formavimusi, kaip *identiškumas, vertybinių orientacijų sistema, ateities įsivaizdavimas laiko perspektyvoje, profesinis apsisprendimas*. Galima teigti, kad studentų gyvenimo stilius grindžiamas apgalvota laiko perspektyva, atitinkančia vertybinių orientacijų sistemą ir suderinta su profesinių ir gyvenimo tikslų vienvone, leidžia pasiekti harmoniją, vidinę darną.

**2. Išvados ir apibendrinimai, grindžiami empirinių tyrimų rezultatų pagrindu:**

**2.1. *Ištyrus kūno kultūros ir sporto studijų programų studentų vertybines orientacijas ir jų raiškos ypatumus, nustatčius specifinius gyvenimo stiliaus bruožus (tipus) ir projektavimo strategijas, išskirti esminiai studentų gyvenimo stiliaus projektavimo kriterijai, atskleidžiant vidinės jų struktūros specifiškumą:***

- Vertybinėms orientacijoms, kaip ypatingoms būsimųjų kūno kultūros ir sporto specialistų asmenybės savybėms, būdinga tam tikra turinio struktūra, jungianti šiuos komponentus: *profesinį gyvenimą, mokymą ir lavinimąsi, gyvenimą šeimoje, visuomeninį gyvenimą, laisvalaikį ir pomėgius*. Sportinės

veiklos specifiškumas daro realią įtaką asmenybės vertybinių orientacijų struktūrai, kuri akademinė studijų procese keičiasi išsaugodama specifinius, su sportine veikla susijusius, ypatumus. Studijų procese daugelis studentų naujai perkonstruoja savo vertybes, atsižvelgdami į projektuojamus ateities planus tiek asmeniniame, tiek profesiniame gyvenime.

- Tyrimas leido išskirti šiuos kūno kultūros ir sporto studijų programų studentų vertybinių orientacijų ypatumus:
  - 1) Studentai labiau orientuoti į tradicines (terminalines ir instrumentines) vertybes: *išsilavinimo įgijimą, šeimos kūrimą, karjerą, statuso ir pripažinimo visuomenėje siekius, bendravimą su bendraamžiais ir draugais*. Reikšmingiausia apklausoje dalyvavusiems studentams gyvenimo sritis – *mokymosi ir išsilavinimo* siekimas. Minėta sritis daugiausia lemia profesinio gyvenimo planavimą ir kitus svarbiausius gyvenimiškus orientyrus, pavyzdžiui, aukšto statuso siekimą. Išryškėjo tai, kad terminalinės vertybės dažnai pripažįstamos kaip instrumentinės. Studentų nuostatos ir orientacijos daugiausiai *konformiškos*. Pasirinkdamas konformines psichosocialinės adaptacijos strategijas, jaunimas įgyja galimybę be didesnių sąnaudų naudoti socialinės aplinkos resursus. Retesniais atvejais sebimas ir nonkonforminių strategijų pasirinkimas.
  - 2) Visų grupių tirtiems studentams mažiau aktuali terminalinių vertybių raiškos sritis – *šeiminis gyvenimas*. Pačios šeimos puoselėjamos ir diegiamos vertybės suvokiamos gana nevienodai ir netradiciškai. Galima daryti prielaidą, jog tokius apklausos rezultatus veikia bendra visuomeninė situacija, jos politinio, ekonominio ir socialinio gyvenimo ypatumai, lemiantys staigią tradicinių vertybių kaitą.
  - 3) Svarbiausių gyvenimo sričių vertinime labiausiai išryškėjo materialinių vertybių reikšmingumas. Jos siejamos ne tik su konkrečios profesinės veiklos įvertinimu, bet dažnai išreikštos kaip pagrindinė visuomeninių iniciatyvų bei laisvalaikio pomėgių kartinė ašis. Išsilavinimas traktuojamas kaip svarbi investicija į profesinio gyvenimo vertybes, karjeros siekių, aukšto statuso įgijimą. Daugumai tiriamųjų studijos dažnai tėra priemonė siekiant savojo tikslo – geresnio materialinio apsirūpinimo, pelningesnio darbo, palankesnių sąlygų išvykti ir adaptuotis užsienyje. Kartu pastebėtas studentų nusiteikimas kokybiškai atlikti savo pareigas, siekti karjeros. Netikėta tai, kad menkai įvertintos *kūrybiškumo* ir *prestižo* vertybės.

