

# Chapter 24

## Mechanism That Handles Child's Control Cartoons

**Mehmet Kanak**  
Cumhuriyet University, Turkey

### ABSTRACT

*Today, advances in technology are causing changes in the child's habits in daily life. Technological tools such as televisions, tablets, mobile phones, and computers have become easily accessible for children. Studies show that children spare most of their time to cartoons on the mass media. Spending so much time in front of the screen reveals a changing childhood image. The consumer child is an exhausted child, too. This chapter takes a look at the effects of cartoons on the development of children.*

### INTRODUCTION

Communication is one of the indispensable needs of a person as a social being. Communication can take place either in social environments such as family, circle of friends, or in one way through mass media.

Nowadays, mass media has become an integral part of our lives. Communication tools have a great deal of use, from facilitating our communications away from us to obtaining information, and even entertainment. Particularly, people widely use mass media in their free time. Television, radio, press, computers, internet, mobile phones, landline phones, etc., is among the mass media (Matyjas, 2015). Watching TV is one of the main activities of people in many countries (Frey, Benesch & Stutzer, 2007). According to surveys, it has been determined that Turkey is in the first place in the world with 330 minutes in a day in the time of watching TV ([milliyet.com.tr](http://milliyet.com.tr)). Having all these in mind, it will not be wrong to say that television has an important influence on people, especially in our country. Due to the high use of media and satisfying people's need, the effect on adults and children has been increasing day by day. This situation affects and changes the lives of children as well. In particular, behaviours of early childhood children and personality traits are greatly affected. Children who acquire their first experience and habits in the family environment, gains intellectual assets by being socialized when they start the school. Beside these gains, numerical skills, memories and attention continue to evolve. The pedagogs

DOI: 10.4018/978-1-5225-5733-3.ch024

allow for development of children's imagination, creativity and talents through drawings, stories, games, etc, and for expressing themselves as many as possible fields. With the right integration of the starting education in the family and ongoing education in the school, children's development areas are supported and positive identity developments are ensured. The primary goal of educating our children is to gain critical thinking skills.

Let's take a look at the effects of cartoon on the development of children. Exposure of children to TV and cartoon without any control affects the development of children negatively (Bradea & Blandul, 2015).

## **EFFECT OF CARTOONS ON CHILDREN'S DEVELOPMENT AREAS**

### **Social and Emotional Development**

Emotional and social abilities of children develop in a complex process. In order to adapt to the cultures of the community they live in, a result of having experience with their families, peer groups and the wider environment, they are expected to acquire norms, rules and values. Children can appreciate the standards of behavior by watching social actors in their immediate surroundings (Wiedeman, Black, Dolle, Finney & Coker, 2015). From the moment human are born as a social beings interact with their environment. Identification is also one of the consequences of this interaction and it affects behaviours significantly. Identification is the attempt to imitate the behavior of a person in the environment (Mangir & Baran, 1990). These people can be people in real life, as well as virtual people, that is, characters on television. Especially in the childhood period when the concept of identification gains great importance, cartoon characters have become important role models that children identify with. % 62, a significant proportion of parents who participated in a qualitative research by Samur, Demirhan, Soydan and Onkol (2014) pointed out that their children have imitated a cartoon character they watched. Considering all of these, the concept of "identification" comes to the forefront. Children who watch cartoons for a long time and observe less the immediate surroundings, perform their social learning with what they watched. Despite the fact that the heroes in the cartoons they watch are not real, they can be affected by cartoons and develop negative attitudes. For instance, children who have been exposed to violent cartoons may exhibit aggressive behavior. Violence in cartoons is presented with a "fun" look, and that causes children to perceive violence as a normal behavior. Particularly, children under 2 years of age have difficulties in distinguishing what is happening on the screen. It is known that children aged 3-4 tend to believe what is on TV. It is not possible to distinguish the truth from the fantasy for children who witnessed violence on television. What they watch can cause to perceive as distorted the reality and their environment. In addition, it has been seen that long-running screen time reduces the possibility of prosocial behavior in children and leads to problematic friendship and parental relationships (Wiedeman, Black, Dolle, Finney & Coker, 2015). However, researchers have pointed out the influence of the media on malicious or antisocial behavior. While older children can identify and distinguish basic emotions such as happiness, sadness and fear experienced by television characters, very young children may have difficulty in understanding more complex emotions. Also, young children tend to remember the emotions experienced by puppet or animated characters used in publications more than the emotions people experience (Wilson, 2008).

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/mechanism-that-handles-childs-control-cartoons/207878](http://www.igi-global.com/chapter/mechanism-that-handles-childs-control-cartoons/207878)

## Related Content

---

### Designing Games to Motivate Student Cohorts through Targeted Game Genre Selection

Penny de Byland Jeffrey E. Brand (2011). *Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches* (pp. 567-582).

[www.irma-international.org/chapter/designing-games-motivate-student-cohorts/52513](http://www.irma-international.org/chapter/designing-games-motivate-student-cohorts/52513)

### Comparison of Reaction Time Between eSports Players of Different Genres and Sportsmen

Peter Bickmann, Konstantin Wechsler, Kevin Rudolf, Chuck Tholl, Ingo Froböse and Christopher Grieben (2021). *International Journal of eSports Research* (pp. 1-16).

[www.irma-international.org/article/comparison-of-reaction-time-between-esports-players-of-different-genres-and-sportsmen/274054](http://www.irma-international.org/article/comparison-of-reaction-time-between-esports-players-of-different-genres-and-sportsmen/274054)

### Digital Game-Based L1 Language Learning Outcomes for Preschool Through High-School Students: A Literature Review

Sotiris Kirginas (2023). *International Journal of Gaming and Computer-Mediated Simulations* (pp. 1-16).

[www.irma-international.org/article/digital-game-based-l1-language-learning-outcomes-for-preschool-through-high-school-students/320228](http://www.irma-international.org/article/digital-game-based-l1-language-learning-outcomes-for-preschool-through-high-school-students/320228)

### Modeling the Player: Predictability of the Models of Bartle and Kolb Based on NEO-FFI (Big5) and the Implications for Game Based Learning

Johannes Konert, Michael Gutjahr, Stefan Göbel and Ralf Steinmetz (2015). *Gamification: Concepts, Methodologies, Tools, and Applications* (pp. 668-682).

[www.irma-international.org/chapter/modeling-the-player/126083](http://www.irma-international.org/chapter/modeling-the-player/126083)

### Effects of Built-in Audio versus Unrelated Background Music on Performance In an Adventure Role-Playing Game

Siu-Lan Tan, John Baxa and Matthew P. Spackman (2010). *International Journal of Gaming and Computer-Mediated Simulations* (pp. 1-23).

[www.irma-international.org/article/effects-built-audio-versus-unrelated/47083](http://www.irma-international.org/article/effects-built-audio-versus-unrelated/47083)