

**Abdülkadir Kabadayi** 

Ph.D. (Pedagogical Sciences), Prof. Dr.,

Faculty of Education,

Necmettin Erbakan University,

Konya, Turkey

[akkabadayi03@gmail.com](mailto:akkabadayi03@gmail.com)

## **FROM SCREEN TO SKILLS: INVESTIGATING CARTOONS' INFLUENCE ON PRESCHOOLERS' DEVELOPMENT**

***Annotation.** During the preschool period, cartoons wield a significant influence on child development across cognitive, social, emotional, and imaginative domains. These animated shows serve as platforms for learning, introducing pre-schoolers to language, numeracy, problem-solving, and emotional literacy. However, the impact of cartoons isn't uni-dimensional; they can shape behavior positively by fostering empathy and creativity, yet excessive exposure to certain content may lead to attention issues and unrealistic perceptions. Parental guidance and media literacy play pivotal roles in navigating the preschool's cartoon landscape, enabling caregivers to facilitate discussions, monitor screen time, and foster critical thinking skills. Understanding the multifaceted effects of cartoons empowers parents and educators to harness their potential as educational tools while mitigating potential negative consequences, thereby optimizing child development during the crucial preschool years.*

***Key words:** effects of cartoons, pre-schoolers, child development, cognitive, social, language.*

***Анотація.** У дошкільний період мультфільми справляють значний вплив на розвиток дитини в когнітивній, соціальній, емоційній та уявній сферах. Ці анімаційні шоу служать платформою для навчання, знайомлячи дошкільників з мовою, рахунком, вирішенням проблем та емоційною грамотністю. Однак*

*вплив мультфільмів не є одновимірним; вони можуть позитивно формувати поведінку, розвиваючи емпатію та креативність, але надмірний вплив певного контенту може призвести до проблем із увагою та нереалістичного сприйняття. Батьківське керівництво та медіаграмотність відіграють ключову роль у навігації дошкільнят мультфільмами, дозволяючи вихователям сприяти обговоренню, контролювати час перед екраном і розвивати навички критичного мислення. Розуміння багатогранного впливу мультфільмів дає змогу батькам і вихователям використовувати їхній потенціал як освітніх інструментів, одночасно пом'якшуючи потенційні негативні наслідки, тим самим оптимізуючи розвиток дитини протягом вирішальних дошкільних років.*

***Ключові слова:** вплив мультфільмів, дошкільнята, розвиток дитини, когнітивний, соціальний, мовний.*

**Introduction.** Cartoons have long been a staple of children's entertainment, captivating young minds with colorful characters, imaginative worlds, and engaging storyline. In today's digital age, where access to cartoons is more prevalent than ever, understanding the effects of these animated shows on preschool-aged children's development is of paramount importance. This article provides an overview of the impact cartoons have on various aspects of child development during the preschool period. Cartoon is one of the illustrated art forms containing development over time and various meanings. No matter how two-dimensionally illustrated visual art forms are, the specific definition of cartoon has evolved over. Although cartoons are an art form that is followed with interest by almost everyone, young and old, it has been especially influenced by children from a very young age. For this reason, cartoons are expressed as a visual-textual media tool that motivates children in the learning process [2] Channels such as Cartoon Network, Fox Kids, Animax, Hungama TV, and dishers have been established to attract and provide entertainment and enjoyment platforms to the people [7]. For this reason, we are aware that the doors of early childhood activities have changed dramatically. While for a long time, children have been playing games, painting, telling stories, or listening to stories, now all these

activities are completed by watching cartoons. According to sociologists, people spend 20% to 40% of their time on television, watching movies or playing computer games.

**The aim of the article** is to analyze the contributions of cartoons to the developmental domains of preschoolers from cognitive, language, social, self-care, and the like.

### **The Relations between the Cartoons and Children.**

Cartoons are watched at all ages, and although 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 child viewers and supported by adults to watch increases curiosity about how children in early childhood communicate with cartoons, how they perceive cartoon characters, and how they make sense of them in their world [5].

