Determining and Evaluating The Most Popular Cartoons Among Children Between 4 and 6 Years of Age

Handan Asûde Başal, Pınar Bağçeli Kahraman, Merve Akoğlu, Gülçin Atlilar, Öznur Durgut

1. Introduction

TV is one of the biggest discoveries of 20th Century and it is considered the biggest revolution in entertainment, education and communication. Today, it is known at it broadcasts 24/7 for adults and children as a universal communication tool. TV plays an important role for children to socialize. They watch TV to understand the world. However, TV is not a communication tool designed to give accurate information to children about the real world and children can't tell the fiction from actual events. Therefore, most of the children get vulnerable in front of the TV (Capli, 2001). Watching TV is an important entertainment activity for children but it makes them stay at home, isolate themselves from the world, play prepaid games and get lonelier in future.

Considering children-oriented programs, cartoons are the most popular ones among children. Therefore, there are a lot of studies showing that cartoons have positive or negative effects on children's education. The first cartoon was Felix and the Cat, which was created in 1920s in USA. Afterwards, Mickey Mouse and Donald Duck were created by Disney Brothers (Kirsch, 2006). It is a fact that children in preschool period grow with cartoons. A research carried out in Turkey suggests that children pay a great deal of attention to cartoons before the age of 10 and then this attention starts decreasing (Cesur and Paker, 2007).

Researches show that parents consider television as a caretaker that entertains the children while they are busy and children usually watch cartoons alone at home (Postman, 1995; Peters and Blumberg, 2002; Jordan, Hersey, Mcdivitt and Heitzler, 2006; Cesur and Paker, 2007; Beyens and Eggermont, 2014). Also previous researches manifest that they can't comprehend movies with violence scenes and they can't tell the difference between the behaviors of the beater and the defender, hence they always think that the beater is the powerful one. They also show that this violence is directly related with imitating and these programs legitimate the violence; so viewers get less sensitive and the programs change children's behaviors, beliefs and attitudes (Aral et al. 2011; Yorukoglu,2007; Capli, 2001).

There are many researches in Turkey about the effects of television and advertisements on children (Basal, 1999; Cesur and Paker, 2007; Celebi, 2014; Barbaroglu, 2015). However, the researches about cartoons are very limited (Oruc, Tecim and Ozyurek, 2011; Temel, Kostak ve Celikkalp, 2014;). We can find some researches (Turkmen, 2012; Yagli, 2013;Samur et al., 2014) on Pepe and Caillou, two of the most popular cartoons among children especially in recent years, but considering children watch many different cartoons, they seem insufficient. According to the results of a research made by Mete in 1999, when they don't do their homework, primary school students spend 77.3% of their time by watching TV. Another research of Basal (1999) also determined that 100% of preschool children between the ages of 3 and 6 watch TV. Hence, the quality and screen time of children oriented programs and especially cartoons are more important today considering their positive and negative effects on children.

More cartoons have been analyzed in this research by taking the preferences of children and parents into consideration. The aim of this research is to determine the favorite cartoons of preschool children between the ages of 4 and 6 and analyze the contents of these cartoons. Through this aim, positive and negative features of the cartoons were determined and these cartoons were analyzed.

2. Method

In this research, three episodes of six different cartoons chosen from among the ones pointed out by parents and children were watched and obtained data were analyzed and evaluated in qualitative research method.

2.1. Population-Sample

The population of the research is formed of 4-6 year old students from preschools of Bursa Directorate for National Education.

Instead of the whole population, easily reachable sampling method was preferred due to restrictions like time, cost, distance, aide and feasibility. Within this scope, the sample of the research was formed of 141 mothers of 69 girls and 72 boys from four different preschools in central districts of Bursa and 51 children of these mothers, 25 of whom are boys and 26 of whom are girls.

2.2. Data Collection

In accordance with the aim of the research, in order to see if there is a consistency between the favorite cartoons of children and the ones pointed out by parents and to analyze the most preferred cartoons, parents were interviewed in person and they were asked to name the cartoons most preferred by their children. Then, children in the research were asked to draw their favorite cartoon characters. Their most favorite cartoons were determined in this way. Obtained data were put in tables as frequencies and percentages.

