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TV advertising and children's consumer culture

Summary

The paper presents the results of the research on consumer experience of 6–7 year old children investigated from the child's perspective. The authors employed the method of interview with the child about TV advertisements, using stimulus material. The authors state that children recognize TV advertisements shown for them, make a distinction between advertisements and other television programmes, and have a certain knowledge about them. The study disclosed that the child's approach to advertising depends on adults' behaviour. It also revealed rudiments of critical assessment of advertising, which are mainly determined by negative experience of the child itself using the advertised item. According to the authors, in order to achieve the child's critical attitude towards consumption and advertising, the adult who is together with the child must have similar features and values.

Keywords: consumerism, children as consumers, children's approach to advertising

Introduction

From birth, today's children encounter consumer culture. It manifests itself in the abundance of goods and services, shopping centres, advertising, mass consumption, etc. in children's immediate environment; consumption manifestations do not decrease when children start attending a pre-school educational institution and later, school. Thus, on one hand, from an early age children are exposed to consumer culture, and on the other hand, they are 'forced' to live in it (Ponelienė 2014).

Children's consumer culture is part of modern culture and at the same time a little explored field of social researches. Interest in children's consumer culture arose around 1990, when childhood was identified as being increasingly more commercialised while the children themselves were no longer treated as outsiders in modern consumer culture (Martens, Southerton et al. 2004). Thus, the construct of children's consumer culture is quite new and at the theoretical level has not been defined (Cook 2008). Meanwhile empirical studies on children's consumer culture are conducted, focusing on the behaviour of children as consumers (Rossiter 1979; Pikturienė, Grod 2006; Butkus, Stravinskiene

et al. 2012), impact of TV advertising on the child, and preferences of goods for children, or on consumers' socialisation (Beasley, Danesi 2002; Rumbo 2002; Molčanovas, Soročenko (Молчанов, Сороченко) 2007; Ali, Blades et al. 2009).

TV advertising as a component of children's consumer culture

According to scientists (Kline 1993; Beasley, Danesi 2002; Rumbo 2002; Linn (Линн) 2006; Babaalioutas, Papadopoulou 2007), children's consumer culture and consumer-oriented lifestyle are influenced by television and by the advertising broadcasted on it, which through construction of the virtual world, socialises children, and creates attitudes, values, and lifestyle.

Television is the first media through which the child encounters advertising, directed towards him/her. Children get interested in TV commercials at the age of two and on average spending 2 hours every day in front of TV, they daily encounter 20 minutes of advertising (Brand 2008). Lithuanian television is the most popular disseminator of TV advertising: in 2012, TV advertising made up 47,8 per cent, in 2013, 47,5 per cent of the whole advertising market. In Lithuania 4–14 year old children spend on average 2 hours and 21 minutes in front of TV (Review of media studies 2012).

Children who spend a lot of time watching TV are more often involved in consumer culture (Hill 2011). According to data from the organization 'Good Childhood' operating in Great Britain, 89 per cent of adults report that today's children distinguish themselves by materialistic values more than previous generations (Rowntree 2008). Children bring consumer experience to educational institutions; their possessed consumer experience changes their development and learning (Khan 2006). Moreover, consumption is forming children's culture, reflecting the social orientations of today's children (Ruckenstein 2010). In this way, new opportunities are opened up for a child; the child can acquire new competences required for understanding modern consumer culture.

At the same time the child faces certain threats dictated by the consumer culture, when advertisers start manipulating the child and the child is subject to advertising strategies, seeking commercial goals. The main problem, which is emphasised when discussing the child-TV advertising relationship, is that up to a certain age children do not assess the information conveyed by TV advertising critically. Scientists indicate different age limits of perception and assessment of children's advertising (Table 1).

