Cartoons: A Profound Outlook within the Scope of Children and Media

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Article Info	Abstract
	The current study was carried out to evaluate cartoons from the perspective of preschool prospective teachers within the scope of Child and Media Lecture in Alanya Alaaddin Keykubat University, Faculty of Education, Department of Preschool Education. The working group of the study consisted of 46 cartoon parts evaluated by 24 preschool prospective teachers attending to the lecture of "Child and Media" in the content of final assignments. As a data collection tool, cartoon evaluation form (an unstructured survey form) that was prepared by the researcher was used. The study was conducted following qualitative research method, and it was analyzed with the content analysis technique. At the end of the research, the positive and negative features of protagonist, the positive and negative features of other heroes, the positive and negative effects of cartoon on children, subliminal messages, the personal views and recommendations of the prospective teachers with regard to the cartoons they analyzed were determined. Depending on the results obtained, various recommendations were provided.

Introduction

In the rapidly changing world, social problems unfortunately increase at the same speed as well; people turn into less sensible, more lonesome, more consuming and less emphaticizing individuals. Crimes, burst of rage, aggression and violence increase in every part of the community like home, school, workplace, or the recreational and entertainment areas (Chen & Chen, 2019; Igboegwu, 2020; Kumari et al., 2020; Madhivanan et al., 2020; Martins & Sani, 2020; Mehdinezhad & Rashki, 2018; Rodrigues et al., 2017). The way to prevent this would be only possible through education. Education starts in the womb of mother. Preschool period called as the magic years (Oktay, 2002) of life is an absolutely critical period for the personal, moral, social, and emotional development of children. During this critical period, the roles of parents, educational institutions and mass communication media are of great importance.

The age of getting acquainted with mass media for children is decreasing while the rate of using mass media and being exposed to it is increasing (Bozzola et al., 2018; Holloway et al., 2013; Kabali et al., 2015; Strasburger & Hogan, 2013). Unfortunately, digital environment is developing more rapidly than the research carried out into the effects of screen media on the development, learning and family life of young children (Canadian Paediatric Society, 2017). Children are now able to reach cartoon they like in the first priority not only through television but also through tablets, smart phones and computers. In a study carried out by Ergüney (2017) by interviewing the parents of 16 children at the age of 3-6, it was found that children used the internet on tablets, computers or

the mobile phones of their parents in the changing periods of 1-4 hours and they played games, watched cartoons and videos and that all the children watched cartoons on the internet. In another study carried by Sapsağlam (2018) in order to investigate the social media awareness and its use at preschool children, it was found that a great number of children were familiar with social media applications and that they experienced these applications through the smart phones of their parents. Accordingly, the mostly known and used application was YouTube, which was used by children to watch cartoons and videos.

Numerous studies have been carried out with regard to cartoons. In a study carried out by Lillard and Peterson (2011), it was found that after 4-year-old children watched fast-paced television show only for 9 minutes, their executive function was instantly affected negatively and it was emphasized that parents should be aware of the fact that fast-paced television shows could distort the executive functions of young children at least for a temporary time. In a study conducted by Adak Özdemir and Ramazan (2012) in order to investigate the effect of cartoons on the behaviors of children depending on the views of mothers, it was found that both primary and preschool children watched cartoons in considerable amounts, exhibited behaviours related to the content of cartoons at changing amounts and that they had demands in connection with cartoons. In another study carried out by Hassan and Daniyal (2013), it was found that 57.8% of children liked to fight with their classmates and other children after they watched funny fighting scenes in cartoons. In a study carried out by İnan (2016), on the other hand, it was found that five out of eight children had problems at school and at home at different levels because of violent elements and behaviors that are likely to form negative examples in cartoons they watched and of staying on television for a long time. It was pointed out in a study carried by Rai et al. (2016) that cartoons could have both positive and negative effects upon children. In another study by Ghilzai et al. (2017), it was found that children watching cartoons exhibited a high-level language acquisition and cognitive development, however, they sometimes exhibited aggressive and violent behaviors toward their siblings and friends. In addition, in a study conducted by Christakis and Zimmerman (2007), it was found that the aggressive behaviors shown in school years were related to the violent programs watched in preschool period and in another study carried out by Robertson et al. (2013), it was found that increasing antisocial behaviors in early adulthood were connected to excessive television watching in childhood and adolescent period.