Positive and negative effects of cartoons were determined by referring to some researches (Aile ve Sosyal Arastirmalar Genel Mudurluğu, 2008; Yagli, 2013; Temel, Kostak and Celikkalp, 2014; Barbaraoglu, 2015). A control list was used to analyze the cartoons in terms of language, image, values, violence and music. There are concepts in each episode and these concepts were graded as present/absent. After the evaluation table was developed by the researchers, three different expert opinions were taken and no negative results were found.

2.3. Analysis of Data

Parents were asked to tell the most favorite cartoons of their children and children were asked to draw their favorite cartoon characters. Presented cartoons were evaluated by document analysis method. A control list was used to analyze the cartoons in terms of language, image, values, violence and music. There are concepts in each episode and these concepts were graded as present / absent. For example, insulting or vulgar expressions go under negative features in language dimension and instructive expressions go under positive features and they are evaluated as present or absent. There are two sections in Language category and each section contains eight entries. Values category has also two sections; positive values (13 entries) and negative values (11 entries). Violence category has three sections; psychological, physical and verbal violence. Each section has three entries. Sound has six entries. Lastly, image category has five entries.

In order to increase the internal reliability of the research data, the data was recoded individually by two researchers and then two researchers came together to examine the consistency between analyses. The consistency of data that was coded by two researchers was calculated by using Miles and Huberman's (1994) formula (agreements / agreements + disagreements). General agreement coefficient between experts was determined to be .90.

Because values above .70 for agreement coefficient are considered enough, it can be said that internal reliability value of the research is sufficient.

The cartoon characters drawn by children were analyzed by researchers and they were put in tables as frequencies and percentages. Then, the opinions of parents were evaluated and they were also put in tables as frequencies and percentages. Six most favorite cartoons were determined by analyzing the opinions of parents and children. Three episodes of these cartoons were watched and they were evaluated through the evaluation tables created by researchers in terms of values, image, violence and language.

3. Findings

Five cartoons that were determined to be the most watched cartoons according to the data obtained from surveys sent to parents. These cartoons are Pepee, My Dear Sister, Bald Boy, Scooby Doo and Calliou. Moreover, 50 children were asked to draw their favorite cartoon character. 13,7% of children drew Teenage Mutant Ninja Turtles as their favorite cartoon characters. The cartoons watched by children; Mia and Me, Spiderman, Teenage Mutant Ninja Turtles, Scooby Doo are known to be suitable for 7 years or older. Although they are not appropriate for the ages of children, Scooby Doo (the cartoon that was stated by parents to be their children's favorite) and Teenage Mutant Ninja Turtles (the cartoon most drawn by children) were analyzed in the research.

Cartoon 1: Pepee

The cartoon Pepee introduces Peepe, his mother, his father, his grandfather, his grandmother, his sister Bebe, his friends Şuşu, Zulu, Maymuş, Zuku and his cousin Şila. It is specially designed for children in preschool period.

Pepee contains positive linguistic features at the rate of 100%, positive values at the rate of 69% and it has no negative value at 94,6%. It was determined that the cartoon has no violent feature. As of image, it has desirable features in terms of colors, design, content, the images of characters and dimensions at 100%.

It is seen that the cartoon is educative. And, since the cartoon is Turkish production, it presents some characteristic Turkish traditions. Scenes of halay, folk songs etc. are shown in some episodes. In some episodes with wrong behaviors, everything's settled Şuşu or other family members. The expressions can generally be understood by children. It was seen in the 3 episodes watched that polite expressions (thank you etc.) and terms of endearment (my dear friend, my dear sister etc.) were used frequently. The statement "*Thank you, I can share it with you.*" is a polite expression and it may raise sharing among children. Again, "*There is enough for everybody, we can use it by sharing*." sentence may encourage sharing in children. Therefore it is thought that this cartoon contains education about social skills. There also rap songs in the cartoon and these songs are directly related with the subject. It is also appropriate for the age and level of children. It is a 3D animation. The general appearance of characters are appropriate for children. Only some parts are exaggerated (the heads are too big etc). But this is not anything to bother anyone. The colors are lively, attention-grabbing and the image is clear.

It was seen in the episode called "Pepee makes binoculars" where Pepee learns how to make binoculars that it raises imaginative ideas among children and it encourages them to create original works. Directions are told an expressions "left, right, front, back" are used. Expressions such as "*What is special? It is something that is made how you like it." may*

increase empathy levels of children. Thus, children learn that everybody has feelings and they need to pay attention to the feelings of the ones they talk to.

