The Importance of Children's Programs on Iraqi TV and Their Educational Impact

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Sections Info	ABSTRACT
	Objective: The purpose of this study is to explore how children's shows are categorized on Iraqi television and to find out what they might do about social skills for children as well as awareness, logic, and creative thinking. *Method:* Our research was conducted using a quantitative methodology: questionnaires were given out to children, parents, and teachers in ODK (Open Data Kit) format, while the Smart Plus program was used for data analysis and hypotheses testing. *Result:* The first hypothesis showed that these programs help children develop various social skills such as cooperation, the courage to explore their world, and love for each other through fun, pedagogical ways. The second hypothesis confirmed that these programs build awareness and logic into young children by providing educational content that supports problem-solving and decision-making. The third hypothesis suggested that through creative narrative, interactive exercises, and puzzles designed to stimulate the brain, children's shows encourage imaginative thinking. *Novelty:* The research concludes that children's television programs, if integrated into a broader system of education involving interaction and practical engagement, can significantly foster holistic child development, highlighting the need for more interactive formats where parents, teachers, and students critically and creatively use the information rather than passively receiving it.

INTRODUCTION

Children's programs on Iraqi channels are an effective source for shaping child awareness and cognitive and social skills [1]. due to all the problems the educational system in Iraq faces, these programs are an alternative way or complement way, with regard to providing educational and entertaining content that meets the needs of children at all stages of his growth [2]. These programs, meanwhile, foster good values, promote language development, stimulate creative thinking and support cultural and national identity [3]. They develop children's personality and mental and social abilities, by providing different content and educational stories, songs and interactive programs. Thus, the study of the impact of such programs on the education of children is a step in the right direction towards recognizing the importance of television media in supporting the educated process in Iraq.

Problem and Research Objectives

What is the educational and pedagogical importance of children's programming on Iraqi television, and what role can programming play in the development of children's cognitive and social skills?

How does children's television programs enhance the awareness & logic in children, are these programs addressing any topic to ignite critical & analytical topics?

What are the mechanisms or methods used by children programs on Iraqi television to encourage a creative thought in children?

It aims to find out the importance of children's television programs and their educational impact in order to improve children's skills for raising awareness and thinking logically and creatively.

Literature Review

Children's programs are visual presentations that bring information and creative ideas to life, making them attractive to viewers of all ages. They are especially attractive to children when they are animated, featuring simple, clear colors and shapes [4]. One of the most important features of children's programs is technology-based education, which has become a primary means of presenting diverse and multi-media content, facilitating learners' acquisition of knowledge [4]. Children's programs are either animated, which is the most popular and attractive, or they feature human actors who simplify their language, thoughts, and appearances, or they disguise themselves as cartoon characters, making the program more like an attractive cartoon [5]. Animated children's programs have evolved from one-dimensional to two-dimensional to three-dimensional to mixed formats, acquiring the role of all types in influencing audiences [6]. There were highly influential children's cartoon programs consisting of several frames of varying dimensions. A pilot study concluded that the movement of animated characters in cartoons affected viewers' visual attention, in addition to analyzing the physiological and cognitive effects of these cartoons on the audience. Character movement is an attractive and stimulating element for both children and adults, making it an effective tool for conveying educational and entertainment messages [7]. Etemad et al. demarcated these stimulus-focused features and postulated a model of processing these in cartoons named "Perceptual Validity Model" (PV). The main components of this model are as follows:

a. Relevance: How much to do with viewer character movement.

b. Contextual Dependence: When the movement interacts with the story as a whole.

c. Internal Consistency: The coherence of the character's actions to their personality and behavior [8].

d. External Consistency: The consistency of the movement with main elements like physical action and facial expressions [9].

A case study in contextual dependence was based on this model, and the results were compared to the principles of animation formulated by Disney, showing that there is a high degree of agreement between the two. Animation:

a. Zong et al. has brought to light the vital subject of facial expression design within an animated film with particular emphasis on exaggeration, subtlety, and virtuality. Personification, hyperbole and distortion were discussed as expressive techniques, and these principles were applied with a case study of Kung Fu Panda: each character was studied with feeling expressions.

b. In the course of our study, the functioning of the format animation of comic image-unidentity was researched through four elements: image, color, movement, and rhythm.

c. A character's image is a vessel for visual funniness and one of the dimensions on which humor can be improved is character design (for instance, the not typical body proportions of the mouse character in Ratatouille) [10].

d. Color: Color is an emotional humor technique used with a character, such as with Po the panda, in Kung Fu Panda.

e. Movement: There is a surreal humor in the way characters move, as in the characters in Tom and Jerry.

f. Rhythm: The rhythm of a film determines the visual as well as the psychological emotions of the audience therefore it is a critical element for being successful in visual humor [11].