Generalising data presented in Table 1, it can be stated that at an early age children do not distinguish between advertising and another TV content; pre-school children are suggestible to advertising and cannot assess it critically and comprehensively. Pre-school and pre-primary age children are beginning to make a distinction between advertising and another TV content but still lack abilities to understand motives of persuasion hidden in advertisements. The goals of advertising are understood and negative attitudes towards advertising are formed during adolescent period. At that time children start assessing advertising more critically and objectively (Ponelienė 2014). Marshall (2010) states that television affecting consumption experience of today's children is only one among other

Table 1. Perception and assessment of advertising and its elements

Age	Perception and assessment of advertising and its elements	Scientists
Up to 4(5) years	Children do not distinguish between promotional messages and television programmes. Because of its brightness, tunefulness, shortness advertising for such children is the most interesting programme.	Rubin, 1974; Jokubauskas 2003; Linn (Линн) 2006; European Economic and Social Committee 2012
4–5 years	Children cannot assess advertising critically and comprehensively.	Pilkauskaitė-Valickienė 2011
	Pre-school children are more suggestible to given information and accept such information uncritically.	Stonkienė 2013
5–8 years	Children already differentiate advertising from other television content. However, they recognize promotional messages by external, formal attributes (for example, the advertisement is short while the programme is long), still not quite understanding motives of persuasion and selling behind advertising images. Therefore, they cannot view advertising critically and consciously resist its impact.	Jokubauskas 2003; Berns 2009
8(9)–11(12) years	Children almost distinguish the content of promotional messages. They start realising that the goal of advertising is to convince. They realize that advertisements indicate what items one should purchase; they can view advertising more critically and objectively, and consciously resist its influence. The ability to accept advertising critically becomes more important than the total number of advertisements viewed. Senior adolescents already create negative attitudes towards advertising and pay much less attention to the majority of advertisements.	Jokubauskas 2003; Berns 2009; Butkus, Stravinskienė et al. 2012; European Economic and Social Committee, 2012

Source: R. Ponelienė (2014), *Educational Conditions for (Self-)Development of Pre-Primary Age Children's Resistance to Consumerism in the Family: doctoral thesis*. Šiauliai, BMK Publishing House

aspects. The scientist raises questions as to how in the rapidly changing and consumer-oriented environment children learn to resist purchasing and constantly attacking brands and encourages seeing it all from the perspective of the child itself. In this way research on the child's knowledge about advertising AND on possessed consumption experience gains relevance.

Research goal

The research goal was to disclose 6–7 year old children's knowledge about TV advertising and the influence on children's consumer behaviour of TV advertising as a component of children's consumer culture. The research goal was detailed by the following research questions:

- How do 6–7 year old children recognise advertising?
- How do they perceive the meaning and purpose of showing advertisements on TV?
- What is the impact of advertising on the behaviour of the child as a consumer?

Research methods

Thematic interview with the child (focusing on one particular problem) and *free (non-formalised, non-standardised) interview with the child* (Valickas 1994; Tidikis 2003) were applied as the research methods. The interview with the child took place in the lounge of the educational institution. The place was chosen bearing in mind the fact that the researcher and the respondent were not impeded and that the conversation was confidential. During the interview with the child, stimulus material was used, enabling the child to relax and the researcher to give questions more easily (Merriam 2002). Stimulus material used for the interview with the child consisted of images of TV advertisements. From April 30 till May 6, 2012, the content of TV programmes shown on the most popular Lithuanian TV channels (TV3 and LNK) during the most watched time¹ (on weekdays between 7.00 pm and 9.30 pm, at the weekends between 9.00 am and 1.00 pm) was recorded. Time for recording was chosen according to the specificity of investigated children's (6–7 year old) day routine. It is likely that children watch TV when, together with parents, they return from the pre-school educational institution and in the morning at the weekends. In total, material lasting 41 hours, recording 679 cases of demonstrating promotional videos and the total of 195 different advertisements, was recorded. Out of 679 promotional videos, 19 TV advertisements were selected. The research instrument was prepared following results and insights of conducted researches (Larson 2001; Brand 2008; Calvert 2008). The basis for selection of advertisements was as follows:

- the frequency criterion of showing TV advertisements,
- the approach that the TV advertisements must portray the child,
- the approach that the list of selected TV advertisements must include TV advertisements oriented both to adult and child audiences as well as TV advertisements, the addressees of which are both the child and the adult.

It was maintained that advertisements oriented to child audiences were those addressed to children under 6 years of age or between 6 and 11 and which advertised goods that were exclusively intended for children (toys, food products, beverages, etc.). It was maintained that advertisements oriented to both child and adult audiences were those that promoted goods or services which were most frequently used by the whole family (food products: yogurt, breakfast cereals; beverages: juice, lemonade; and entertainment: cinema, circus; etc.). Advertisements, advertising goods intended to be used exclusively

¹ The USA researcher Swallow (1997) indicated that the best time for television advertisers aimed at an audience of children was Saturday morning and on weekdays, straight after the lessons. Tereškinas (2007), who has presented the depiction of the family in advertisements, indicated that the most viewed evening time (in the terms of TV watching) was between 7 pm and 10 pm.

by adults (women's and men's personal care products, household appliances, vehicle advertisements, etc.) were treated as advertisements oriented to an adult audience.