**2.2. Kūno kultūros ir sporto studijų programų studentų psichosocialinės adaptacijos šiuolaikinės visuomenės realijoms tyrimo rezultatai, gyvenimo stiliaus raiškos ir jo projektavimo strategijų psichosocialinės adaptacijos kontekste įvertinimas atskleidė šiuos ypatumus:**

- Psichosocialinės adaptacijos procesus apsunkina studentų akademinės veiklos ir socialinės situacijos specifiškumas. Sportuojantys studentai didelę laiko dalį praleidžia sporto treniruotėse ir neturi galimybių persikelti į kitas universitetinio gyvenimo socialines arenas, taip tapdami tarsi savotiškos atskirties grupe. Ta aplinkybė, kad didelė dalis studentų atstovauja elitiniam sportui, kuris atima reikšmingą jų kasdieninio gyvenimo laiko ir jėgų dalį, verčia taip gyvenantį studentą keistis, prisitaikant prie tokios socialinės situacijos ir bandant „neiškristi“ iš bendro universitetinio gyvenimo tinklo, susaistyto socialiniais ryšiais.
- Kūno kultūros ir sporto studijų programų studentų psichosocialinės adaptacijos analizė parodė, kad aptartieji šio konstrukto komponentai (*savęs vertinimas, dominavimas, internalumas, kitų vertinimas, emocinis komfortas, nerimas, pasitenkinimas savo gyvenimu, pasitikėjimas savimi, bendravimas*) yra vieni iš svarbiausių, leidžiantys įvertinti psichosocialinės adaptacijos lygį ir jo kaitą.
- Studento, kaip būsimo specialisto, turinčio aukštąjį išsilavinimą, asmenybės vystymasis vyksta tokiomis kryptimis: 1) įtvirtinamas profesinis kryptingumas, ugdomi tam tikri profesiniai gebėjimai; 2) tobulinami, „profesionalizuojami“ psichiniai procesai, būsenos, patyrimas; 3) keliama atsakomybė už profesinės veiklos sėkmę, pasireiškiant studento individualumui; 4) auga asmenybės pretenzijos būsimos profesijos srityje; 5) stiprėja profesinis savarankiškumas ir pasirengimas būsimai profesinei veiklai.
- Studentų amžiaus aspektu nenustatyta patikimų skirtumų tarp *adaptacijos lygio, savęs vertinimo, kitų priėmimo, internalumo ir dominavimo* komponentų. Ketvirto kurso studentų, palyginti su pirmakursiais, *emocinis komfortas* reikšmingai labiau išreikštas. *Problemų vengimas* ketvirtakursiams yra patikimai mažiau būdingas nei pirmo kurso studentams.
- Lyties skirtumų aspektu nustatyta, kad internalumas ir dominavimas tirtoms studentėms yra patikimai būdingesnis nei studentams. Vaikiniai, palyginti su merginomis, sunkiau adaptuojasi prie socialinių sąlygų. Merginos aktyviau išreiškia savo požiūrį į save ir kitus, lengviau pasiekia emocinio komforto būseną. Nenustatyta patikimų skirtumų tarp skirtingos lyties studentų *savęs vertinimo, kitų priėmimo, emocinio komfortiškumo ir problemų vengimo komponentų*.

**2.3. Kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus tipologija ir jos vidinės struktūros charakteristikos apibūdinamos šiais ypatumais (kokybinio tyrimo tyrimo rezultatai):**

- Socialinio brandumo procesas, kuris vyksta visose pagrindinėse gyvenimo sferose, labiausiai lemia studento gyvenimo stilių, determinuojamą tradicijų, socialinio psichologinio klimato, bendros kultūros lygio, būdingo konkrečiai mokslo institucijai; universiteto atmosferos poveikio studentiškai grupei, kaip ugdymo subjektui, lygiu; dėstytojų profesionalumu, kvalifikacija ir asmenybinėmis charakteristikomis; organizaciniu valdymo ir socialiniu (kultūrinio) administracinių struktūrų veiklos charakteriu; įvairių studentiškų organizacijų egzistavimu ir jų veiklos kokybe.
- Gyvenimo tikslai kartu su vertybinėmis orientacijomis ir doroviniais idealais vertinami kaip labiausiai apibendrinti ir nukreipiantys elgesio reguliatoriai, išreiškiantys asmenybės gebėjimą būti ilgalaikie jos gyvenimo programa.
- Teorinėse analizuojamos problemos įžvalgos ir empirinių tyrimų rezultatų analizė leido išskirti tipiškiausius, „poliarinius“ studentų gyvenimo stiliaus variantus, išsiskiriančius stipriai akcentuojamais profesinės karjeros, aukšto statuso siekiais ir materialistiniais vartojimo modeliais.

**2.4. Kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus projektavimo procesinis-instrumentinis modelis apibūdinamas šiomis dimensijomis:**

- Procesinio-instrumentinio gyvenimo stiliaus modelio pagrindas yra žmogaus dvasinė kultūra, apibrėžianti planuojamų rezultatų siekimo kryptį. Jo esmę sudaro visą žmogaus gyvenimą vykstantis asmeninio gyvenimo ir profesinės raiškos procesas, t. y. *asmenybės ir veiklos vienovė, sustiprinant asmenybinį augimą.*
- Gyvenimo stiliaus projektavimo modelis grindžiamas viena svarbiausių edukologijos mokslo metodologinių nuostatų, kad būsimo specialisto parengtumą lemia ne tik žinios ir gebėjimai, suponuojantys mąstymo būdus, įpročius ir sprendimų priėmimo standartus, bet ir vertybinis būsimo profesijos aspektas. Šios universitetinio rengimo metodologinės idėjos dera su humanizmo ir pragmatizmo pasaulėžiūroje dominuojančiomis vertybėmis, ieškant racionalios dermės tarp to, kaip asmuo savo individualumą vertina profesinės raiškos aspektu, ir to, kiek asmens raiška yra svarbi, reikalinga ir naudinga visuomenei.