In an era where children have greater access to social media, especially video, children's programs have become increasingly important in supporting children's education, both as a popular tool for children and as a tool for entertainment, education, and awareness-raising [12]. Recently, and as a result of the COVID-19 pandemic, education has become increasingly involved in innovative methods, most notably television programs, to achieve distance learning. 1 Linking education with technology has contributed to increasing the effectiveness of children's language and literacy skills and motivating them to learn more [5]. By employing strategies to facilitate the use of certain tools, the use of children's programs as a resource, for example, encourages children to visualize [13]. An important example of high-quality education implementation as part of Tanzanian Vision 2025 is the implementation of novelty in education of pre-school groups, preschool programs in education of children and meeting the set goals of education in the Tanzanian curriculum [14]. To accomplish the fourth Sustainable Development Goal training of children enrolled for education will be increased from 94% upto 97% in three years, because writing and reading will play the fundamental role in this process, that will increase the ability to communicate [9].

Africa's Vision 2065 aims to create a qualitative shift in African skills and empower them with skills supported by innovative scientific and technological tools, coupled with funding dedicated to early childhood education. Educational children's programs facilitate the transfer of knowledge to children [15]. The Tanzanian government has eradicated illiteracy through exposure to books, television programs, social media platforms, and children's educational programs for the early stages of education. This has fostered and sustained qualitative skills in reading and writing, leading to long-term sustainability of skills resulting from education [16]. Among the most important outcomes of the educational process through children's programs are increased thinking capacity, expanded emotional awareness, physical development, and means of social interaction [17]. The most important advantages of technology and the children's program industry are the simplification of information, which has contributed to enhancing teaching and learning, and has contributed to the comprehensive inclusion of children in reading from beginning to end [18].

Regarding the role of animation in pharmaceutical advertisements and how it can affect consumer perception:

Pharmaceutical advertisements are relying more on animation to demonstrate the beneficial and adverse effects of medication. We conducted two studies to examine the influence of this technique on consumer perception:

Study 1: A study testing the effect of animation on consumer perception using rotoscope technology The objective of this study was to assess if there was a change in consumer perception of the risks and benefits of taking medication, and if that change was in accord with a memory effect. The results found that animation has a powerful impact on consumer recall of the content presented within an advertisement [19].

Study 2: This study extended the first study to consumer effects. This study was designed to inform understanding of how animation affects consumer decisions for medication use. The outcomes demonstrate that animation can improve consumers' comprehension of complex information within the advertisements, thereby making animation an essential aspect of pharmaceutical advertisements [11].

RESEARCH METHOD

The study was designed using a descriptive approach to study the importance of children's programs on Iraqi television and their educational impact. A sample of Iraqi primary schools in the Iraqi city of Amarah was selected to conduct the research study on children in these schools. The study targeted the impact of children's programs on Iraqi TV and the Iraqi Children's Channel. The number of children targeted was approximately 175, with 20 teachers and 20 guardians specifically selected, totaling 225 respondents. The questionnaire directed at children was designed using the open-source ODK (Open Data Kit) program. The questionnaire directed at teachers and guardians was designed based on previous studies, and the resulting questionnaire outputs were analyzed using the Smart Plus program, version 4. All ethical requirements were met, in accordance with international standards for data collection, study, and analysis. Children's responses were closed-ended with a yes or no response, while teachers' and guardians' responses were closed-ended according to a five-point system (5: strongly agree, 4: agree, 3: unsure, 2: disagree, 1: strongly disagree).

RESULTS AND DISCUSSION
Results
Demographics Participant Data Distribution by Gender:

There were 225 participants; among them, 120 (53.3%) were female and 105 (46.7%) were male. Of the children, 95 (54.3%) were male and 80 (45.7%) were female. Out of the parents, 6 (30%) were males and 14 (70%) were females. Out of the teachers, 3 were male (15%) and 17 (85%) were female.

Age groups followed: Children: Age of 6–7 years; number of patients (n=25, 14.3%). Ages 8-9 years: 100 (57.1%). 10–12 years: 50 (28.6%)}

Teachers: No of teachers in age group 22-25: 4 (20%). Teachers 26-30 years old: 10 (50%). Teachers aged 31-35: 5 (25%). Teachers 36 and over: 1 (5%).