In the episode "Pepee is a Toy Collector", responsibility and cooperation senses are supported and presented to children. For example, expressions such as *"What do we do after we play with our toys? We pick them up."* are used in the cartoon. And cooperation is encouraged by saying *"Everyone will pick a certain toy."* However, there are also opposition and anger expressions in this episode. *"I will pick it. –No, I will! -I picked it first. -No, I picked it first."* These expressions are common among 5-6 year old children since they are in an egocentric period, so it is normal to show them as a general feature of this period and it is important to show mothers, caretakers and adults that children in this period may be egoist and stubborn.

How important to eat three times a day is shown in the episode "We Need to Eat Three Times a Day" and values such as table manners, the importance of eating regularly, family togetherness and sharing the same table are supported.

Cartoon 2: My Dear Sister

The characters are Müge, her sister Mine, house cat Mıncır, their mother Lale and father Galip. Müge acts as her sisters big sister, friend and teacher. Mine's imagination is great. The events are generally told by Mıncır with some interesting comments. It appeals to 7-12 year old children.

My Dear Sister contains positive linguistic features at the rate of 83,3% and positive values at the rate of 69%. However, the cartoon contains physical violence at 11,1% and verbal violence at 22,2%. It was determined that three episodes of My Dear Sister, which were watched by the researchers, contain musical elements at the rate of 55,6% and visual elements at the rate of 80%.

It was seen in the episode "I don't want to go to the dentist", that mocking and negative nicknames were used by using *"Coward, coward!"* expression. It can be said that there are nonsensical expressions like "*The princess of the tooth country will bring you a new tooth!".* The expression *"How did bacteria get into my mouth? –I think you didn't brush your teeth and bacteria liked your mouth and decided to build a home."* supports imaginative expressions. There are also educative expressions. E.g. *"What are bacteria? – They are little things that decay your teeth."* The sentence *"I went to the doctor and it didn't hurt at all!"* supports courage. And it is thought that the dialog *"Why did you scream? –No, I didn't!"* evokes lying. The sentence *"Spotless teeth need cleaning 3 times a day."* encourages cleaning. The sentences *"I do this great! –I will make you the greatest omelet in the world."* support self-confidence and sharing.

"Slimy thieves!" expression in the episode "*Oh no! There's a Rat in the House*!" is considered insulting and vulgar. The sentence *"I would catch it by myself if you hadn't been around!"* evokes solitude and courage. The dialog *"I have too much homework! –I can help you."* supports help and cooperation. The expression "*It is impossible to catch this rat!"* is discouraging. The door is slammed and broken in the episode. This involves physical violence. The expression "coward" is also used in this episode.

In the episode *"Mine and her Band",* the expression *"I'm a maestro. C-C-G-G-A-G-A… These are musical notes, we can't play without these."* is an example to educative expressions. *"I think we can do it if we do it in another way."* supports being encouraging and original. They try to play "twinkle twinkle little star" in the episode. They try to play folk songs and different themes like rock, rap and pop. In this respect, this episode has positive musical features and they are appropriate. "*Hooray!"* is an expression of happiness. The

expression *"my dear sister"* is used in every episode. It is a display of endearment and sharing.

Most of the expressions are meaningful and used in daily life. Classical and electronic music is used in most of the episodes. Colors are featured in this episode. It is seen that the environment is designed positively in every episode. When the content is examined, it is seen that interior and exterior environments have appropriate amount of materials, there are not many stimuli to tire children but it is not simple. The features of contents are positive. The characters are adorable, nice and simple and they are appropriate for the ages of children. However, they may have been a little more realistic.

Cartoon 3: Keloglan

The cartoon named Keloglan tells the adventures of a bald boy and his friends. The names of the characters come from nicknames. Honey Girl, Grumpy, The Tall, Wise Grandpa, Black Vizier are some examples. There are good and evil characters in the cartoon. The good ones (Bald Boy and his friends) are always kind, cooperative, sharing etc. and the bad ones are selfish, self-interested and rude. It can be said that the cartoon addresses to children aged 7 and older.