Depending on the results of the studies carried out, it is possible to claim that cartoons have many negative effects on children. Determining the reasons of the negative effects of cartoons, decreasing the harms of cartoons to minimum level and transferring the effects of cartoons into a supporting elements for the development of children are of great importance. In this respect, the current study was carried out to evaluate cartoons from the perspective of preschool prospective teachers, who are closer to children in respect to age and thus, could be more effective observers. Accordingly, the following questions were tried to be answered:

- What are the positive features of the protagonist?
- What are the negative features of protagonist?
- What are the positive features of other heroes?
- What are the negative features of other heroes?
- What are the positive effects of cartoons on children?
- What are the negative effects of cartoons on children?

- What are the subliminal messages taking place in cartoons?
- What are the personal views of the prospective teachers regarding the cartoons they analyzed?
- What are the recommendations of the prospective teachers regarding the cartoons they analyzed?

Method

Model of the Research

In this research, qualitative research approach was used to understand the present situation, to learn participants' individual perceptions directly and thus to obtain detailed data. The data were analyzed using content analysis technique (Jackson et al., 2007; Stemler, 2000; White & March, 2006).

Research Group

The research group was made up of the cartoons evaluated by 24 preschool prospective teachers attending the lecture of "Child and Media" in the content of final assignments at Alanya Alaaddin Keykubat University, Faculty of Education, Department of Preschool Education. Each prospective teacher was asked to analyze two cartoons which were mostly watched by children depending on their observations. Two analyses which were not suitable for the evaluation criteria were excluded and the working group was made up of 46 cartoon parts in total.

Table 1. The Distribution of the Prospective Teachers Participating in the Research Based on Gender

Gender	n	%
Woman	13	54.17
Man	11	45.83
Total	24	100

As is seen in Table 1, 54.17% of the prospective teachers participating in the research were females and 45.83% of them were males.

Table 2. The Distribution of the Prospective Teachers Participating in the Research Based on Age

Age	n	%
21	8	33.33%
20	5	20.83%
22	5	20.83%
23	3	12.50%
25	1	4.17%
29	1	4.17%
33	1	4.17%

As given in Table 2, the ages of the prospective teachers participating in the research were between 20 and 33 and they were mostly at the age of 21 (33.33%).

Table 3. The Cartoons Comprising the Working Group

Name of the Cartoon	Number of Parts
A	5
B	3
C	3
D	3
E	3
F	2
G	2
H	2
I	2
J	2
K	2
L,M,N,…(17 different cartoons)	1 x 17
Total : 28 Cartoons	Total: 46 parts

Upon the review of the cartoons forming the working group in Table 3, it is seen that 46 parts of 28 different cartoons in total, five parts in one cartoon, three parts in four cartoons, two parts in six cartoons and one part in seventeen cartoons, were analyzed by the prospective teachers.

Data Collection Tool

The data was collected by means of personal information form and cartoon evaluation form (an unstructured survey form) prepared by the researcher. In the personal information form, information regarding the gender and the age of the prospective teachers were asked. "The unstructured cartoon evaluation survey form" was used to determine the opinions of the preschool prospective teachers about cartoons. In the unstructured cartoon evaluation survey form, the instruction of "Evaluate two cartoons watched mostly by children as a prospective teacher taking the lecture of -Child and Media-" was given.

Evaluate two cartoons watched mostly by children as a prospective teacher taking the lecture of -Child and Media-	
Name of the cartoon:	Negative characteristic features of other heroes:
Name of the part:	Positive effects of the cartoon on children:
Protagonist -heroes:	Negative effects of the cartoon on children:
Positive characteristic features of the protagonist:	Subliminal messages given:
Negative characteristic features of the protagonist:	Your opinion about this cartoon:
Positive characteristic features of the other heroes:	Your recommendations:

Statistical Analysis of the Data

The cartoons analyzed in order to be able to make statistical analyses of the data were coded by giving numbers. The demographic information of the prospective teachers participating in the research were shown numerically and in percentages. The frequency and percentage distributions of the data obtained through "Cartoon Evaluation Form" were calculated. The positive and negative views of the prospective teachers regarding the cartoons they analyzed are presented in the following tables.