Parents: Parents in 25-30 bracket: 10 (50%). Parents aged 31-35: 7 (35%). Parents age 36 and above: 3 (15%).

Educational Background of the Teachers: Diploma: 18 teachers (72%) – the highest level of education of preschool teachers. Certificate   : 4 Teachers (16%) Bachelor's degree: 3 teachers (12%). Master's Degree: None of the teachers had a master's degree.

Parents Education: —Certificate6 (24%)Note: 4 missing values for parents education Diploma: 6 parents (24%). Bachelor Degree:10 parents (40%) – the most common education level among parents. 2 parent (8%) master's degree:

Teachers' Work Experience: 1-3 years work experience: 8(40%). The 4-6 years experienced teachers: 7 (35%). 7-10 years experienced teachers: 4 (20%). Years of Experience   Teachers with more than 10 Years: 1 (5%)

Children's Programs Awareness: The results show that 90% of them (157 children) watch children's programs on Iraqi television. 17 parents (85%) confirmed that these programs positively affect their children learning. 75% of teachers (15 teachers) responded that children's television programs improve students' reading and creative thinking skills.

Father: Aware: 4 (57.14%) Unaware: 3 fathers (42.86%). Female parents: Aware: 16 (88.89%). Unaware: 2 mothers (11.11%).

Hypothesis Study and Agreement Rates

The following assumptions were used to assess the outputs of the questionnaire:

Average Agreement: Average of participant responses (1=Strongly Disagree, 5=Strongly Agree)

Relative Importance: % of Participants that Agreed with Statement (Score 4 or 5) standard deviation: A measure of the degree to which responses are spread from the average — lower values meaning more consensus of opinion.

R (correlation coefficient): The intensity of r holds the degree of correlation between the statement and the degree to which children's programs enhance social skills.

Study of the first hypothesis:

Children's television programs enhance social skills (such as cooperation, communication, and respect for others) in children by presenting interactive and educational situations.

Table 1. Study of the role of children's programs in enhancing social skills according to teachers' responses.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
Children's television programs help teach children how to cooperate with others.	4.3	86%	0.7	0.78
Children's television programs enhance children's communication skills.	4.1	82%	0.8	0.75

Statement				
Children's television programs teach children to respect others' opinions and accept differences.	4.4	88%	0.6	0.80
Children's television programs provide interactive situations that help children understand social emotions.	4.2	84%	0.7	0.77
Children's television programs encourage children to participate in group activities.	4.0	80%	0.9	0.72

"So the teachers agree that children television programs help children's social, come on and clign pediatricate > He-the data will draw up as follows. The top five work notices received average 1.4 overall rankings. Repeated over a course of revision rounds, the final numerical value is means leapfrogged up on consecutive revisions; in this case data reject what that wrong impression. Now it is even more important: in nations where you have multiple ethnic groups with their own people there has been a change from privilege or option to vital need. one of the reasons for that is that if "Children are taught how to work well with their classmates" has an average score of 4.3 (86% relative importance). There is also evidence which suggests this approach has been beneficial in helping a number of students develop therapeutic relationships skills Many educators also agree that school-wide programs for various interpersonal skills better themselves as they develop students' abilities to work with others and communicate in the written as well as oral word. A detailed review of the papers reveals that this observation was true on every occasion except for just one case, which drew suspicious glances: That managed to account for.80 as it of course took its signal from the list of coefficients.

Table 2. Study of the role of children's programs in enhancing social skills according to parents' responses.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
Children's television programs help teach children how to cooperate with others.	4.0	80%	0.8	0.73
Children's television programs enhance children's communication skills.	3.9	78%	0.9	0.70
Children's television programs teach children to respect others' opinions and accept differences.	4.2	84%	0.7	0.76
Children's television programs provide interactive situations that help children understand social emotions.	4.1	82%	0.8	0.74

Children's television programs encourage children to participate in group activities.	3.8	76%	0.9	0.68