It is determined that "Keloglan" contains physical violence at the rate of 22, 2% and the psychological violence at the rate of 33, 3% and the verbal violence at the rate of 77, 8%. It is confirmed that "Keloglan" has musical features at the rate of 27,8% and display features at the rate of 100%. "Keloglan", which as stated above contains physical violence at the rate of 22,2% and psychological violence at the rate of 33,3% and verbal violence at the rate of 77,8%, contains more violence than other Keloglan cartoons televised before.

In the episode "The Sad Tree", Black Vizier constantly humiliates the spider. The spider succeeds to escape from dungeon. Vizier orders his men to catch the spider but they can't. He clamors and reprehends his men, saying: "*You suck at this, fumblers!*". As is seen humiliation, nicknaming, violence has been frequently used in the episode. As an example of offensive terms, these sentences can be cited: "*You suck at this, fumblers!*" or "*They forgot me here, fools!*" It can be stated that these sentences are also discouraging. "*The spider is coming, take me out of here, I'm scared.*" This expression shows fear. "*Don't be scared, altogether we'll take you out of here.*" And this sentence is an example of the encouraging expression, helping each other and collaboration.

In the episode "Ring", Grumpy says: "*Then let me carry the ring.*" and Keloglan approves. When The Tall says "*Let me carry the ring for a while.*", Grumpy doesn't give the ring to him, saying: "*You can't, you'll drop it.*" (discouraging term). The episode includes collaboration and helping each other: "*Altogether we must take the ring to its possessor.*"

"The Help of The Clock", includes expressions of anger. For example: "*Hand that thing over!*" "*Let me hang down, I'll reach out and save Wise Grandpa.*" And this expression is an example of helping each other and collaboration. In the episodes of Keloglan generally events, involving aggression and tackle against these events manifest. Even though some values are tried to be given in these facts, these values wanted to be given are thought to be given with more positive subjects.

Generally, in the cartoon "Keloglan" simple and understandable expressions are included. For all the characters in the cartoon a nickname is used instead of a name. Opening theme is a pop style music. Apart from that, during the lap dissolves of the cartoon electro music is used. In the cartoon there is not any other musical feature. The cartoon is made in 3D. General look of the characters is suitable for children. Colors are vibrant and clear. It is seen that this cartoon, which doesn't have so much educational and instructional points, has

also characteristics that may affect children in a negative way. Especially rude expressions, used by evil characters (fool, fumbler, etc.) may lead children to use these words in their everyday life.

Cartoon 4: Scooby Doo Mystery Incorporated

Scooby Doo Mystery Incorporated is a cartoon that contains mysterious events experienced by the characters named Scooby-Doo, Shaggy, Fred, Daphne and Velma. It is thought that it appeals to 12 year old children and above.

Scooby Doo Mystery Incorporated contains negative linguistic features at the rate of 95,8%, physical violence at the rate of 22,2%, psychological violence at the rate of 66,7% and verbal violence at the rate of 40%. But it has also positive features at the rate of 48,8%. It is confirmed that three episodes of the cartoon "Scooby Doo Mystery Incorporated" have musical features at the rate of 36,8%. With regards to display features it is determined that the cartoon matches the required criteria at the rate of 20%.

The episode "Where Walks Aphrodite" tells about one of the thirteen ghosts, released from a box. The episode pretty much includes offensive terms and vulgar language like: "-*They even fail to fly on a broom!*", "-*Bat-brained!*", "-*Now I'll transform these parasites into worms!*", "-*You've always been stupid!*" Humiliating and slangy words like "-*Those stupid witches…*", "-*Idiot!*" are used. Besides, in the episode it is seen that gibberish words are also used. For example: *"-The television is jamming. –It isn't a television, it's the monitor, and that I watch the world of ghosts.*" "-*5 kilos of dodo feather, rattle of the golden cobra, taken out of the Pharaoh's tomb…*" "-*Gnome, ghost, twilight, the box of dark magic…*" In the episode aggressive expressions take place, like: "-*We'll capture the world!*". In addition to that, discouraging expressions are used, like: "-*Let's face it; your plans are always backlashing.*"