Out of 19 selected TV promotional videos, 26 printed fragments (pictures) of promotional videos were prepared. Extracts were prepared so that in twelve of them the brand and the situation shown in the promotional video could be seen; e.g., *Samsung* (Fig. 1); in the remaining fourteen a certain situation seen during the promotional video is portrayed; for example, the *Persil* (Fig. 2) advertisements, but the brand itself is not shown. Researchers explain this idea of the research instrument by the fact that theoretical studies, analyzing and summarizing the already conducted studies on TV advertising-child relationships, emphasise that 6–7 year old children already recognise brands, distinguish advertising from another TV content.



Fig. 1. Extract from the 'Samsung' advertisement



Fig. 2. Extract from the 'Persil' advertisement

Research sample

The research included sixteen 6–7 year old children, attending pre-primary groups in Šiauliai nursery-kindergarten, of whom 10 were girls and 6 were boys. The educational institution was selected applying the targeted sampling method (Kardelis 2007). The educational institution according to the contingent of children attending it, educators' qualifications, occupied territory, and other aspects can be named as a typical urban public kindergarten. The author of the research knows educators of this kindergarten, has communicated with children and taken part in the activities of these learners' groups before the research.

Research process

During the research children were shown pictures prepared according to fragments of selected TV commercials. After being shown every picture, children were asked whether they had seen the shown picture before, they were asked to tell the plot of the shown picture. All the children who attended the research earlier or later identified the demonstrated picture as an advertisement.

Further interviews with children developed, focusing on the following topics: experiences of watching advertisements and behaviour during advertising, the conception of advertising, the meaning and purpose of advertising, the impact of advertising on the child's behaviour.

The interviews revealed the child's knowledge and understanding of advertising, signs of the impact of TV advertising on the child. Interviews with children were recorded using a dictaphone and transcribed.

Analysis of research data

The analysis of research data was conducted using qualitative content analysis. The text was analysed consistently, inductively distinguishing meaningful units, formulating them into subcategories, later joining in categories. Merged categories make up themes, describing the analysed phenomenon (Bitinas, Rupšienė, Žydzūnaitė 2008).

Results of the research

Recognition of the TV advertisement

All the children who participated in the research indicated that they had seen advertisements advertising 'Persil' washing powder (Fig. 3), the mobile operator's 'Tele2' advertisement (Fig. 4), the 'Saga' tea advertisement (Fig. 5) and juice 'Kubus' advertisement (Fig. 6). Two of these advertisements are intended for adult audiences ('Persil', 'Tele2'), one is aimed at adults and children ('Saga'), and one is intended for target audience of children ('Kubus').



Fig. 3. Extract from the 'Persil' advertisement



Fig. 4. Extract from the 'Tele2' advertisement

During the investigation period these advertisements were among *the most frequently shown advertisements*, for example the 'Tele2' advertisement was shown 17 times, 'Persil', 6 times. Table 2 presents attributes of TV advertisements that are most easily recognised by children.



Fig. 5. Extract from the 'Saga' advertisement



Fig. 6. Extract from the 'Kubus' advertisement

Table 2. Attributes of TV advertisements that are easiest to recognise

Category	Subcategory	More characteristic examples
Plot of the advertisement	The plot of the advertisement is approached to life realia, holidays	'Here they advertise when it was Mums' day so that they congratulate mummy' (10/34). 'There where you can speak with your mother for free' (7/49).
	Entertaining plot	'This is the advertisement about 'Tele2'. There they joke with everybody' (2/47). 'This looks like this, they are very funny. And sometimes there is such a funny movie' (14/25).
	Animated characters of the advert	'This is the Swedbankas' advertisement', where they portray three kids and a small squirrel-father has a pram in his hands' (8/19); 'Father near the house watches his kids <...> this is from the bank [advertisement]' (2/23).
	Usage of the child's image	'This is the little daughter lying in bed who gives Raffaello' (2/19). 'Here the mother of that girl who dribbled advertises 'Persil'. To wash clothes' (5/45).
Advertised product	The product intended for the family is advertised	'Family tea' (10/35).
	The wish to taste and try out the advertised item	'Because I watch that advertisement and I'd like to taste it' (10/35). 'I want it always but mother doesn't want it for some reason. Well, she doesn't want it, she wants to save Litas' (8/46).
	Known product	'Because they bought 'Kubus' many times for me' (16/34). 'When the girl gave her mother very tasty sweets which I really like Raffaello' (8/16). 'This is Fanta <...> yesterday I drank it.'

