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INVESTIGATION OF THE EFFECTS OF THE CARTOONS ON THE PRE-SCHOOL CHILDREN FROM PARENTS' VIEWS

***Annotation.** In the preschool period, children can identify with the cartoon characters. In the preschool period, children want to have the abilities of the movie heroes they watch and they identify themselves with them. Cartoons are in the position of exemplary educators for the child at the age of learning right-wrong, beauty-ugly. The study group of the research consists of 2 primary schools in Karaman City Center with a kindergarten and 15 parents in these schools in the 2020-2021 academic year. The study group of the research was determined by using the easily accessible case sampling method, which is one of the purposive sampling methods used in qualitative research.*

***Key words:** Cartoons, parent views, preschool children, behaviors*

***Анотація.** У дошкільному віці діти можуть ідентифікувати себе з героями мультфільму. У дошкільний період діти хочуть володіти здібностями героїв фільмів, які вони дивляться, і ототожнюють себе з ними. Мультфільми займають позицію взірцевих вихователів для дитини у віці навчання правильного-неправильного, краси-потворного. Дослідницьку групу дослідження склали 2 початкові школи в Караманському міському центрі з дитячим садком і 15 батьків у цих школах у 2020-2021 навчальному році. Досліджувану групу було визначено за допомогою легкодоступного методу вибірки випадків, який є*

одним із методів цільової вибірки, що використовується в якісному дослідженні.

***Ключові слова:** мультфільми, погляди батьків, діти дошкільного віку, поведінка*

Introduction. Today, mass media plays an important role in the lives of children as well as adults. While cartoons, advertisements and computer games play an important role in children's programs, the media produces popular and imaginary heroes and uses them in marketing activities. However, in every cartoon, besides these positive messages, negative content is also frequently encountered. Since the child's brain, which can be described as an 'empty record ready to record', cannot fully distinguish between right and wrong, it takes all the messages reaching it from the external environment and internalizes them over time (Utma, 2022) [7].

Children resort to many fun ways to enjoy their free time. Recently, one of these fun ways has been cartoons. With the increase of cartoons, it is possible to observe their positive and negative effects on children, because children can model what they watch by absorbing what they see into their minds. If children are exposed to television and cartoons excessively, the life of the individual may be affected in different ways. Parents should choose carefully when choosing content for their children. On the contrary, sometimes cartoons can help children develop their skills. Children can learn about daily life skills from cartoons. At this point, the contents are important (Wjethilaka, 2020) [8]; (Habib &Soliman, 2015) [4].

A cartoon is the work of arranging individual pictures or immobile objects in such a way that they can give a sense of motion during the screening and transferring them to the film. In other words, cartoons, which can be defined as the process of animating animate or inanimate objects or giving them a new identity; These are the television (TV) programs that children watch most and are most influenced by (Can, 1995) [2].

It is mentioned that children's television watching time is an important factor among the reasons for the positive or negative effects of cartoons (Yavuzer, 2003) [9]. The imaginations of children, who are the best followers of cartoons, and their vulnerable attitudes towards life are influenced by cartoons and take a certain shape within themselves. Observations; Although cartoons are watched at all ages and their qualities, content and perception vary according to age groups, cartoons are generally watched at all ages. The fact that cartoons are television programs that are especially preferred by children's viewers and supported to be watched by adults raises the curiosity about how children in early childhood communicate with cartoons, how they perceive cartoon characters, and how they make sense of them in their own World (Öztürk Samur, Durak Demirhan, Soydan, & Önkol, 2014) [5]; (Adak Özdemir and Ramazan, 2012) [1]; (Türkkent, 2012) [6].

Due to the importance of cartoons in children's lives, it is extremely important to evaluate the programs that children watch from the eyes of the child, to know the reasons for their preferences and to examine their effects on the child's life, as well as to know the reasons for preference and the features that parents look for in the programs that children watch (Darga, Zaimoğlu and Öztürk, 2021) [3]; (Yazıcı, Yaman and Kandır, 2019) [10].

Purpose of the research.The aim of this research is to reveal the cartoons that are constantly on our televisions and have a special place in our lives according to the opinions of preschool teachers and parents, the cartoons watched in the preschool period and the effects of these cartoons on the behavior and behavior of children. attitudes and solutions.

In the research, «How are the impulses of the cartoons made by the school of drem chokes?»