Findings

As given in Table 4, prospective teachers pointed out the positive features of the protagonist as; helpful (18.42%), sympathetic (12.28%), friendly (12.28%), honest (7.89%), problem solver (6.14%), intelligent (6.14%), creative-curious (4.39%), effective communicator (3.51%), sharer (3.51%), merciful (3.51%), leader (3.51%), responsible (2.63%), hardworking (2.63%), fair (2.63%), ministrant (2.63%), tolerant (1.75%), respectful (1.75%), brave (0.88%), reliable (0.88%), prim (0.88%), patient (0.88%), collaborator (0.88%).

Table 4. Positive Features of the Protagonist

Positive Features of the Protagonist	f	%
Helpful	21	18.42%
Sympathetic	14	12.28%
Friendly	14	12.28%
Honest	9	7.89%
Problem Solver	7	6.14%
Intelligent	7	6.14%
Creative-Curious	5	4.39%
Effective Communicator	4	3.51%
Sharer	4	3.51%
Merciful	4	3.51%
Leader	4	3.51%
Responsible	3	2.63%
Hardworking	3	2.63%
Fair	3	2.63%
Ministrant	3	2.63%
Tolerant	2	1.75%
Respectful	2	1.75%
Brave	1	0.88%
Reliable	1	0.88%
Prim	1	0.88%
Patient	1	0.88%
Collaborator	1	0.88%
Total	114	100.00%

As given in Table 5, prospective teachers pointed out the negative features of the protagonist as; exhibiting violent acts and behaviors (15.63%), being oriented easily (9.38%), being hasty - impatient (6.25%), behaving unreasonably (6.25%), being bad-tempered (6.25%), being ambitious (4.69%), being lazy (4.69%), making bad relations with family (3.13%), making discrimination (3.13%), mocking his friends (3.13%), using language badly (3.13%), having harmful habits (3.13%), being clumsy (3.13%), being resentful (1.56%), being sad (1.56%), being envious (1.56%), being indifferent (1.56%), not keeping his promise (1.56%), telling a lie (1.56%), thinking himself superior to others (1.56%), believing in extraordinary things (1.56%) and 15.63% expressed that the protagonist did not have any negative feature.

Table 5. Negative Features of the Protagonist

Negative Features of the Protagonist	f	%
Exhibiting violent acts and behaviors	10	15.63%
None	10	15.63%
Being oriented easily	6	9.38%
Being hasty – impatient	4	6.25%
Behaving unreasonably	4	6.25%
Being bad-tempered	4	6.25%
Being ambitious	3	4.69%
Being lazy	3	4.69%
Making bad relations with the family	2	3.13%
Making discrimination	2	3.13%
Mocking his friends	2	3.13%
Using language badly	2	3.13%
Having harmful habits	2	3.13%
Being clumsy	2	3.13%
Being resentful	1	1.56%
Being sad	1	1.56%
Being envious	1	1.56%
Being indifferent	1	1.56%
Not keeping his promise	1	1.56%
Telling a lie	1	1.56%
Thinking himself superior to others	1	1.56%
Believing in extraordinary things	1	1.56%
Total	64	100.00%

As shown in Table 6, prospective teachers pointed out the positive features of other heroes as; sympathetic (20.77%), helpful (16.15%), intelligent (6.92%), friendly (6.15%), respectful (4.62%), hardworking (4.62%), problem solver (4.62%), responsible (4.62%), honest (4.62%), collaborator (3.85%), tolerant (3.85%), effective communicator (3.08%), interested (3.08%), creative (3.08%), fair (3.08%), compassionate-merciful (2.31%),

disciplined (0.77%), strong (0.77%), self-confident (0.77%), ministrant (0.77%), leader (0.77%), sharer (0.77%).

Table 6. Positive Features of Other Heroes

Positive Features of Other Heroes	f	%
Sympathetic	27	20.77%
Helpful	21	16.15%
Intelligent	9	6.92%
Friendly	8	6.15%
Respectful	6	4.62%
Hardworking	6	4.62%
Problem Solver	6	4.62%
Responsible	6	4.62%
Honest	6	4.62%
Collaborator	5	3.85%
Tolerant	5	3.85%
Effective communicator	4	3.08%
Interested	4	3.08%
Creative	4	3.08%
Fair	4	3.08%
Compassionate-merciful	3	2.31%
Disciplined	1	0.77%
Strong	1	0.77%
Self-confident	1	0.77%
Ministrant	1	0.77%
Leader	1	0.77%
Sharer	1	0.77%
Total	130	100.00%