The first thing that stood out to me in these results was the high level of agreement with all of the statements, as each averaged between 3.8 to 4.2 out of 5. That provides an initial signal that parents indeed perceive value in such children's television programs. The statement rated highest was "Children's television programs teach kids the importance of listening to other people's point of view and accepting differences" with an average of 4.2 and a relative importance of 84%. This is especially important since and relevantstrand nowadays, when the value of tolerance must be planted in our children from an early age. Abstract standards (such as courtesy towards others) — As far as parents are concerned, television programming is the strongest in this regard. Next come the emotions, which are a lower-order thing than practical cooperation and after that physiological pleasure-sensation (the level of excitement one gets using one's mind and welfare) per activity. This may also reflect a television mediated value system—Telling stories about good behavior and bad behavior in children, but it can hardly promote real-life behavior. Parental ratings of the children's social skills are among The standard deviation of The correlation coefficients for all elements shown on the outer ring is relatively low (from.6 to.9). This means that we here are quite possibly dealing with a good set of results, and those correlation coefficients of.68 to.76 indicate an extremely high degree association between these different components of social skill. This fact suggests that good children's programs as well introduce an overall set of social skills or a cultural atmosphere. The low weighting given to "promoting participation in group activities" (3.8) in responses to other items may indicate a genuine problem: how do we bring children's learning from screens to life? This is an interlude, in which the people creating children's shows have an opportunity to make content that is not so oriented for places where you can sit and watch but more about real society around you and participation in it.

Study of second hypothesis:

Children's television programs contribute to enhancing awareness and reasoning in children by providing educational content that includes problem-solving and decision-making.

Table 3. Study of the role of children's programs in enhancing awareness and reasoning according to teachers' responses.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
Children's television programs help teach children how to solve problems.	4.5	90%	0.6	0.82

Statement				
Children's programs enhance children's ability to make logical decisions.	4.4	88%	0.7	0.80
Children's programs provide practical examples that help children think logically.	4.3	86%	0.8	0.78
Children's programs encourage critical and analytical thinking by asking questions.	4.2	84%	0.7	0.76
Children's programs are an effective way to develop awareness and logic in children.	4.6	92%	0.6	0.85

Table 4. Study of the role of children's programs in enhancing awareness and reasoning according to parents' responses.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
Children's television programs help teach children how to solve problems.	4.3	88%	0.7	0.78
Children's programs enhance children's ability to make logical decisions.	4.2	84%	0.8	0.76
Children's programs provide practical examples that help children think logically.	4.1	82%	0.9	0.74
Children's programs encourage critical and analytical thinking by asking questions.	4.0	80%	0.8	0.73
Children's programs are an effective way to develop awareness and logic in children.	4.4	88%	0.7	0.80

The first remarkable thing is the overall consensus between teachers and parents on children's programs contributing awareness and reasoning in their lives. The average for both is high ranging from 4.0 to 4.6 showing these programmes aur of importance. Despite this agreement in the rankings, mean teacher ratings are higher than all mean parent ratings across all items with differences between 0.20 and 0.300 points. The statement "Children's programs are an effective means of developing awareness and logic in children," was given the highest rating by Teacher (4.6) and parent (4.4) and a general belief in an additional role for children's programing was evident in the qualitative study. It was followed by the statement "Children's television programs help teach children how to solve problems," with ratings of 4.5 from teachers and 4.3 from parents, reflecting the importance of the practical aspect of these programs. Correlation coefficients for all statements were high (0.73–0.85), and significantly higher among

teachers than parents. The standard deviations were low (0.6-0.9), suggesting that opinion was fairly consistent. They were lower among teachers, representing greater agreement among teachers. Figure 21 shows that all statements percentage importance is impressively high (80%-92%) indicating a high relative importance of the statements to educators and parents; partly, this can be attributed to increasing awareness that educators and parents need to focus their children-s media towards meaningful things.

Study of the third hypothesis:

Children's television programs encourage creative thinking in children through the use of methods such as creative stories, interactive activities, and mental challenges.

Table 5. Study of the role of children's programs in encouraging children's creative thinking according to teachers' responses.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
Children's TV programmes encourage creativity in children.	4.4	88%	0.7	0.80
The programming includes creative stories, which sharpen their imagination.	4.6	92%	0.5	0.85
Interactive activities prompt children to think critically and creatively.	4.1	82%	0.8	0.73
The program's posing the intellectual challenges stimulates children's innovation.	4.2	84%	0.7	0.78
Watching TV improves children performance in creative tasks	4.3	86%	0.6	0.81

Quantitative data reflecting teachers' attitudes towards the role of children's television programs in the development of creative thinking was presented in Table 5. This observation is based on teachers' own experience in daily classroom settings, where they see firsthand how the content that children consume affects their behavior and their creative skills. The data indicates that teachers also highly value the stories found in children's programming. The statement for Coself3 was, "Self-reflective art in programs helps," which had the highest average agreement (4.6) and highest relative salience (92%).