In the episode "The Wild Brood", a wild family, looks like creatures, comes into the town and from that day on incidents occur in the town. Scooby Doo and his friends try to crack the secret of this incident. Offensive terms "-*Hold up scary things!*"; slang expressions "-*Hi, little chick!, –Calm down, old chap!, -Stupid engine!*"; "-*Toothy, booby!*" express nicknaming in negative way and "-*I'm allergic to the smell of adverse events.*", "-*Labeling…*" express using gibberish words. "-*Bug off, you freak!*" This sentence expresses nicknaming and humiliating. "-*Drink your coffees and run along!*" This sentence is scolding. And when examined the endearment and compassionate expressions, these can be the examples: "-*I'll never let you get harmed!*" and "-*Oh, this was so nice!*" *"-Splendid, hooray!*" is an expression of happiness.

In the episode "Beware the Beast from Below", the secret of a jellylike creature, which came from sewage, is tried to be cracked. At the end of the episode it surprisingly comes to light that the creature is the doctor. In this episode, examples of offensive terms are: "-*Snotty creature!*", "-*No, booby!*" "-*Plaguy dog!*"; nicknaming in negative way: the word *"-Booby!*"; using gibberish words: "-*Appeared, missionary, garrison, free radicals…*"; aggressive expressions: "-*You all smashed.*"; encouraging expressions: "-*Be daring, Fred!*". And the sentence "-*You see, when they stick their nose into where it doesn't belong?*" expresses threat. *When they go to school, they see a creature and give up going to school, saying:* "*It seems to me mysterious and I think it's more important than the school.*" It shows irresponsibility. "*Scooby's taking the food from the squirrel's cage*" shows disregarding the others. "-*No, it's no go, absolutely no go!*" (Lies) shows lying.

Electro music is used mainly in most of the episodes. Horror and nerve-shredding music is used often. There are musical sounds that are not only a pretty negative case for children, but also may lead adults to get afraid. And it shows that the cartoon is pretty harmful for children. Episodes barely include colors. Generally the colors are the ones that are not

used by children, dark, gloomy and pale. Considering the episodes, drawing is mostly made by the illustrator. But it is thought that illustrations are not eye-catching, compelling and supportive for visual spatial intelligence of children.

Cartoon 5: Caillou

Events in the cartoon take place around a 4-year-old boy named Caillou. Caillou's mother Doris; Caillou's father Boris; Caillou's sister Rosie; Caillous grandmother Grandma; Caillou's grandfather Grandpa; Caillou's cat Gilbert; Caillou's close friends Clementine and Leo.

Events take place only around Caillou. It is thought that the case may support egocentrism in children. Besides, it is thought-provoking that not including negative cases, that can be lived in real life; characters' being always happy and meeting Caillou's every claim. It can be said that it is not improving problem solving ability of children. Generally it is given that the real life is smooth and problem-free (a bed of roses). But it will be suitable for children to see that sometimes there can be difficulty in the flow of events. So in comparison to Caillou, Pepe is not disconnected to the life, because it treats subjects about real life.

The cartoon "Caillou" involves positive linguistic features at the rate of 91, 7%, positive moral features at the rate of 64, 3%. It is seen that the cartoon does not involves violent features. Bu it is confirmed that watched three episodes of the cartoon have the characteristics of musical features at the rate of 14,3% and display features at the rate of 26,7%.

In the episode "Caillou Learns to Skate" his mother and teacher support Caillou to learn skating and encourage him. For example: While the teacher teaches children to skate, he says *"To learn to skate is like to learn to walk." "Sometimes we fall, bu no problem, immediately get up."* For example of responsibility and helping each other: "*Skating teacher: Caillou, can you help your incoming friend to learn to skate? Caillou: Yes teacher, I do.*"

In the episode "Caillou the Painter" involves educational and instructional expressions. For example: When Caillou and his sister go out, their father says his sister: "*Let's put on sun cream and then go out.*" and indicate to be protected against sun's harmful rays using sun cream. The sentence "*It is a very nice picture Caillou. Your Grandma will love it.*" is an example of creative expression.