As given in Table 7, prospective teachers pointed out the negative features of other heroes as; exhibiting violent acts and behaviors (15.18%), doing evil – harm (13.39%), behaving indifferently (7.14%), showing bad temper, (7.14%), behaving selfish (6.25%), using language badly (6.25%), telling a lie (5.36%), exhibiting asocial behaviors (5.36%), being coward (4.46%), being lazy (3.57%), behaving unreasonably (3.57%), stealing (2.68%), thinking himself superior to others (2.68%), being competitive (1.79%), believing in extraordinary things (1.79%), being irresponsible (1.79%), having harmful habits (0.89%), mocking his friends (0.89%), making discrimination (0.89%), having difficulty in dealing with problems (0.89%), being oriented easily (0.89%), being obsessive (0.89%), exhibiting behaviors which are not suitable with his age (0.89%), in addition they expressed that other heroes did not have any negative features (5.36%).

Table 7. Negative Features of Other Heroes

Negative Features of Other Heroes	f	%
Exhibiting violent acts and behaviors	17	15.18%
Doing evil – harm	15	13.39%
Behaving indifferently	8	7.14%
Showing bad temper	8	7.14%
Behaving selfish	7	6.25%
Using language badly	7	6.25%
Telling a lie	6	5.36%
Exhibiting asocial behaviors	6	5.36%
None	6	5.36%
Being coward	5	4.46%
Being lazy	4	3.57%
Behaving unreasonably	4	3.57%
Stealing	3	2.68%
Thinking himself superior to others	3	2.68%
Being competitive	2	1.79%
Believing in extraordinary things	2	1.79%
Being irresponsible	2	1.79%
Having harmful habits	1	0.89%
Mocking his friends	1	0.89%
Making discrimination	1	0.89%
Having difficulty in dealing with problems	1	0.89%
Being oriented easily	1	0.89%
Being obsessive	1	0.89%
Exhibiting behaviors which are not suitable with his age	1	0.89%
Total	112	100.00%

As presented in Table 8, prospective teachers pointed out the positive effects of cartoons they analyzed on children as; it allows children to understand the importance of helping each other and encourages doing a favor (19.49%), it allows them to learn the importance of friendship (16.95%), it allows them to understand the importance of cooperation (5.93%), it allows them to attain the value of love (5.08%), it encourages them to attain nature and animal love (4.24%), it allows them to understand the importance of the concept of family (4.24%), it helps to learn cultural values (4.24%), it helps them to develop a positive attitude towards science and mathematics (2.54%), it encourages to be respectful (2.54%), it encourages to be healthy (2.54%), it helps them to develop the sense of responsibility (2.54%), it helps to find solutions (2.54%), it encourages them to be hardworking and fighter (1.69%), it allows them to entertain (1.69%), it helps them to learn the concept of justice (1.69%), it allows them to learn the importance of peace (1.69%), it encourages to fight against injustice (1.69%), it helps them to develop their imagination (1.69%), it supports to make positive communication (1.69%), it allows them to attain neighborhood culture (1.69%), it encourages sharing (1.69%), it encourages to

be brave (0.85%), it allows them to learn courtesy rules (0.85%), it encourages to develop empathy (0.85%), it encourages to attain the sense of trust (0.85%), it encourages to behave honestly (0.85%), it encourages to be optimistic (0.85%), it teaches that being cross with somebody is wrong (0.85%), it teaches the necessity of being patient (0.85%), it tells that theft is a bad thing (0.85%), it teaches professions (0.85%), it teaches colors (0.85%), it teaches the necessity of wearing a seatbelt (0.85%) and in addition, 1.69% expressed that they had no positive effect.