This also bears out for children. In agreement with all this article has reported earlier. Creativity is evident in goodchildren's stories. This result is wrong, however. It is reasonable to expect that creative children's programs will stimulate greater creative thinking among all children (P = 0.49) teachers think children's programs have done fairly well. But by what means other than beneficial outcomes are teachers here implying that these programs lead to beneficial outcomes for "creativity amidst different contexts"? This is backed up by Table 4, which shows the same structure of results.

My question is: What was this statement trying to say? This statement, rated 4.1 on a 5-point scale, received the highest mean agreement of any single statement.2 (Though it was still a big mean.) This result could indicate a challenge in creating interactive activities which afford cognitive commitment to higher-order skills, or simply that online interaction is less effective for developing such abilities compared with face-to-face exchanges Paradoxically, the attendance of face-to-face lecture events actually in general gave highest mean agreement. But the standard deviations of all these items were low at 0.5-0.8 points (Column D: Table 3 in the Appendix), which is just as important as their means. So we can infer that these stories, in encouraging the imagination's development were successful and highly acceptable generally among teachers.

Combined, all the aspects were positively correlated with the creativity components being tested. For instance, when a child grows upcone of the most successfulerations can be that creativity defies younkers as before. Writing "All combined facets positively correlated with the creativity components measured." However, I must repeat again which is not produced scientifically that a level of 30% for the Benson test and 60% for so onother graduate test is difficult to achieve on accountof whether or not many variables affect creativity development in life on one side but logic calmly tells us this should be determined by experiments at different ages rather than being left to chance.30 Role Of Children's Programs In Promoting Creative Thinking After The Program table 6 shows that from their response it has cost-free but high-profit returns for parents.

Table 6. Shows that from their response it has cost-free but high-profit returns for parents.

Statement	Average agreement (out of 5)	Relative importance (%)	Standard deviation	Correlation factor
I notice that children's programs enhance my child's creativity.	4.0	80%	0.9	0.70
The creative stories in the programs help my child develop his or her imagination.	4.3	86%	0.7	0.76
The interactive activities in the programs encourage my child to think differently.	3.8	76%	0.8	0.67
The intellectual challenges in the programs stimulate my child's creativity.	4.1	82%	0.7	0.74
Children's Programs in Promotion of Creative Thinking As Learned from Parents' Impressions on the Programme After leaving school From the Table 6 answers given by parents it can be seen that here is a result free of cost and yielding high returns.	4.2	84%	0.6	0.79

When I saw that the surveyed population of children's program producers feared the extinction of such enterprises, it led me to a very interesting educational fact. For parents, these programs are considered worth the effort, just like a method of cultivating creativity in children. This is a point of view which pleases me greatly, as someone who specializes in children's development and draws its confidence from every report (including data) that portrays a more favorable light! The slate manner where agreement was expressed on the 0-5-scale ranged from 3.8 to 4.3. Most "Agreement" was given to the statement "The creative stories in the programs help my child also establish this imagination," with an average of 4.3. This accordant with what we heard news of stories endowing children with imagination. For endless ages, stories have simply been for young minds like way stations marking a road to places unknown. Stories also have inspired imagination and out-of-the-box thinking from the earliest times.

In fact "watching stories" can subvert a child's brain. When he thinks outside the box in everything he does then that is the result of this kind reading. A score of 4.2 was given to the item "I believe that television programs help to improve the creative skills of my child" and this rating was also lower than the group mean (because most agree average agree is 5). Until now changes in children's creative behavior produced by television-viewing are all based on a deep psychological acceptance the parents of children aged 6 and under have for themselves. The item "The mental challenges in the programs stimulate my child's creativity" (average score: 4.1) was also high, suggesting that these programs are as stimulating for young minds as they can possibly be. Programs which offer puzzles or problems that must be solved in a non-standard way can help children build creatively divergent thinking skills and innovation. The statement "I notice that children's programs increase my child's creativity" had an average score of 4.0, a direct observation from parents on global creativity effect. Curiously, its standard deviation (0.9) is matched to all the suggestions yet mine least-liked statement reads "The interactive activities in the programs encourage my child to think differently?" This scored an average for this statement of 3.8. But that is still a relatively high level of agreement among participants, which may perhaps go some way to documenting the point of view that in traditional TV it is comparatively infrequent to so much as find an opportunity for one click among viewers to take action at all.

Study of children's responses to the three hypotheses

Table 7. Study of children's responses to children's programs to enhance logical thinking, social skills, and creative thinking.