Summarising data presented in Table 2, it can be stated that the memorability of TV commercials for children can be determined by the plot of the TV commercial or by the advertised product.

The most memorable TV advertisements for children were the ones, **the plot** of which **is approaching life realia, important dates, and holidays**. These are advertisements advertising ‘Raffaello’ and ‘Tele2’ mobile operator, which were shown before Mother’s Day. In the ‘Raffaello’ advertisement they invite people to congratulate mothers, presenting them with advertised sweets, *‘The special day is approaching. The day when you will say to your mother how you love her. Give her ‘Raffaello’ the almond surrounded by a soft cream, coated in coconut flakes. ‘Raffaello’ says more than 1000 words.’* A similar situation is observed in ‘Tele2’ advertisement (Fig. 4), the content of which is oriented namely to a reminder of Mother’s Day. During recognition of this advertisement there were 4 cases when children word-by-word repeated the content of the advert. This is one story, *‘Here they said on Mothers’ Day (I’m already tired of that), ‘Protect the picture of your mother like your eye.’ This one, ‘OK’. Then he looked into the mirror and said, ‘Victor. Like Victor the detective.’ He threw the pipe and burst out laughing, <...> and the light went off. He turned on the little light and saw that his mother’s picture was gone, only grandmothers’ remained. And painted. Then came that one (points to the picture), ‘What has happened to your mother?’.’ Says, ‘Nothing.’ (7 year old girl).*

An entertaining plot of the advertisement is attractive for children. According to Beasley, Danesi (2002), the use of humour is one of the ways to anchor awareness of the product in the public consciousness and create a sense of loyalty towards the product. Children’s speech shows a certain attitude to constantly repeated advertisements (*‘... I have already got tired of this...’*); i.e., 6–7 year old children gradually begin to express negative attitudes towards advertising.

The ‘Swedbank’ advertisement is intended for adult audiences, but its presentation is also acceptable to children because the **characters of the advertisement are animated**. For the latter reason, children both named characters of the analysed advertisement and said that such an advertisement was on television, but they related the image they saw to the advertised product, *‘Father near the house watches his kids <...> this is from the bank [advertisement]’ (2/23)*. Advertisers using animated characters know that such advertising will be attractive to children who watch it, although the advertised product is intended for adult audiences only. Such a decision of the bank can be assessed as development of loyalty to the bank in at as early an age as possible.

Using the image of a child in TV advertising can also determine the memorability of the advertisement. The fact that children both recognize the advertisement and memorise its content is demonstrated by children’s remarks, *‘Here the small daughter lying in the bed gives Raffaello.’ (2/19), ‘Here the girl hugged her mother and gave Raffaello.’ (5/16)*.

The memorability of TV commercials can be determined by both the content of advertising and the very frequently advertised product **intended either for the child or the family**; for example, advert of tea ‘Saga’ (Fig. 5) (*‘Family type tea.’ (10/35)*). The latter advertisement also appeals to children owing to **their wish to try the advertised product themselves**. Some of the children indicated that they wanted to taste the advertised tea (*‘Because I watch that advertisement and I’d like to taste it’ (10/35)*), but in some cases, children’s wishes do not

coincide with the wishes of adult members of the family, *'I want it always but mother doesn't want it for some reason. Well, she doesn't want it, she wants to save Litas'* (8/46). Thus, it is important for children to try the product themselves, but they cannot always satisfy this wish. T. Vladykino (Т. Владыкина) (2006) explains the necessity for the child to try the product by the child's wish to have information about one or another product because advertised goods are the topic of conversations and discussions in the peer group.