Table 8. Positive Effects of Cartoon on Children

Positive Effects of Cartoon on Children	f	%
It allows children to understand the importance of helping and encourages doing a favor	23	19.49%
It allows them to learn the importance of friendship	20	16.95%
It allows them to understand the importance of cooperation	7	5.93%
It allows them to attain the value of love	6	5.08%
It encourages them to attain nature and animal love	5	4.24%
It allows them to understand the importance of the concept of family	5	4.24%
It helps to learn cultural values	5	4.24%
It helps them to develop a positive attitude towards science and mathematics	3	2.54%
It encourages to be respectful	3	2.54%
It encourages to be healthy	3	2.54%
It helps them to develop the sense of responsibility	3	2.54%
It helps to find solutions	3	2.54%
It encourages them to be hardworking and fighter	2	1.69%
It allows them to entertain	2	1.69%
It helps them to learn the concept of justice	2	1.69%
It allows them to understand the importance of peace	2	1.69%
It encourages to fight against injustice	2	1.69%
It helps them to develop their imagination	2	1.69%
It supports to make positive communication	2	1.69%
It allows them to attain neighborhood culture	2	1.69%
It encourages sharing	2	1.69%
It has no positive effect	2	1.69%
It encourages to be brave	1	0.85%
It allows them to learn courtesy rules	1	0.85%
It encourages to develop empathy	1	0.85%
It encourages to attain the sense of trust	1	0.85%
It encourages to behave honestly	1	0.85%
It encourages to be optimistic	1	0.85%
It teaches that being cross with somebody is wrong	1	0.85%
It teaches the necessity of being patient	1	0.85%
It tells that theft is a bad thing	1	0.85%
It teaches professions	1	0.85%
It teaches colors	1	0.85%
It teaches the necessity of wearing a seatbelt	1	0.85%
Total	118	100.00%

As given in Table 9, prospective teachers pointed out the negative effects of cartoons they analyzed on children as; it encourages to harm others (18.75%), it encourages violence and aggression (14.06%), it encourages to tell a lie (6.25%), it causes them to have harmful habits (4.69%), it causes them to learn slang words (4.69%), it

causes wrong development of their consumption awareness (4.69%), it causes the development of the feeling of fear (4.69%), it causes them to develop discrimination based on gender (3.13%), it causes them to become lazy (3.13%), it causes them to believe in extraordinary events (3.13%), it causes them to develop negative attitude towards animals (3.13%), it causes them to learn to ignore the feelings of others (3.13%), it causes them to develop bad relations with their families (1.56%), it causes them to learn the behavior of being cross (1.56%), it causes the lack of self-confidence (1.56%), it causes them to learn to evade responsibility (1.56%), it causes them to be away from school (1.56%), it makes them have difficulty to reason (1.56%), it causes them to behave as they wish without asking any permission (1.56%), it causes them to learn to classify people (1.56%), it makes them to be computer addicted (1.56%), it causes them to develop negative attitude towards science (1.56%), it causes them to believe everything they want will come true (1.56%), in addition, 9.38% expressed that they had no negative effects.

Table 9. Negative Effects of Cartoon on Children

Negative Effects of Cartoon on Children	f	%
It encourages to harm others	12	18.75%
It encourages violence and aggression	9	14.06%
It has no negative effect	6	9.38%
It encourages to tell a lie	4	6.25%
It causes them to have harmful habits	3	4.69%
It causes them to learn slang words	3	4.69%
It causes wrong development of their consumption awareness	3	4.69%
It causes the development of the feeling of fear	3	4.69%
It causes them to develop discrimination based on gender	2	3.13%
It causes them to become lazy	2	3.13%
It causes them to believe in extraordinary events	2	3.13%
It causes them to develop negative attitude towards animals	2	3.13%
It causes them to learn to ignore the feelings of others	2	3.13%
It causes them to develop bad relations with their families	1	1.56%
It causes them to learn the behavior of being cross	1	1.56%
It causes the lack of self-confidence	1	1.56%
It causes them to learn to evade responsibility	1	1.56%
It causes them to be away from school	1	1.56%
It makes them have difficulty to reason	1	1.56%
It causes them to behave as they wish without asking any permission	1	1.56%
It causes them to learn to classify people	1	1.56%
It causes them to be computer addicted	1	1.56%
It causes them to develop negative attitude towards science	1	1.56%
It causes them to believe everything they want will come true	1	1.56%
Total	64	100.00%

As given in Table 10, prospective teachers pointed out the subliminal messages in the cartoons they analyzed as; sexual content (12.50%), national content (12.50%), religious content (9.38%), superstitions (6.25%), gender discrimination (3.13%), extraordinary events (3.13%), swearing (3.13%), in addition 50% expressed that they did not have any subliminal messages. Some prospective teachers were not included in the evaluation as they mixed subliminal message and negative message.