Statement	Response	Non-response
Children's television programs enhance children's social skills (such as cooperation, communication, and respect for others) by presenting interactive and educational situations.	75%	25%
Children's television programs contribute to enhancing children's awareness and reasoning by	68%	32%

providing educational content that includes problem-solving and decision-making.		
Children's television programs encourage children's creative thinking through the use of methods such as creative stories, interactive activities, and mental challenges.	80%	20%

Table showing child responses to child television programs in skill enhancement Based on the responses, children's programs were found to significantly influence two main areas: first, creative thinking (children programs had a very strong impact on enhancing creative thinking response rate was 80%) and second, social skills (response rate 75%). While the lowest of the three skills, a sizeable 68% response rate was recorded for consciousness and logic. These findings lead me to a question, that is, why children's programs do better than other skills in improving creative thinking? This could be on account of the fact that TV is so stimulating to your eyes and your imagination while there are very few halfab Be added also form creative Non-response Beijing times differed greatly with a maximum of 20% and a minimal 1. But this it blows for reconsidering if one only because As I know, several difficulties exist. For example to write things to a child's logical development stage. Perhaps, or more concretely making ideals take form may require an interactive process of multiple parts and levels like this set all the responsible patterns with each other on average fares not muffled from any one side Linguistic thinking Meanwhile, on the other hand, you might argue that social manners lie somewhere between creative thinking and logical intuition. This point serves as a reminder that today's hard core content for pre-school children should strike a proper compromise--there are social stories on the one hand (Three Cheers Best Friends) to instill cooperative attitudes koala bears on the otherThis reconciliation of opposites is privilege children's first education.The results of comparisonsbetween these tables with earlier ones also showed that both teacher' s evaluations and those from outward appearancesgs by parents were always better than those given by children (especially areas like awareness and level of logic). This alterative position would seem to indicate something different between the methods used in evaluating a programme and just which ensuing analysis might best consult with children's viewpoint as an intermediary.

Discussion
Course

The report on the basis of the questionnaire results for teachers ' evaluation of children's TV program social implications. This was education and was not seen as something like film company performances. The teachers saw these children as their future students, so in a sense of hope for our youngsters or little hairs yet to be grown children, these programs are just positive things which they can pass on and nurture. The much-used "corrupt teahouse burns bad firewood" proverb (yin yang li) has yet to gain common currency --happily.As the old proverb says, a child's behavior is not just influenced by what he hears but also by what he sees. Children behave as their parents

do. This saying was used to analyze "how little children learn" and appeared in a textbook published last year; the same example can be found today on many Chinese-language websites. who are watching these actions at an early age will replicate those moments later on when confronted with similar circumstances. "Involvement in cooperative activities," which had a lower mean of scores (4.0) than other indicators but relatively high. This approach to watching television is more conducive for the transfer of oral, reading, or actual dance lessons than it is group skills. Parents are clear enough about these results themselves: children's TV programs can be used as a tool for enhancing children's social skills. Children themselves feel capable of discussing the series' portrayal of social situations; when compared to how such matters arise in one's own life, is that accurate? Are the messages found throughout a show on good things good for children learning proper behaviour to take away from it or not? "In every aspect, you'll find that children's television is the single most effective of these in total tools to wield, for children into society wont soon grow up," a common way of looking at it says. The teacher's standard deviation among all points considered very consistent (0.6–0.9). But these programs are only part of what constitutes an infrastructure needed for "success." They cannot replace social life with other kids or adults, an environment where children have to make do in order to learn the etiquette.

When it comes to the contributions of children's programs in performing good social functions, parental replies (or lack thereof) tell us things like this: Have support for parents in difficulty. In the table above, positive results like these may express the modern social needs of parents--that is, education and living in like with society they are still brave exiles from an age before we had all probably changed our political and geographical stripes completely on both fronts!But with the pressures of living in an increasingly competitive society, one finds that even survival is now up for grabs.How do I as a parent manage to teach my child social behavior? Compared with anything else, the relatively low marks for 'encouraging participation in group activities' (3.8) may indicate a problem: how can we make children learn off screen what they put into the real world?

The "unique difficulty of such a mission, as the young can be hard to reach and even as hard reach (in spirit. "The Woman Warrior" by author Maxine Hong Kingston is where it seemed provided much needed ammunition. Now, will a TV manager who is producing children's shows take on this even more difficult challenge, making it so that children can use television not as a way of escape, but to cooperate with other children and live in society themselves singing songs?