For this reason, starting from early childhood, children begin to reflect on the characteristics of the television and cartoon characters they choose as models in their daily lives and games. Children's interest in cartoons is not limited to the actions and characters of the characters, even the clothes used by the cartoon characters appeal to them. Children remember the names of almost all cartoon characters that fascinate them [6]. Watching too many cartoons on television causes mental, psychological, and emotional problems and even physical damage to the eyes. In this respect, the content of the programs that children watch should be investigated issues that may have a negative impact should be eliminated, and the subject and content of the cartoons shown should be prepared in a way that children can take as an example in their lives [5; 6]. At this point, parents have a decisive influence in ensuring that children learn more from cartoons and reduce their exposure to negative content. For this reason, in addition to being a model for parents with their own program selection and viewing style, the duration of children's watching cartoons, the selection of cartoons to be watched should be appropriate to the age and developmental characteristics of children, and cartoons should be watched under the supervision of parents [11]. More importantly, the extent to which the behavioral patterns of

cartoon heroes adopted as models resonate with children's daily lives is important for the modeling process [4]. As a result of the research, it was seen that while parents stated that cartoons had positive and negative effects on children, they mostly answered that they had negative effects. While it was stated that its positive effects were mostly for informational purposes, its negative effects were determined to be more in the direction of changing behavior in children [12].

### **Parental Involvement and Media Literacy.**

By actively engaging with their children during media consumption, parents can help reinforce positive messages, facilitate discussions about values and behaviors, and model healthy screen habits. Moreover, fostering media literacy skills from an early age empowers children to critically evaluate and interpret the content they encounter, enabling them to make informed choices about media consumption as they grow older.

### **Contributions of the Cartoons to the Child's Language Acquisition Process.**

Children's language acquisition begins in the family environment and is shaped by a wide process that includes television, school, environment, and friend groups. Children's ability to distinguish between reality and imagination generally begins at the age of 3, and they begin to use the basic language acquisition acquired by the age of 5-6 more effectively after the age of 7-8.

Today, the dizzying development of technology offers children the opportunity to watch the adventures of the heroes they read in comic books and stories on television, thanks to cartoons. However, the fluent narrative technique enriched with descriptions that the child is accustomed to in books is replaced by a different narrative style embellished with technology in cartoons [10].

Since the cartoon industry in our country is far behind the world's countries, there is a density of foreign cartoons on television channels. Especially in the dubbing of cartoons translated into our language, a narrative style that smells of translation is encountered, which causes the child to be negatively affected in terms of language and culture. In addition, slang words that do not exist in our culture and are translated as they are will harm the child's language development [10].

## **Contributions of the Cartoons to the Cognitive Development of the children.**

Cartoons can significantly influence cognitive development in preschoolers. Through exposure to diverse narratives and characters, children develop language skills, expand their vocabulary, and improve comprehension abilities. Moreover, cartoons often incorporate educational content, teaching preschoolers about numbers, letters, shapes, and other foundational concepts engagingly and interactively. In the study, evaluation of Cartoons Broadcasted on TRT Children's Channel According to Developmental Areas, it was determined that the cartoons included in the research mainly included situations and events related to achievements in the field of cognitive development and social-emotional development [1]. It was stated in his study that cartoons improve children's cognitive skills and direct them to think and make comparisons [10]. In a study with preschool children from different cultures and races, educational programs such as "Barney and Friends", "Sesame Street" and «Mister Rogers' Neighborhood» were found to be positive for the cognitive, social, and language development of children in this age group. has been found to have an effect.

## **Contributions of the Cartoons to the Social and Emotional Development of the children.**

Cartoons play a crucial role in shaping social and emotional development during the preschool years. Many cartoons feature characters navigating friendships, resolving conflicts, and managing emotions, providing valuable lessons for young viewers. Through these narratives, children learn about empathy, cooperation, and expressing their feelings in constructive ways, which are essential skills for navigating social interactions both in and out of the classroom.

### **The Role of Cartoons in the Child's Education and Social Development.**

When the child begins to walk and talk, his social circle expands; He interacts intensively with the adults and children in his immediate environment, especially through play. During this time, he encounters many examples of positive and negative behavior [2]. Then, we can define childhood as a process that begins in the

family environment, where variable needs are intensely experienced and continue between school years and friend groups. In addition to schools and peer groups, mass media also play an active role in the development and socialization of children, whom we care to raise as the future of society. Cartoons are the broadcasts that children love the most and have a lot of fun watching. While well-prepared cartoons will contribute to the child's socialization and acquisition of positive behaviors, cartoons that do not have much pedagogical value may negatively affect the child's development. Therefore, families should guide their children in choosing the movies to watch, make choices according to their age, and watch cartoons together from time to time [10].

### **Contributions of the Cartoons to the Imagination and Creativity Development: of the children.**

Cartoons stimulate preschoolers' imaginations and foster creativity by immersing them in fantastical worlds and imaginative scenarios. Through exposure to diverse characters and storyline, children are inspired to think creatively, problem-solve, and explore their ideas and interests. Cartoons also encourage imaginative play, as children re-enact scenes from their favorite shows and embark on imaginative adventures of their own.