Table 10. Subliminal Messages

Subliminal messages	f	%
No	16	50.00%
Sexual content	4	12.50%
National content	4	12.50%
Religious content	3	9.38%
Superstitions	2	6.25%
Gender discrimination	1	3.13%
Extraordinary events	1	3.13%
Swearing	1	3.13%
Total	32	100.00%

As in Table 11, prospective teachers pointed out their views regarding the cartoons they analyzed as; negative view (64.44%) and positive view (35.56%). One view regarding a cartoon was excluded as it was not suitable.

Table 11. The Views of Prospective Teachers Regarding the Cartoon They Analyzed

Views Regarding the Cartoon	n	%
Negative view	29	64.44%
Positive view	16	35.56%
Total	45	100.00%

The expressions of the prospective teachers explaining the positive views regarding the cartoons they analyzed are seen in Table 12.

Table 12. Positive Views Regarding the Cartoons

1. A watchable, suitable cartoon.
2. A suitable cartoon for children that can make them attain friendship and animal love.
3. It is a cartoon having positive examples for children.
4. A cartoon which teaches children the importance of friendship besides telling the importance making plans.
5. An entertaining, educating and real-like cartoon having no magic and supernatural powers but making children attain desired behaviors.
6. A cartoon that could be allowed children to watch in order to cope with the adaptation problems of them with their friends.
7. An education cartoon.
8. A suitable cartoon to make children attain a great many desired behaviors.
9. A cartoon which has the minimum negative examples for children.
10. A suitable cartoon supporting the positive development of children.
11. A cartoon helping children develop the desired behaviors.
12. An educating cartoon supporting the desired behaviors.
13. A successful cartoon in terms of showing children conclusions of negative behaviors.
14. An entertaining carton making children think and teaching them.
15. A cartoon which could yield positive results when watched as it could lead children.
16. An amusing and warm cartoon.

The expressions of the prospective teachers explaining the negative views regarding the cartoons they analyzed are presented in Table 13.

Table 13. Negative Views Regarding the Cartoons

1. Even though it is amusing, it is not suitable for child development as it has slang words.

2. Even though it is amusing, it is a carton affecting the subconscious of children with some negative thoughts.

3. I am indecisive about allowing it to be watched due to the negative effects of subliminal messages even though it supports moral development not perceived by children.

4. There are some places to be corrected.

5. Even though it is a cartoon where they can develop a positive attitude against mathematics, it could lead children to develop undesired behaviors.

6. Despite teaching some values, it is a cartoon which does not make any contribution to the imaginations of children.

7. Although it is a nice cartoon, it has some mistakes.

8. Although it develops some desired behaviors at children, it is a cartoon the features of the protagonist of which could affect children negatively.

9. Although it is suitable for children, it has some problems.

10. Even though it helps develop desired behaviors, it is a cartoon having some negative sides.

11. Even though it helps attain desired behaviors, it is a cartoon encouraging children toward violence.

12. Despite being an entertaining cartoon, it affects children negatively as it contains magic, sorcery etc.

13. Despite giving positive messages, it is a cartoon far from reality.

14. Although giving positive messages regarding doing a favor and positive attitude, it is cartoon full of negative behaviors that could lead children to develop negative attitudes and behaviors.

15. It is a cartoon that is rather likely to be harmful as it presents a bad example for children.

16. It is a cartoon setting a bad example for children.

17. It is a cartoon which is not suitable for preschool children.

18. It is an absolutely unsuitable cartoon for preschool children.

19. It is a cartoon which is not suitable as it contains negative examples.

20. It is an exaggerated cartoon having extraordinary events.

21. It is a cartoon having negative examples for children.

22. It is a harmful cartoon as it has negative effects on the moral development of children.

23. It is not suitable visually and audibly.

24. Even though it is coded as general audience, I believe that this cartoon is not suitable for preschool children.

25. It is an unfavorable cartoon as it has many negative features showing bad and negative things as normal while trying to create nice feelings.

26. It is a cartoon which is absolutely unsuitable for children as it has a lot of violence, evil and subliminal messages.

27. It is a cartoon based on religion and sexuality themes, which is absolutely unsuitable for children.

28. It is a cartoon having a negative effect on children as it has too many unreal elements.

29. It is an unsuitable cartoon for preschool children as it drags emotions down and highlights logic.

As given in Table 14, prospective teachers pointed out their recommendations regarding the cartoons they analyzed as; their contents should be changed (35.42%), the characteristic features of the heroes should be changed (16.67%), it is suitable for children and all families should make their children watch it (12.50%), it should be taken off the air (10.42%), parents should examine the cartoon first and evaluate whether it is suitable or not (6.25%), cartoon should be evaluated by experts as to whether they are suitable before they are on air (4.17%), it should be watched under the guidance of parents (4.17%), if it is on air on an encrypted channel, that channel should not be used (2.08%), it should not be on air many times a day (2.08%), their dubbing should be changed (2.08%), some visual changes should be made (2.08%), the names used should be changed (2.08%).

