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# RESEARCH TOOL TO EVALUATE THE CHILDREN'S ATTITUDES TO FASHIONABLE CLOTHES

***Purpose.*** *to create and test a research tool to determine the attitude and perception of family style in children's fashion clothing using the semantic differential.*

***Keywords****: children's fashionable clothes, Kansei Engineering, semantic differential*

Age-related argument about clothing is a longstanding phenomenon. Typically, age-related conflicts over clothing fashions have tended to be between teenagers and adults, and worked out in the context of family rules.

***Setting the task.*** In order to achieve the purpose of the research several subtasks were solved. Firstly, a database of images of children's fashionable clothes was formed for different age categories of young consumers.

Questionnaires have been developed for different age categories of young consumers to assess emotional qualities, which consist of semantic differential scales for each characteristic of clothing. The dataset of images of children's fashionable clothes is prepared for inclusion in the database of expert system. The expert system was developed on the preliminary stage of the research.

***Research methods***. The online survey method and graphical presentation of the results in the form of psychographic profiles were used to fulfill the task.

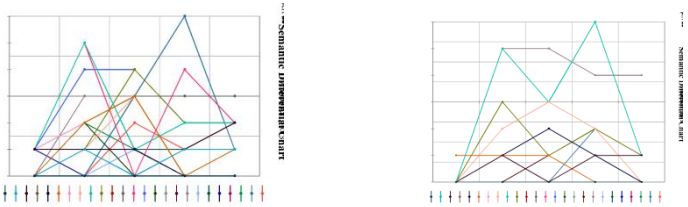
Practical significance: for different age categories of young consumers, questionnaires have been developed to assess emotional qualities, which consist of semantic differential scales for each characteristic of clothing.

***Results.*** The paper presents the results of the research conducted under the project entitled «Family look style in the Eyes of Children». Semantic differential was chosen for these purposes. The paper primarily deals with the semantic differential method, the preparation and implementation of the pre-research, the process of creation of the research tool, and the individual steps in the collection and evaluation of data.

The first step was to create a set of concepts which the school pupils would assess. The next step was to select the number of the scale points. In this case, we chose the most frequent scale, i.e. a seven-point scale. In the selection of adjectives, we used the original list of adjectives created at the previous stages of the research [3, 4]. We preserved the semantic differential structure proposed by C. Osgood, i.e. a three-factor structure (the factor of evaluation, the factor of activity and the factor of potency).

For ease of representation of Kansei words, all bipolar pairs were encoded with the first letters of words, which is common practice: SQ (Slow-Quick) to

conduct a survey by the method of semantic differential; CS (Complicated-Simple) to use the questionnaire; IA (Inaccurate-Accurate) consumer emotions are taken into account; UF (User-Unfriendly interface ES -User-Friendly interface ES); UN (Unnecessary - Necessary) to conduct a survey by the method of semantic differential. In fig. 1 presents psychographic profiles that demonstrate school pupils' impressions of working with the semantic differential.



a b

Fig. 1. **Psychographic profiles of school pupils' impressions of working with the semantic differential: a) children 10-13 years old; b) children 14-16 years old**

***Conclusions.*** Semantic differential is not used only in pedagogy; it can be applied on various research issues in the field of personality examination, consultancy or clinical, social or pedagogical psychology, in integrated marketing communications of fashion brands. It is sufficiently reliable, valid and flexible, and the data processing is fast and easy thanks to the advanced information technology.

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