Method. Research Models. Qualitative research method was used in this study. Qualitative research is a type of research that uses qualitative data collection methods such as interviews and document analysis to reveal perceptions and events in the natural environment in a realistic and comprehensive way. Interviews with

preschool teachers and other parents were used to obtain information about the frequency of watching cartoons and the situations where preschool children were affected by cartoons, and a content analysis was made in the analysis used.

Working group. The study group of the research consists of 30 people in total, including 2 primary schools in Karaman City Center with a kindergarten and 15 parents in these schools in the 2020-2021 academic year.

The study group of the research was determined by using the easily accessible case sampling method, which is one of the purposive sampling methods used in qualitative research. In purposive sampling, a sample determined for a specific purpose is studied. In this context, in the determination of the study group of the research, easily accessible case sampling, one of the purposeful sampling methods that is thought to be suitable for the purpose of the research, that is voluntary and easily accessible, that allows the selection of preschool teachers and parents of preschool children, was used.

Data Collection Tools. During the data collection phase, an interview form was created by the researchers. Interviewing is to get detailed and in-depth information about a subject by asking detailed, qualitative questions to the interviewee. The interview technique is an observation technique that provides flexibility and depth to the researcher and the interviewee. The interview technique can be done with a single person as well as with a group; They are studies conducted by talking to each other, asking questions and recording the information received.

Result. In this section, in line with the purpose of the research, the opinions of 15 parents on the examination of the effects of the cartoons watched in the preschool period on the behavior of the children were examined through the answers they gave to the semi-structured questions. For this purpose, the findings obtained by analyzing the interview data are included.

1) What are the effects of cartoons on the behavior of preschool children?

While 80% of the parents focused on positive behaviors, the remaining 20% focused on the negative effects on behaviors. In general, the majority of parents have the view that cartoons lead to positive behaviors.

V2: «It contributes to the development of the child's imagination and to the development of the child before starting school, contributing to the acquisition of a lot of information».

V4: «There are negative effects. Weapon vs. takes care of such tools. The film behaves according to its content».

2) What are the contributions of cartoons to the development of children?

While 40% of the parents emphasized their contribution to concept development (color, number, opposite words), 33,3% of them stated that they contributed positively to all areas of development, 20% of them stated that they contributed to the development of the world of imagination, and 6,6% only contributed to their self-care and social-emotional development.

V6: «It supports development areas holistically. For example: due to its contribution to language development, it also contributes to social and emotional development by enabling him to express himself better in the group».

53,3% of the teachers think that they gain social skills (communication, self-expression, friendship, empathy) and 46,6% are educators (teaching language, concept, number, color). While some of the teachers defended their contribution to social development, another part emphasized its educational feature.

3) What are the harms of cartoons to the developmental area of the child?

While 40% of the parents stated that cartoons increase the tendency of children to violence, 40% stated that they imitate negative behaviors, and 20% stated that they cause television addiction.

V12: «Some cartoons can contain violence. It can cause the child to become aggressive».

V10: «They imitate a bad behavior they see or want to be like them and imitate».

4) How long should a child watch cartoons per day on average in the preschool period?

While 53,3% of the parents stated that the average cartoon duration of a child in the preschool period was 1 hour, 33,3% of them found the 1-2 hour interval and 13,3% the 2-3 hour interval sufficient. In general, it is seen that the majority of them concentrate on the opinion that 1 hour is sufficient.

5) Which behaviors do you observe most when your child is watching cartoons?

While 60% of the parents state that children show the most imitation behavior while watching cartoons, 40% have the view that they show excessive focus on the cartoons they watch and isolating themselves from the environment. In general, the majority of parents stated that they observed imitation behavior while watching cartoons.

V9 stated: «Looking at him with a focus on the still, not hearing the people around him».

V13: «Imitating what he sees, he thinks and acts like the character he watches».

6) What method can we follow to protect children from the bad side of cartoons?

While 60% of the parents stated that they can protect children from the bad aspects of cartoons by watching together under parental control, 33,3% of them stated that the family should determine the cartoon that the child will watch in advance, and 6,6% of them did not allow the cartoon to be watched and the cartoon was bad. he thinks he will protect them. In general, the majority of the parents stated that they can protect the negative aspects of cartoons by watching together under parental control.

V1 stated, «We can watch cartoons together and control ourselves instead of leaving them alone while choosing or watching cartoons».

V3: He stated, «I do not allow and do not watch».

7) What is the connection between the suitability of the content of the cartoons watched by preschool children and their effects on development?