In the episode "Caillou Gets Hurt", while Caillou is playing with his plane, he falls and has a knee bleed. His mother treats him in a way he will be happy; applying a plaster too on his plaster, so she ensures that he loves his plaster. "*You have begun to be brave, like a real pilot, Caillou.*" This sentence expresses encouraging. In this episode, sentences that express helpfulness, collaboration and responsibility take place, too. For example: "*Caillou's mother: Rosie, you are my nurse. Nurse Rosie, can you give me the cotton from that box?*" Caillou's mother: "*It can inflict pain for a while, honey. But it will stop soon.*" This sentence expresses faithfulness-honesty and love-compassion. "*You are very good at finding the matches of the laundry.*" This sentence is a positive, constructive expression.

In all of the episodes musical themes that addresses to children are used, and musical themes that are not suitable for their level are not preferred. Colors that are eye-catching for children and are not weary for the viewer are preferred. It has design features that fall behind of the level of 4 years and older children. Generally fill factor of the content is empty; because it involves less object and elements than the necessity. Character is designed in such a way that clear and is not complicated for children. Realism can be increased by bringing the characters and objects in the cartoon three dimension.

Cartoon 6: Teenage Mutant Ninja Turtles

"Teenage Mutant Ninja Turtles" mentions the war of 4 mutant turtles, which have comprehensive knowledge of martial arts with their "Master Splinter", the Mouse who fights against the evil. It is thought that it appeals to 12 year old children and above. But as seen, it is the most watched cartoon by 4-6 year old children.

The cartoon "Teenage Mutant Ninja Turtles" contains negative linguistic features at the rate of 70, 8%. In addition to that it is confirmed that the cartoon contains negative moral features at the rate of 18,8%, physical violence at the rate of 75%, psychological violence at the rate of 66,7% and the verbal violence at the rate of 55,6%. It is determined that three episodes of the cartoon "Teenage Mutant Ninja Turtles" that the researchers watched have musical features at the rate of 16,7% and display features at the rate of 40%.

The episode "Mill House" tells the struggles and battles of Ninja Turtles with their enemies in order to protect republic from the federation. It is determined that the episode contents offensive expressions and vulgar language like *"-Work your magic, cover boy. –It has become a show of freaks.*"; nicknaming in a negative way like *"-Hey, basket-headed, catch up!;* angry expressions like: "-*You small-brained, see what you did my reptilian laboratury!*"; discouraging expressions like "-*Work your magic, cover boy!*". The expression "-*I am so sorry Sensei Splinter.*" shows unhappiness, "-*You, mutant craps, know this better.*" shows rudeness and vulgar language; *"-I should have known I mustn't trust you.*" shows distrust.

The episode "Shredder's Attack" tells how the battle should be, features of battle equipments and enemies. The expressions *"-I'm a real stupid, I could have be dead. – Yes, you're a real stupid.*" show vulgar language. "-*We're losing time, kill him. –My attack worked, I left a mark on his face.*" These sentences contain offensive terms. The sentence *"-Shredder not only got my master Yoshi from me, but also killed him.*" expresses unhappiness and violence.

In the episode of "Rattrap" of Ninja Turtles, the sentence *"-He is a certified idiot!*" is an example of nicknaming in a negative way and offensive term; "*But the Ninja soul inside me is shouting revenge.*" expressions of anger and power; "*Look, at a pinch, I'll give you a whacking.*" aggressive expressions. The scientists' irresponsibility (selfishness) to capture the world can be shown as disregarding the others. "-*This robot is like a work of art, Sir. – Calm down, brother.*" These sentences show kindness.

In all of the episodes, Ninja Turtles fight generally concertedly and fearlessly. All of the episodes content physical violence like striking, harming with an object and killing; psychological violence like threating, mocking and exclusion and verbal violence like insulting, scolding and nicknaming in a negative way. When the content of the cartoon "Ninja Turtles" is examined, Koknel (1996) indicates that this cartoon is bombardment of violence directed to the children. At the result of their observation, researchers indicate that the content of the cartoon televised in 1996 has more positive visuals than the one televised today. In the cartoon "Ninja Turtles" nerve-shredding musical themes are used mostly and sound effects are used extremely at the sections of strike and battle. Colors that are eye-catching for children and not weary for viewers are preferred. It has design features above developmental features of children. Characters were designed in a way that children may have difficulties in understanding and they are complicated for them.

4.Conclusion and Discussion

Today cartoons are watched a lot by pre-school children. Children constantly watch cartoons at school, at home, from computer, television, and the phone; in short from all media. This study has been made to determine how sufficient these cartoons for children are, the positive and negative effects on children, how often and when they watch the cartoons.