### **Contributions of the Cartoons to the Self-Care Skills Development of the children.**

It can be said that there is a deficiency that cannot be ignored in the field of self-care skills and motor development. Providing diversity and repetition for the achievements in cartoons is seen as a need for these two development areas. Based on what children learn through modeling, it is thought that it may be effective to include achievements in self-care skills in cartoons [1].

### **Contributions of the Cartoons to the Attention and Behaviour Development of the children.**

While cartoons can be a source of entertainment and education for preschoolers, excessive screen time and exposure to certain types of content may have adverse effects on attention and behavior. Research suggests that prolonged exposure to fast-

paced, overly stimulating cartoons may contribute to attention problems and impulsivity in young children. Parents and caregivers need to monitor the quality and quantity of screen time to ensure that it aligns with the child's developmental needs.

We can list the contributions of cartoons to the child's development and education process as follows:

- It contributes to children's comprehension and learning at an earlier age.
- It develops not only children's emotional and intellectual world but also their aesthetic taste.
- It enriches their perspective on life and helps them learn universal and national values by having fun.
- It develops their linguistic and cognitive skills and directs them to think and compare.
- It enables children to learn some positive behaviors such as kindness and helpfulness by imitating them.
- Learning becomes more effective in children with the introduction of visual and hearing in cartoons, however, by adapting cartoon heroes to comics, children can gain the habit of reading more quickly.

**Conclusions.** Considering that development is a whole and all developmental areas support each other, it can be said that the behaviors aimed to be taught to children through cartoons should not be focused on a specific development area. Instead, it can be thought that supporting different skills at similar levels will contribute to the child's development at the highest level. In conclusion, cartoons exert a significant influence on preschool-aged children's development, shaping cognitive, social, emotional, and creative abilities during this formative period. While cartoons can serve as valuable educational tools and sources of entertainment, it is essential to strike a balance between screen time and other developmental activities. By understanding the effects of cartoons and promoting media literacy skills, parents, educators, and caregivers can harness the potential of cartoons to support healthy child development and foster a lifelong love of learning.

## References

1. Cengiz, Ö., Küsmüş, G. İ., & Ramazan, O. (2020). TRT çocuk kanalında yayımlanan çizgi filmlerin gelişim alanlarına göre değerlendirilmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 16(2), 271-287.
2. Dewi, V. K. (2013). The use of cartoon films to improve students' skills in writing narrative texts. *English Education*, 2(1), 34-43.
3. Jain, N. (2011). Online school admission. *Online school admission*. URL: [www.amazines.com/article\\_detail.cfm/](http://www.amazines.com/article_detail.cfm/) (last accessed: 2024/05/30).
4. Oruç, C., Tecim, E. ve Özyürek, H. (2011) . Okul öncesi dönem çocuğunun kişilik gelişiminde rol modellik ve çizgi filmler. *Ekev Akademi Dergisi*, 15(48), 281-297.
5. Öztürk Samur, A., Durak Demirhan, T., Soydan, S. ve Önkol, L. (2014) . Pepee çizgi filminin ebeveyn öğretmen ve çocuk gözüyle değerlendirilmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(26), 151-166.
6. Pandit, A. & Kulkarni, B. V. (2012). Retrieved from <http://www.oiiirj.org/ejournal/Jan-FebMar2012IEEJ/02.pdf>
7. Rashid, A. (2015). Impact of television cartoon channels on children in India. *Journal of Indian Research*, 3(2), 64-72.
8. Selçuk, Ziya. (2010).Eğitim Psikolojisi, Nobel, 18. Baskı, Ankara
9. Sokolova, M. K. (2011). Modern cartoon characters in children's play and toys. *Psychological Science and Education*, 2, 49-54.
10. Yağlı, A. (2013). Çocuğun Eğitiminde Ve Sosyal Gelişiminde Çizgi Filmlerin Rolü: Caillou Ve Pepee Örneği. *Electronic Turkish Studies*, 8(10), 707–719.
11. Yaşar Ekici, F. (2015). Çizgi filmlerin çocuklar üzerindeki etkilerine ilişkin çok boyutlu bir değerlendirme. *Türk & İslam Dünyası Sosyal Araştırmalar Dergisi*, 2(5), Aralık, 70-84.
12. Yazıcı, E., Baydar, İ. Y., & Kandır, A. (2019). Çizgi Film ve Çocuk: Ebeveyn Görüşleri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 10(1), 10-19.