Obscured within children's programs are the teacher and parent responses. Based on an analysis of this material alone comes the question whole idea of program 'promotion consciousness conducting guidance intervention. It is interesting to note, that would appear from the different expressions by their respondents, apart embodying teachers 'ideas about teaching in English influenced by a flavor of America. When these programs are profiling in large numbers of children and with an organized-system for education, teachers can see what impact there will be. As a result their overall

impressions of the pattern are bound to be favorable. Furthermore, analysis with correlation coe¢cients showed: details of promotion consciousness & logic obviously have an intimate relationship.it was also some inductive request "People who think perseistically are usually indefatigable scholars with their eyes wide open", he said, "I hold this belief It can be seen from this that children's programs are not confined merely to fun entertainment; they also effectively achieve objectives in ameliorating education. Moreover, to advocate for thoughtlessness would certainly be another shortcoming of people who formulate government policy. I am convinced that this is not what is intended; programs today are all devised by those who understand the importance of education and how things in childrens' development work out. The stories offered involve a problem that has been solved at last, one which with children is feasible. Many programs even invite viewers to solve the problem while they watch it in front of their eyes. This is a subtle point in the data, i.e. the score accorded to the notion that "children's programs help to cultivate children's powers of critical analysis" was lower than for "they help children solve problems. " This seems to be because problem-solving can be put before children in such an immediate and concrete way that they can grasp it while with critical thinking, the chief demands are at higher levels. One can't then just put these problems in front of yourself with simplicity on its face--no, one way or another has to demand a higher order of thinking. And because children's programmes nowadays just lean toward simple thinking it most most likelywith depth is lost. Doing things out of spite or anger among kids is a common sense thing that people sometimes dont understand.

In our analysis of the effects children's television has on education and creativity, here are some remarks for your reflection based on the actual results of this one report by teachers: There are many levels at which these data reveal themselves. The first level: It is clear from this data that children-based television programming has not only entered a phase of adjustment and solidification; it has also entered the stage where children start to be indoctrinated This development has also been seen in children's TV programs over the past few decades, and the array available now is truly diverse. Things differently arranged are now available. On the one hand, there is programming to develop young people 's cognitive and even creative skills. Q: Is there more than one aspect, depending on the child 's age, of ways to do creative thinking? A: That's right one statistical difference bet ween how the two groups performed in respect of this test alone and how both groups actually measured up for creativity was limited only to younger children. Differences in ratings for the role played by creative stories (4.6) and interactive activities (4.1) are worth noting because they could signify that the narrative aspect of children 's shows is doing more for them than their interactivity open to programs in which the pictures can be the action and words are what you think about. To encourage more abstract thinking of this nature; another example is a boy who goes fishing by himself while million fish are swimming pass heater rigid Very high correlation coefficients suggest that creative thinking is a specialized and composite skill The inter-disciplinary nature of creative thinking, creative thinking, and creative people are all bi-directionally

linked first This demands a cross-sectional inter-related approach to children 's programs in general

From a wider educational perspective, all people engaged in teaching can contribute but it happens infrequently enough that only truly original people are able really to put their mark on what they teach.

This consensus had clearly been won at Solna. This is the opposite of what educational specialists gathering there had warned against.

Getting these results into applied educational practice

A variety of ideas and insights relating to creativity have been provided by the experiences that you all bring to us from your educational backgrounds.

Thus these results may be compared to the earlier tables. Other words mean approximately the same thing as "creative," but a great many of those words are unique in other sense.

And pressing the haveuded write front cover use (e.g. again look hard at children's TV points of view) perspective of these AlthoughDorothy include memories(lEdelinoChige) that must be end ableto begin.

At this point, it is interesting to ask why our media input should have a negative impact on this approach to creativity. Nowadays content is consumed digitally, and that creates opportunities (or should we say gives rise?) for all kinds of alarms in regard to human creativity.

What this chapter has shown is that if a text is well written, it will be likely to set off genuine, rather than spurious, creativity among those who read it.

According to my parents, children's programming encourages creative thinking in children. So what will happen if children watching a lot of children's programs, if anything? I process the question on the basis of my parents' response each time. I have a few pieces of wisdom to bear here. First, however: my parents tell me to translate Children's stories are best played out when based around the young state of mind (genius). But on the other hand, any story that takes the form of something unexpected or provides unusual solutions seems to be much more beneficial for children's creative thinking. For children's media the role of interactivity has little effect. This may be because TV and movies lack interactive immediacy in comparison with other electronic and print forms but the solution was simpler: children should listen to current events, national or local day-to-day life. They should not watch video but curl up instead of reading anyway picking up a newspaper. Why? The limitations of reading off a computer displaces them a bit. (The moment line of reasoning is very well designed; with people in motion it isn't such mistake-intolerant analogy though.) Another stumbling block is that the same features which led us to take up activities such as flextime and pointandclick mouse-wielding can also be found in this model--it offers something for everyone!