Families answered the question of "the most watched cartoon" by 86 different names. Considering that only 6 of these cartoons were evaluated, it was found that negative attributes and properties in cartoons examined are much more than positive attributes. It was determined that the cartoons other than Pepee and Caillou are ssuitable for older age groups. In his study, Kilicgun (2013) states that 3-5 year old children love real heroes of the cartoons while 6 year olds are tend to imaginary ones. But this case doesn't show children watch suitable and qualified cartoons in accordance with their age level.

In his research Yagli (2013) evaluated Pepee and Caillou and expressed that these two cartoons are suitable for pre-school children and has educational characteristics even though they have some missing elements. They also stated that compared to other cartoons, Pepee has not common factors that can affect children and is useful to put forward the cultural values. In this study, it was determined that the most watched cartoons, Pepee has more positive impressions than Calliour and because Caillou is a foreign cartoon, some features don't reflect Turkish Culture and, in this respect, Pepee reflects specific features of Turkish culture in a more appropriate way. But in other cartoons, many negative statements and features were found and they have were considered objectionable for children.

There are 80 other cartoons along with the 6 ones evaluated. Unfortunately there isn't any work related cartoon. Only two out of six cartoons were found positive. Observed cartoons contained too much violence and aggressive elements, in other words, children remaining under the bad stimulation can increase their aggressive attitudes and behavior (Basal, 1999). A child watching someone being beaten or subjected to violence can be stimulated to some extent. Also they can think that this kind of aggression is acceptable or even desirable in society. So it can lead children to act more aggressively in the future.

As a result of this research, it was determined that children not only watch the cartoons suitable to their age but also they tend to watch series like Kiraz Mevsimi (Cherry Season), Arka Sokaklar (Behind Streets) and Ninja Turtles. In short, they tend to watch every program. This indicates that programs they watch are not controlled by families. In their research, Cesur and Paker (2007) determined that children not only follow the programs for them but also the ones that adults watch. Gulay (2011) determined that children watching cartoons have more friends and positive social behaviors than the ones watching programs made for adults. In addition, aggression, exclusion, fear-anxiety, hyperactivity-distractibility levels in children watching programs for adults are higher than other children.

"What is your child's favorite cartoon" question was replied by parents with 86 different names. And the number of cartoons given by the children is 28. When these two groups were analyzed, it was seen that there are differences between the cartoons, indicated by parents and the cartoons that are children's favorite. It is seen that parents mostly indicate the ideal one; but children indicate the cartoons or series that they like to watch. In this respect, it can be precipitated that parent actually do not control their children adequately. Hence, researchers conducted indicate that common interactions between parents and children during and after watching television, contribute positively to learning and development of children (Van Vliet et al., 2013). Besides, after watching the movies or programs that have so much aggressive elements, children showing aggressive behaviors depend on the environment, where they are. If the children are in and environment, where they can show aggressive behaviors that they have got or learned from television, they may exhibit aggressive behaviors, even turn into crime (Yavuzer, 2011). Parents should be conscious about the effect of television and other mass media on children and should guide their

children. It is thought that doing more and more extensive research about cartoons and teachers and families should be educated about it.

5. References

Aile ve Sosyal Arastirmalar Genel Muduruğu [General Directorate of Family and Social Researches] (2008). Cocuklara yonelik programlar ve bu programlarda yayımlanan reklamların icerik analizi arastirmasi [Content Analysis Research of Child Programs and advertisement in these programs], Ankara.

Aral, N., Ceylan R.& Bicakci Yildiz, M. (2011). Cocuklarin televizyon seyretme aliskanliklarinin yas ve cinsiyete gore incelenmesi. [Study of television viewing habits of children by age and gender]. *Kastamonu Eğitim Dergisi,* 19(2), 489-498.

Basal, H.A. (1999). 3-6 yas cocuklarin gunluk yasamlarinda "televizyon" ve "televizyon" ile ilgili ana-baba gorusleri. [Opinions of parents about television and television in Daily lifes of 3-6 year old children]. *İletişim Ortamlarında Çocuk Birey Sempozyumu Bildiriler Kitabı*. Eskişehir: Anadolu Üniversitesi İletişim Bilimleri Fakültesi.