While 60% of the parents said that educational-instructional content affected the development of children positively, 40% stated that cartoons with violence (war, slang) negatively affected the development of the child. The parents themselves addressed the content in the question as positive or negative.

V12: «It has a great effect because it teaches children social values in a good way».

V14 stated that «If it contains educational things, it supports its development in a positive way».'

8) *What is your most important criterion when choosing a cartoon?*

While 40% of the parents said that the most important criterion when choosing a cartoon is to be educational and instructive, 33,3% of the parents stated that they were suitable for the child and their development, 20% of them were looking for the criteria that they should not contain violence, aggression, slang words, while 6,6% of them stated that they did not have any criteria. brought;

V5: He stated, «Unfortunately, his choice is to watch cartoons on whichever channel there is».

9) *What is the feature that children pay attention to or attach to the most when choosing cartoons?*

While 26,6% of the parents stated that the children pay attention to the imaginary heroes and imaginary elements while choosing the cartoon, 20% of them are connected to their characters and features, 20% of them prefer popular cartoons in line with their interests, 13,3% of them. While choosing cartoons with .3 car elements, 6,6% stated that they preferred cartoons with war and weapon elements.

V7: He said: «Warrior, gun, bomb, fight, car».

10) *If you were a cartoon writer (screenwriter), what topics would you choose and which development area would you give more importance to?*

While 26,6% of the parents stated that they would give importance to cognitive development (concept teaching, problem solving, practical intelligence) if they were a screenwriter, 20% of them stated that they would be a cartoon writer with topics

that would support all areas of development, and 20% only moral values), 13,3% will be a writer who will support the language development of the child (using effective language), 13,3% will be a writer on social-emotional development, 6,6% motor development (sports, body movements, warming) will be supportive and important. He stated that he would be an author.

V7: «I prefer cartoons about sports. Warm-up exercises, football, basketball...».

11) What solution would you suggest to reduce the percentage of children being affected by cartoons that set a negative example?

While 46,6% of the parents stated that the cartoons to be watched by the children should be controlled by the parents beforehand, 26,6% of them stated that they would not watch the cartoons that set negative examples directly or would ban them, 13,3% of them stated that they would keep away from the cartoons whose content they did not know, % 13,3 stated that doing different activities by keeping them away from technology will reduce the percentage of children being affected by cartoons that set a negative example.

V9: He stated, «I would prevent him from watching such cartoons2».

V11: «Because the episodes are broadcasted repeatedly during the day or later, I would watch it beforehand and have it watched if it is suitable for the child's age and developmental characteristics».

12) What factors and how are children affected by cartoons?

While 60% of the parents stated that children are most influenced by the characters in cartoons, they show themselves with behaviors such as imitation, identification, and wanting to be in his place, while 33,3% of them say that cartoons with imaginary elements attract their attention more, and 6,6% stated that the child's living environment and area of interest increase the rate of being affected.

V1: «The level of being affected increases according to the rate of presence of these factors in cartoons that contain remarkable, exaggerated and imaginary elements».

Conclusions. Cartoons prepared for children in every aspect affect children positively, as well as cartoons prepared with commercial concerns, regardless of whether they are suitable for children or not, affect children negatively (Yazıcı, Yaman and Kandır, 2019) [10].

According to Yalçın et al. (2002), 65,2% of pre-school children and 57,7% of primary school children spend at least two hours a day in front of television.

My child identifies himself with cartoon heroes (like I am superman, Snow White), repeats the movements he sees in the cartoon, imitates the movements of the cartoon characters, repeats the movements he observes in the cartoon while playing, and the words or expressions he hears in the cartoons can also be used in daily life uses.

Cartoons may have many positive and negative effects on preschool children. These effects are related to whether the content of the cartoons is positive or not.

Thanks to television, despite all their disadvantages, the right television programs take the child to a wonderland that he cannot find anywhere else.

The positive-negative effectiveness of television in the development of the child depends on the content of the program, broadcasting principles and the purpose of the media organization. A lot of research has been done on how children are affected by television broadcasts

When any negative content is encountered in the cartoons watched under parental control, the parent can intervene earlier and talk to the child about this content. In this way, children will be protected from negative content. Removing the TV from the house or banning children from watching TV is not the solution. First of all, parents should take the issue of limiting television viewing as a principle for themselves. It is clear that the child takes his family as an example first. For this, parents need to make a habit of reading, discussing, chatting, finding various useful leisure activities, playing traditional children's games, and being more interested in each other, especially with their children.

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