



## THE ROLE OF CARTOONS IN THE UPBRINGING AND EDUCATION OF PRESCHOOL CHILDREN

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### ABSTRACT

*The article examines the question of the ambiguous role of modern animation in raising a child. Two positions are presented. On the one hand, animated films form standards of bad and good behavior; the child learns to perceive himself positively, i.e. they act as one of the effective means of education. On the other hand, modern cartoons lack a moral and ethical basis that can have a beneficial effect on the development of a child.*

It is no coincidence that animated films are loved by children of all ages. Bright, spectacular, imaginative, on the one hand, and simple, unobtrusive, accessible, on the other, they are close in their developmental and educational capabilities to fairy tales, games, and live human communication. Cartoon characters show children a variety of ways to interact with the world around them. They form the child's primary ideas about good and evil, standards of good and bad behavior. By comparing himself with his favorite characters, a child has the opportunity to learn to perceive himself positively, cope with difficulties, and treat others with respect. Thus, cartoons are an effective means of educating a child.

One of the current trends at present is the study of the influence of modern cartoons on a child's personality, on the formation of various images and ideas in children. Animation is seen as a means of education. This issue remains poorly studied in modern scientific society and is more of an everyday nature. However, a certain base has been accumulated in the field of studying the influence of cartoons on the development of the child's psyche in general by such researchers as O. V. Kozachek, O. A. Voronina, M. I. Medvedeva, N. P. Grisheeva, V. I. Abramenkova, A. L. Bogatyreva.

The purpose of this article is to study the role of modern animation in raising a child based on works and research on this issue. In modern society, a child very early finds himself in an active, diverse media environment. From early childhood he has been fascinated by computers, TV, phones, tablets as a means of playing and satisfying cognitive interest. One of the first representatives of the media space for preschoolers are cartoons.

Cartoons are a whole world into which a child connects. He intuitively accepts the drawn world, the norms and rules of the existence of heroes. That is why the question of the benefits and harms of cartoons, and the socializing influence of cartoons on a child's personality is so



important for a parent raising an adult. Why are cartoons so attractive to children: Modern animation has a number of the following features:

- brightness and imagery;
- brevity and dynamism of changing images; the presence of real and fantastic, good and evil forces;
- animism (animation of inanimate objects, endowing animals and plants with human abilities).

Children are completely immersed in an imaginary situation. The line between real and unreal in preschool childhood is very thin (fears, everything that the child sees is almost real). In a preschooler, imitation is extremely developed, since in this period the most important mechanisms of behavior develop through imitation. In this regard, preschoolers imitate the behavior of cartoon characters and use the methods of resolving situations demonstrated in cartoons. Moreover, the behavior of cartoon characters is perceived as correct and natural.

By comparing himself with his favorite characters, a child has the opportunity to learn to perceive himself positively, cope with his fears and difficulties, and treat others with respect. The events taking place in the cartoon allow us to educate children: raise awareness, develop thinking and imagination, and form a worldview. According to child psychologists, “correct” cartoons are capable of:

## “Correct” cartoons

Develop speech

Develop thinking and memory

Train

Develop creativity and imagination

Bring up

- Develop speech. Listening to the competent and beautiful speech of cartoon characters, children replenish their vocabulary and can, in a good way, surprise their parents with some statements.

- Develop thinking and memory. The child learns to analyze the content of the cartoon, compare, generalize, and establish cause-and-effect relationships.

- Train. Cartoons tell about the world around them; with their help, a child can learn to count, read, speak a foreign language, study geometric shapes, colors and gain various encyclopedic knowledge.



- Develop creativity and imagination. The cartoon feeds the child's imagination, leaves vivid impressions and can become a source for children's artistic and verbal creativity.
- Bring up. Cartoon characters show children different possibilities for interacting with the world, standards of behavior, form their ability to empathize, and teach them to cope with difficulties and fears. Many cartoons reflect the traits of a good person. These are not just cartooning for entertainment, first of all, this is a centuries-old heritage of folk wisdom that reaches the child in the form of a game. The kid understands that a bad deed is always followed by punishment, he will inherit the simple truths of morality and goodness. Psychologists have conducted interesting studies about some modern cartoons.