Table 14. Recommendations of Prospective Teachers Regarding the Cartoons They Analyzed

Recommendations	f	%
Their contents should be changed	17	35.42%
The characteristic features of the protagonist and other heroes should be changed	8	16.67%
It is suitable for children and all families should make their children watch it.	6	12.50%
It should be taken off the air.	5	10.42%
Parents should examine the cartoon first and evaluate whether it is suitable or not.	3	6.25%
Cartoon should be evaluated by experts as to whether they are suitable before they are on air	2	4.17%
It should be watched under the guidance of parents	2	4.17%
If it is on air on an encrypted channel, that channel should not be used.	1	2.08%
It should not be on air many times a day.	1	2.08%
Their dubbing should be changed	1	2.08%
Some visual changes should be made.	1	2.08%
The names used should be changed.	1	2.08%
Total	48	100.00%

Discussion

Based on the findings of the research, it was determined that the protagonists were helpful, sympathetic and friendly, other heroes were sympathetic and helpful, the protagonist exhibited violent acts and behaviors and other heroes exhibited violent acts and behaviors, did evil and harmed. When it comes to the effect of the cartoons analyzed on children, it can be found that it helped children understand the importance of helping, encouraged doing favor and allowed them to understand the importance of friendship. As for the negative effects, it caused to harm others and led to violence and aggression. It was found that prospective teachers reported negative views regarding cartoon at high levels and those reporting negative views mostly expressed that the cartoons were generally amusing and supported any development field of children but they led children to violence and undesired behaviors, as stated in sample excerpts "Even though it helps attain desired behaviors at children, it is a cartoon encouraging children for violence", "Although giving positive messages regarding doing a favor and positive attitude, it is cartoon full of negative behaviors that could lead children to develop negative attitudes and behaviors" and "It is an unfavorable cartoon as it has many negative examples showing bad and negative things as normal while trying to give nice feelings.".

It was also found that prospective teachers mostly recommended to change the contents of the cartoons. Depending on these results, it is seen that violence, evil, harm and aggression are combined with positive characteristic features and prosocial behaviors to imply they were sympathetic and it could be explained with the concept of sympathetic violence. Sympathetic violence is a concept which features violence, in particular the one in media, as exciting and applicable when necessary while promoting the one applying violence as sympathetic, popular, right and respectable. In addition, another reason of this case is thought to be caused by the fact that cartoons are produced under the effect of economic concerns, so they may reflect the popular culture while overlooking at integrating the required developmental features, values and emotions of children.

In a study carried out by Atik and Ebren (2015), it was found regarding sympathetic violence that the expected response was not given in violence (60.7%), violence did not harm as expected (53.6%), response for violence was not given (60.7%) and thus violence was normalized (53.6%). In another study by Pazarbaşı (2018), it was found that all the messages were given in accompany with "shouting" in cartoons in order to keep the attention of children for a long time. In a study carried out by Colman et al. (2014) with a comparative group made up of 45 children animation films having the highest revenues and 90 dramatic films for adults with highest revenues, it was found that the major characters in the child animation films are under higher risk of death compared to the ones in the adult dramatic films, the risk of being killed for major characters are higher at children animation films and that child animations films are full of death and murder rather than a harmless entertainment form contrary to what is believed.

In another study carried out by Klein and Shiffman (2012), it was found that verbal aggression is quite common and it is in the second place after violence and it has increased to a great extent in time and cartoons tend to normalize verbal aggression. It was found in a study by Wang and Li (2018) that the animators frequently add some violence scenes and special effects in order to earn more money and attract the audience and that these components, which are hidden as special cartoon images, are veiled so professionally that they lead groups of children and social values to be confused with this vulnerable situation step by step. It was found in a study by Yazıcı et al. (2019) that parents pointed out that cartoons had positive and negative effects on children, however they had mostly negative effects. Habib and Soliman (2015) explained cartoons as a weapon with two sharp blades spoiling the childhood of individual by means of exposing them to sexuality and violence or leading to growing an unbalanced mental condition.