The strategy of the 'Kubus' juice advertisement (Fig. 6) is directly oriented to child audiences, and additional means are employed for enhancing attractiveness of the product (if you buy juice, you can win certain prizes). Children who took part in the research perfectly memorised this message of the creators of the said advertisement, *'Where you can win all sorts of prizes'* (7/57). Recognition of the said advertisement could have been determined **by the focus** of the advertisement **on the target audience of children** and the fact that 'Kubus' juice is **known and purchased product in Lithuania**. The latter statement is also supplemented by the explanation of the seven year old boy who took part in the research as to how he knows what kind of juice is advertised, *'Because they bought 'Kubus' for me many times.'* (16/34).

Manifestation of approaches of 6–7 year old children to TV advertising

Children in the study were asked whether they watched advertisements. Most often children would say that they *sometimes* watched advertisements. According to children, advertisements are attractive for them and they watch them **if they are interesting and if they advertise products intended for children**, *'I watch sometimes if it is interesting. About all kinds of movies, toys, it is interesting for me.'* (6/75). It was also possible to understand from children's remarks that some of the adult **members of the family limited TV watching, and particularly advertisement watching**, *'If dad does not switch off – [I watch]'* (13/42); *'[I don't watch] because my mother and grandmother do not allow'* (3/66). One of the reasons for not watching advertisements may be **the emerging critical approach to advertising**. The 7 year old boy who participated in the research explained, *'I don't find these advertisements interesting. Previously I watched because it was interesting.'* (7/60).

In order to disclose children's understanding of the purpose of advertising, the participants of the research were asked to describe **what advertising constituted** (Table 3).

Children who took part in the research most often named advertising as **a pause or break between programmes or movies**. Only the explanations of what that pause was for differed. In one case, children provide understanding, typical of their age, that advertising was necessary so that *'actors who make these movies, videos'* (10/54) have rest; *'Directors who say what happened or act, have a rest and after the break act again.'* (8/77). Otherwise advertising is necessary for the audience to have a rest, *'So that the audience could also relax.'* (2/79); *'So that the eyes could rest <...> legs don't stiffen.'* (4/81). This concept of advertising is determined by the behaviour of adult family members, who, taking care of children's health, use advertising as a recreational break.

Table 3. Goal and conception of advertising

Category	Subcategory	More characteristic examples
Conception of advertising	A pause or a break between programmes or movies	'Directors who say what happened or act, have a rest and after the break they act again.' (8/77). 'So that viewers could also have a rest.' (2/79); 'To give some rest to your eyes <...> so that legs don't stiffen.' (4/81).
	Novelty	'Where novelties appear. For example, the old toy and they make a new one.' (16/64).
	Informing	'Advertising... well, when they want to spread something, then on television <...> what they want to show to people who are watching television.' (3/72).
Goal of advertising	Sales of goods or services	'This is 'Top up' advertisement so that they buy cards.' (8/30). 'So that people trust and buy.' (9/109).
	They advertise what they directly show	'They advertise that girl how she dribbled.' (9/51); 'Here they advertise when mums' day was so that they congratulate mummy' (10/34).

Some of the children *identify* advertising *with novelties*, 'Where novelties appear. For example, the old toy and they make a new one.' (16/64), *the pursuit to inform potential buyers*, 'Advertising... well, when they want to spread something, then on television <...> what they want to show for these people who are watching television.' (3/72). Explaining what advertising is, children also gave *examples of other forms* (not just TV) *of advertising*: 'When there are such small papers, not newspapers, but where they write, for example, the cost of a chair or a greenhouse; they also call it advertising.' (9 / 107).

Recognizing TV adverts, previously analysed children's remarks disclosed that children understood the purpose of advertising in two ways. On one hand, *the advertisement is intended for selling the merchandise or service*, 'This is 'Top up' advertisement so that they buy cards.' (8/30). Some of the children who took part in the research understood that the main goal of advertising is to make the audience buy the advertised product, '[the ad is shown so that] *people trust and buy*.' (9/109). On the other hand, it seems to children that they *are advertising what they are showing in the advertisement directly*, 'They advertise that girl who dribbled.' (9/51); 'Here they advertise when mums' day was so that they congratulate mummy' (10/34). In other words, the child uses the concept *to advertise* in his/her speech but its content is inaccurate and these children have not yet realised the direct goals of advertising.

To sum up, it can be said that in the opinion of children, the goals of showing advertisements are informing, familiarisation with novelties, giving free time for viewers and sales promotion of goods or services.