Cesur, S. & Paker, O. (2007). Televizyon ve cocuk: cocuklarin tv programlarina iliskin tercihleri.[Television and children: children's preferences of tv programs and genres] *Elektronik Sosyal Bilimler Dergisi*, 6(19), 106-125

Capli, B. (2001). Televizyon karşısında cocuk: turkiye örneği.[Child in front of the television: Example of Turkey]. *3. Ulusal Çocuk Kültürü Kongresi Dünyada Ve Türkiye'de Değişen Çocukluk*, (Yay. B. Onur), Ankara: Ankara Üniversitesi Basımevi, 215–228.

Celebi, E. (2014). 4-6 yaş arası cocuklarin televizyon izleme aliskanliklari uzerine okuloncesi ogretmenlerin gorus ve tutumları. [Preschool children's watching television habits and parental attitudes]. *Uluslararası Sosyal Araştırmalar Dergisi*, 7(32), 476-485.

Gulay, H., (2011) The evaluation of the relationship between the tv viewing habits and peer relations of preschool children, *International Journal Of Academic Research*, 3(2), 922-930.

Jordan, AB., Hersey, JC., Mcdivitt, JA., Heitzler, CD. (2006). Reducing children's television-viewing time: a qualitative study of parents and their children. *Pediatrics*,118, 1303-1311.

Kilicgun, M. Y. (2015). An examination on the quality of contents of the cartoons that children aged 3-6 years preferred to watch: The cartoon I like most. *Educational Research and Reviews, 10*(10), 1415-1423.

Kirsch, S.J. (2006) Cartoon violence and aggression in youth. *Aggression and Violent Behavior*. 11, 547–557.

Koknel, Ö. (1996). *Bireysel ve toplumsal siddet*. [Personal and social violance]. İstanbul: Altın Kitaplar Yayınevi.

Mete, M. (1999). *Televizyon yayınlarının turk toplumu uzerindeki etkileri.[Effect of Television programs on Turkish people]*. TRT Yayın Planlama ve Koordinasyon Değerlendirme Dairesi Başkanlığı, Ankara.

Oruc, Tecim. & E. Ozyurek, H. (2011). Okul öncesi dönem çocuğunun kisilik gelisiminde rol modellik ve cizgi filmler.[Role models and cartoons on personality development of pre-school children]. *EKEV Akademi Dergisi*, 48(15):281-297

Peters, K.M. & Blumberg, F.C. (2002). Cartoon violence: ıs it as detrimental to preschoolers as we think?. *Early Childhood Education Journal*, 29(3),143-148.

Postman, N. (1995). *Cocuklugun yok olusu. [Disappearence of childhood*]. Ed. Kemal İnal. Ankara: İmge Kitabevi.

Samur, A.O., Demirhan, T.D., Soydan, S. ve Onkol, L. (2014). Pepee cizgi filminin ebeveyn ogretmen ve cocuk gozuyle değerlendirilmesi. [Assessment of pepee cartoon from perspectives of parents teachers and children]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* 11(26), 151-166.

Temel, M., Kostak, M. & Celikkalp, U. (2014). Cocuk kanallarinda yayinlanan çizgi filmlerdeki siddetin belirlenmesi. [Determination of violence in cartoon movies published in children's channels]. *Dokuz Eylül Üniversitesi Hemşirelik Elektronik Dergisi*, 7(3), 199-205.

Van Vliet, H., Harrison, C., Anderson, T. (2013) "Adult mediation of children's television viewing experiences as a catalyst for learning and development: a case study, using Play School Early", Routledge, *Child Development and Care*, 183 (1), 17–36 http://dx.doi.org/10.1080/03004430.2011.653810 E.T.:11.04.2014

Yagli, A. (2013). Cocugun egitiminde ve sosyal gelisiminde cizgi filmlerin rolu: caillou ve pepee ornegi. [The role of cartoons ın education and social develepement of the childe: caillou and pepee cartoons]. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic*, 8(10), 707-719.

Yavuzer, H. (2011). *Cocuk ve Suc*. [*Child and crime]*. İstanbul: Remzi Kitabevi.

Yorukoglu, A. (2007). *Degisen toplumda aile ve cocuk. [Family and child in changing society]*. Ankara: Aydın Kitabevi Yayınları.