Olga Valerievna Kozachek in her article "Modern cartoons and children" understands modern cartoons as predominantly foreign works, which children prefer to a greater extent. Based on the opinions of D.V. Andryushchenko, N. E. Markova, I. Ya. Medvedeva, she listed several signs of a "harmful cartoon":

- the main characters of the cartoon are aggressive; they seek to harm others. The consequence of watching such a cartoon can be a child's manifestation of cruelty, ruthlessness, and aggression in real life. Research by A. Bandura, carried out by him and his colleagues back in the 60s. XX century, they proved that scenes of television violence increase aggressiveness and form not the best character traits;
- deviant behavior of cartoon characters are not punished by anyone. As a result, the little TV viewer develops an idea that such forms of behavior are acceptable;
- forms of behavior that are dangerous to the child's life are demonstrated, which in reality are dangerous to repeat;
- forms of non-standard gender-role behavior is broadcast: male creatures behave like females and vice versa;
- Scenes of disrespect towards people, animals, and plants are common. Unpunished mockery is shown, for example, of old age, infirmity, helplessness, weakness;
- there are unsympathetic and sometimes even ugly heroes.

Children of preschool and primary school age, according to V.I. Korotky, tend to animate natural phenomena and endow the animal and plant world with human properties. Therefore, they easily understand and accept the language of cartoons, fairy tales, and epics. Their heroes are simple and typical, they do everything that ordinary people do.

Cartoons affect a child's feelings. He unconsciously identifies himself with the heroes in his imagination if he likes them. Together with the heroes, the child shows kindness and nobility, accomplishes feats, becomes brave, loyal, fair, and enterprising. Fairy tales and cartoons convey moral concepts and feelings to the child in a clear and at the same time exciting way. Identification mechanisms allow him to develop in the direction of society's expectations.

D. Gerbner and L. Gross attributed to animated films, as well as in general television, a unique ability to change fundamental ideas about the nature of social reality. It has this property due to the fact that it not only reflects the status quo, but also greatly exaggerates existing trends; television images seem real. Albert Bandura proposed the idea that television could rival parents and teachers as a source of role models. Research has shown that the media are important in gender role socialization, and an analysis of the information that comes to us



through television channels has demonstrated that television creates stereotypical, traditional images of men and women.

O. A. Voronina and N. I. Medvedeva highlight a number of positive and negative aspects when watching cartoons:

- cartoons are loved by children from early childhood, as they are bright and imaginative. Cartoon characters show children different ways of interacting with the world. The standards of bad and good behavior, ideas about good and evil are formed in children by video;
- through comparison with favorite heroes, the child learns to perceive himself positively, overcome his fears and difficulties, and develop respect for others;
- Children absorb information much more effectively than adults. While watching the video, the child imagines pictures of the world and thereby begins to develop his personality, adopting certain qualities of the characters;
- the child perceives almost all information in the form of images, from which his model of the world is then built. Some of the most important are female and male images. Looking at the stereotypes of "cartoon heroines," girls absorb the peculiarities of female behavior. Boys subconsciously form an ideal woman, which they will then look for. And the criterion is not so much appearance as the behavior of cartoon heroines. The image of a woman, previously romantic and mysterious, is endowed with features of physiology and cruelty. Along the way, they ridicule the traditional qualities of Russian women that were glorified in old Soviet cartoons: chastity, shyness, selflessness, modesty and motherhood as such. One can also note in some heroes' disrespect, cynicism, and sometimes cruelty towards their family - parents, brothers, sisters. In many cartoons, such traits are endowed with the main, positive character. And these vices are imperceptibly absorbed into the child's consciousness, since positive heroes need to be imitated.

Having analyzed the psychological and pedagogical literature on the problems of child personality development under the influence of the media, as well as modern animated films, we can conclude that the role of modern animation in raising a child is ambiguous. On the one hand, animated films form standards of bad and good behavior, ideas about good and evil, the child learns to perceive himself positively, overcome his fears and difficulties, treat others with respect, i.e. Cartoon acts as one of the effective means of raising a child. On the other hand, modern cartoons are deprived of that moral and ethical basis that can have a beneficial effect on the development of a child. Moral standards and values, images of femininity and masculinity are replaced by rudeness, cruelty, blurring the boundaries between "good" and "bad", between "possible" and "impossible". This dual position requires further, more careful study.

Based on the results of an analysis of psychological and pedagogical literature on the role of modern animated films in raising children, a number of recommendations were developed for the selection of cartoons for parents and teachers working with this category.

In general, a number of proposed recommendations are as follows:

- determination of the main goals and objectives for the formation of certain ideas and images in children;
- organization of leisure time;
- control and monitoring of children's viewing of certain cartoons;
- selection of animated films that correspond to the goals and objectives of image formation;



- joint viewing of cartoons with explanatory conversations and comments;
- consolidation of the demonstrated images in family and everyday culture.

The article's materials and recommendations will be useful to parents, teachers working with this category of children, and people involved in this issue.

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