In order to distinguish the potential impact of TV advertising on children's behaviour as consumers, children were asked whether they *had asked for advertised products*. Most often children indicated that they had asked for toys, 'I had. When I saw the princess, I really wanted the one with wings and the magic wand: you press and there a flower

appears on the wings. And I really wanted it. Then I saw these small animals and I wanted them very much too.' (10/57; 7 year old girl) or *'Well yes, I saw the Lego I was telling you about, which I badly want. I saw it for the first time and I really wanted it.'* (8/82; 6 year old boy). Children's responses to the latter question disclose **strategies for (self-) development of resistance to consumerism applied by parents and proposed by the children themselves**; for example, the agreement to postpone the purchase for a later time, *'Well I really wanted the horse with flexing legs and head. Well, I said to my mother, 'Will you be able to buy it for me today?' She says, "No, daughter, I cannot buy this one, it is very expensive. <...> Well, I say, 'Mom, I know. You will buy the horse for my birthday.'* *'OK, for your birthday. We'll see if you deserve anything, if you will help me a little somehow, you'll deserve the horse.'* (4/83).

We should not absolutise the impact of advertising on children. Advertising is not the only factor promoting consumerism. The influence of peers, parents, teachers and the experience of the children also play an important role (Jokubauskas 2003). This was also disclosed during our study. The 6 year old boy told me that he found out about a toy he wanted from a group mate in the kindergarten, *'That's what Simas told me. Because he had bought before me.'* (8/26); the 7 year old girl recognised the advertisement for *'Transformers'* shown in the picture but having been asked whether she had seen this advert before, she replied negatively, having clarified that she knew about these machines only because *'boys used to bring them'* (5/71). These remarks reveal that the formation of children's consumer approaches is affected by those communication agents with whom children spend most of their time (in this case, peers). Parents' comments and discussion about advertisements can facilitate the development of children's appropriate conception of advertising. Equally important is the experience of the child itself as a consumer. It can be illustrated by an extract from the interview with the 7 year old girl. Asked why they are showing advertisements of various items, the girl answered, *'So that people trust and buy them.'* Having clarified whether one should believe in advertising, the girl answered negatively, *'No, because it may be a poor quality item... Once I bought what they were advertising, but it broke immediately'* (9/112).

Conclusions and generalisations

Consumer experience of 6–7 year old children in consumer culture can be investigated from the child's perspective, using ways that are attractive and involve children. The presented research employs the method of interview with the child about TV advertisements, using stimulus material. Children recognize TV advertisements shown for them, make a distinction between advertisements and other television programmes, and have a certain knowledge about them.

6–7 year old children better recognise advertisements, the plot of which corresponds to their life situations and is entertaining, advertisements with animated characters, advertisements that promote a product intended for children, particularly if the child has

tried that product out himself/herself or has seen his/her peers doing this. Links between the concept of the goal of advertising and its direct purpose are still only beginning to form. The advertisement is perceived as a break between programmes or movies, focusing not on the advertised product, but on the plot of the advertisement. The informational and stimulating function of advertising is more clearly understood if the advertised product is intended for children. The study disclosed that the child's approach to advertising depends on adults' behaviour: the image of advertising as a break is determined by parental concern about the child's health, when advertising is used for recreation. The study discloses rudiments of critical assessment of advertising, which are mainly determined by the negative experience of the child itself using the advertised item.

Educators, in turn, who have knowledge of advertisements that are memorable for children and affect them, can use this knowledge in developing a critical approach to advertising, since the possessed knowledge would enable parents to understand that consumer culture which children experience at that time. Advertisements recognised by children disclose their preferences, which can indicate the direction of the educational process both to family members and educational institutions.

TV advertising, as a cause and consequence of consumerism, must be both discussed and watched together with the child, as it is necessary to speak about goals of advertising when the child is asking for advertised products. Parents' constant bans (not to watch, not to buy advertised products) will not give a positive result; on the contrary, children may encounter difficulties socialising with peers, but the development of a critical approach, teaching the child to select, weigh the pros and cons, and the creation of suitable conditions for that are important and significant for the children themselves. Moreover, through their acquired experience they learn a lot. The same children who took part in the research are able to find ways of solving problems when together with parents they look for compromises regarding the item or entertainment they want to purchase. It should be also emphasized that being big talkers and acting the opposite way themselves, parents will not reach a positive outcome. In order to achieve the child's critical attitude towards consumption and advertising, the adult who is together with the child must have similar features and values.

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