*2.5. Tyrimo rezultatai leidžia konstatuoti, jog disertaciniame darbe formuluojamos hipotezės, teigiančios, kad: 1) vertybinės orientacijos suteikia pagrindą ir kryptį socialiniams ir psichologiniams asmenybės gyvenimo stiliaus projektavimo mechanizmams, suvokiamiems kaip individualiai pasirinkta, visybiška ir dinamiška sistema, nukreipta į racionalią pragmatinių ir humanizmo vertybių, individo ir socialinės aplinkos simetriją, studentų psicosocialinės adaptacijos aktyvinimą; 2) kūno kultūros ir sporto studijų programų studentų asmenybės vertybinių orientacijų struktūrą ir turinį daugiausia lemia akademinų studijų ir sportinės veiklos specifika, – įrodo, kad akademinų studijų procesas universitetinėje aukštojoje mokykloje yra svarbiausias ne tik profesinės - pedagoginės kultūros ugdymo, bet ir gyvenimo stiliaus projektavimo etapas, ir empiriškai yra patvirtintos.*

***Realizuojant kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus projektavimo procesus vertybinių orientacijų kontekste, siūloma:***

**Švietimo reformų strategams, mokslininkams:**

- Pagrindiniu efektyvaus pedagoginio profilio specialistų universitetinio rengimo kriterijumi tikslinga pripažinti ne tik būsimo pedagogo profesionalumo siekius, bet ir tai, kiek dėmesio skiriama tokių savybių ugdymui, kaip gerumas, noras padėti kitam, gyvenimo tikslų ir uždavinių suvokimas. Siekiant humanistiškai orientuoto išsilavinimo, universitetinis rengimas turėtų būti įprasminamas tokių vertybinių orientacijų sistemoje: *individualūs studento ypatumai, savarankiškos studijos, gyvenimiška patirtis, o ne tik atskirų dalykų žinios, jų apimtis, įvaldytos informacijos kiekis, gebėjimai; studijų reikšmės gyvenimui suvokimas, pilnutinis lavėjimas, saviugda.*
- Atsižvelgiant į šiuolaikinio gyvenimo reikalavimus, *kūno kultūros ir sporto studijų programų studentų gyvenimo stiliaus projektavimą tikslinga orientuoti į pragmatinį asmenybės tapsmą, išsaugant humanistines gyvenimo stiliaus vertybes.* Svarbus žmogaus vystymosi veiksnys, dominuojant racionalumui (technologizmui), praktikizmui (išstumiant jausminį ir dorinį potencialą), yra humanistinis universitetinio rengimo potencialas. Išsilavinimas šiandien tampa asmeniškai reikšminga vertybe, virsta subjektyviu būsimojo specialisto poreikiu.

**Universitetų dėstytojams, studijų programų rengėjams:**

- Šiuolaikinio akademinio jaunimo vertybių pasirinkimą apsunkina susidariusi socialinė situacija, lydima netikrumo, nevienareikšmiškumo ir prieštaravimų visuomenės vertybių sistemoje, kryptingos orientacijos į vartotojiškumą, materialines vertybes ir jomis grindžiamus tarpusavio santykius. Todėl būtinas turiningas, psichologiniu požiūriu pagrįstas studentų supažindinimas su būsimos profesijos prasmingumu, paskirtimi, profesiniu požiūriu svarbiausiomis vertybinėmis orientacijomis.
- Studijų procese tikslinga taikyti aktyvinančias edukacines technologijas, nukreiptas į savimone, refleksiją, savęs tobulinimą, gebėjimą priimti sprendimus ir pasirinkti, užmegzti prasmingus tarpusavio santykius su kitais žmonėmis. Būtina sudaryti tokias sąlygas, kuriomis studentas galėtų adekvačiai save įvertinti, jaustis atsakingas už savo elgseną ir veiklą, savarankiškai numatyti ateities perspektyvas, projektuoti gyvenimo stilių priklausomai nuo individualių galimybių ir aplinkos sąlygų, *ieškoti gyvenimo prasmės ir savo profesinės saviraiškos kelio.*
- Akademiniam procesui efektyvinti pedagoginių-psichologinių studijų dalykų struktūrą rekomenduojama įjungti modulius, kurių turinys ugdytų studentų gebėjimą numatyti gyvenimo tikslus ir jų realizavimo būdus, pri-

imti sprendimus ir daryti racionalius pasirinkimus, grindžiamus individualia vertybinių orientacijų hierarchija. Šio tyrimo rezultatais tikslinga pasinaudoti rengiant studijų modulius, humanizuojančius kūno kultūros ir sporto pedagogų rengimą (šią funkciją jau atlieka šio darbo autorės parengtas ir akademinėje praktikoje realizuojamas studijų *Lifestyle Management (Gyvenimo stiliaus vadyba)* modulis, kuris dėstomas užsienio šalių studentams, studijuojantiems pagal ERASMUS projektą Šiaulių universitete).

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UNIVERSITY IN THE CONTEXT OF VALUE ORIENTATIONS**

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