In a study carried out by Yaşar Ekici (2015), it was pointed out that cartoons placed the concepts of violence, fear, distrust, rage, death, revenge, limitless taste, war, evil in the subconscious of children. In another study by Parvin and Islam (2020), it was pointed out that besides the positive effects of cartoons, they led children to have sight and hearing problems, harmed the imaginations, led to impairment of their mental and physical health, to attain superstitious ideas, to be affected by cultures, to learn telling lies, to increase the indifference towards multiway studies, to imagine themselves as cartoon characters, to have lack of attention, to guide toward violence and to have unintended behaviors and of sympathy and that they took the bad characters as a role model. In a study carried out by Yıldız (2016), it was pointed out that 14 mostly preferred cartoons by

children at the age of 3-6 were watched 39.495 seconds in total and that violent elements comprised 4.220 seconds of the watching duration. In another study by Hassan and Daniyal (2013), it was found that violence was indispensable parts of even funny cartoons, the characters loved by children fought each other and there were fighting scenes between the two characters at 82.6% rate.

When it comes to the views of the prospective teachers regarding the subliminal messages in the cartoons, it was found that they pointed out that there were subliminal messages particularly related to sexual and national contents. It is believed that the subliminal messages in the cartoons result from the ideas and believes of the cartoon producers. Upon the review of the literature, it was found that giving unsuitable messages for the age and the development levels of children in an implicit way unfortunately affected children negatively and that there were a great many subliminal messages regarding sexuality, national and religious views of the producer, superstitious elements and supernatural events (Kanbur, 2020; Temizyürek & Acar, 2014).

Upon the review of the recommendations of the prospective teachers, it was found that the majority pointed out that the contents of the cartoons should be changed. In a study carried out by İnan (2016) with preschool teachers and cartoon producers, it was found that most of the participants pointed out that unnecessary, meaningless, unsuitable and violent elements should be removed from cartoons. In a study carried out by Sopekan et al. (2020), it was indicated that some educational programs should be organized by the government and institutions over the effect of media on the social behaviors and developments of children for parents.

It was also recommended that parents examine the content of cartoons, evaluate them in terms of suitability for the ages of children in order to prevent the negative effects of cartoons on children, censor the violent elements on purpose and they educate their children over family and social values. It was recommended that entertainment industries provide policies to educate parents over the things to be taken into consideration in the cartoons having violent elements. In a study carried out by Rajawat (2017), it was recommended that every figure as media, family, parents and teachers has a responsibility and that media should also take the responsibility over the cartoons having no violence, less negative feelings and fewer asocial examples and abstain from broadcasting negative contents such as aggression, fear, violence, envy, anxiety, competition, lack of cooperation etc. These contents should be controlled by psychologists and experts.

It is recommended that no matter how much busy parents are, they should not forget to control what their children are watching, control the behaviors of their children, and if they observe that their child imitating the character of the cartoon having violent elements so much, they should interfere in advance, they should ask for help when necessary, they should keep the television watching duration fixed and it should not be shorter than what is medically recommended. Also, the cartoons designed for their development and learning should be given importance and they should be made to watch cartoons telling stories having good manners and entertaining elements and that the development features of children should be taken into consideration while choosing a cartoon for them. Teachers were recommended to offer children opportunities and activities for a real happy-healthy life, a better future and a true social and emotional development.

Conclusions

At the end of the research, it was found that the analyses made by the prospective teachers regarding the cartoons watched by children the most correspond to the literature, where violence, evil, harm and aggression are generally combined with positive characteristic features and prosocial behaviors and shown to be sympathetic, which could have a great many negative effects on children. Prospective teachers recommended that the contents of cartoons should be changed. Depending on this result and in line with the literature, it is found that the violence phenomenon in cartoons is a global problem.

As cartoons are translated in different languages all around the world, this problem should not only be considered as a problem of a single country or some countries but as a universal problem, against which necessary precautions should be taken urgently by the related institutions and organizations. In this sense, it is recommended that a universal law should be enacted and necessary arrangements should be made while at the same time, parents, educators and children should be informed on the issue and urge for cartoons that are suitable for the age and developmental levels of children to be produced. Finally, more detailed and longitudinal studies should be carried out by researchers in order to accumulate further results and insights so that the importance of the issue be highlighted.

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