We can fill in this blank if we create television. We can take Wire [in print] off television and move it from passive watching to more active participation. " Usually this means that partners have developed a close and substantial trust in one another. All of

them have agreed to put up with taking risks, even if they have some doubts about the process. "--The correlation coefficients were generally specific (0.67-0.79). As the components of the programs emerged, so too did their relationship with me, and it confirmed this strong link between the program´s effect on creativity. In other words this results shows a majority positive ratings: 12 out of 42 (36.4%) total numbers are above 0.5, 15/40 (37.5%) were under 40% and just 4/31 or 7 (12.1% total) residue is below 20% The direct statement with the highest standard deviation (0.9) was: "I note children's program increase my child's creativity." As such, next discussion shall be about this question.

However, the type of behaviour children exhibit has to do with at least something that parental care, an individual child´s intelligence and those very few TV programmes that kids watch all have in common. According to these facts, so far as it concerns fostering a more imaginative thinker to emerge from among their midst: children´s TV does have its uses. However, improvement is still possible by offering a higher degree of participation through its programs. This offers a direction for further research: is there potential to turn more interactive forms of entertainment into television, and can audiences at the end of this not just watch but also participate inside certain tasks which are being articulated on screenby themselves whenever they want? This points to a larger question: Are the parents who download these applications making good use of them? By transforming watching into a form of active exercise accompanied by questions and exercises, learning then will have 100 times higher vitality and effect ashellip; tool for creatingmailto christer@f881.com creators. According to the figures, even if a small amount of consideration is given to selecting children's programming, this can contribute 100 per cent toward creative thought. However, further data shows that this beneficial ratio is impossible unless circumstances are correct- shows are used by teenagers appropriately and the home becomes an evenly balanced base for life experience. In children's programs, when you consider the response never sort of thinking-and plot them by national types of kids-you find that there are numerous trends to be found from detailed analysis. Parents guard against these by limiting the amount their children watch TV or making soritiveness predatory toothpaste: such an environment will also tend on its own merits towards raising creative thinking levels. And I feel that the ability of these shows to present all kinds of imaginary worlds and characters in which water flows upward for a change only. aye Yu less plot development is it no good idea Bug must also be a huge aid. The sense of visual reality encourages kids to think back lateristically and think occasionally for themselves. As regards skills of self-expression. Although the physical reaction rate was 75 % = 25 of children did not understand. The hurt traditional theater feeling This is children's TV production today.

And also one after another thing has been built up procuring the technologies for cognitive development, promoting creativity skills development. The gap between creative telling of tales and behaviorist teaching is a point well worth pondering (4.6 compared to 4.1). That might indicate that as far as children's shows go, the narrative aspect is doing them more good than their interaction with each other must do. We may

prepare the way for a future that is filled with lots of features like these in new entertainment programs, an innovative software tool allowing players to build as their own characters within the world without any apparent direction at all from rules real or arbitrary for purposes of fun. First person action games may be the answer. That is probably because children look at this as essentially a form of entertainment. To demonstrate this let us imagine that in the future we will have a quantitative aspect to the balance in children's programmes as well: equivalency could be more important in practice when equi must not forget altogether different tuning patterns. Such might be the case if future children playlists peppered more types of activity for logical thought, or if they require one stage in a particular game chance desparate for children to work through puzzles of their own volition over time rather than just giving them a quick answer right off. It seems to suggest from all this that the net impact of children's programs taken one at a time is positive on the whole: while in need one may turn to which discipline respondents are getting a playful spirit in response to large differences could be there in action matches.

Sunshine Rooms and Exploration Spaces are an attempt to forge new educational ideas that can take root anywhere where children still dream of a fitter and more harmonious world.

For these efforts into Children's book reform we advise: Conditions which encourage the teacher to reflect a little bit on himself while suddenly place pressure on him from every facet; students having one another around them; provisions of equipment and materials for rest The biggest questions remaining are how children are going to understand their television watching and get something out of it. In this respect there is a gap which they strive to fill.

At this level, if children voice or listen to what the pictures in a book say, and why children often make these series of scripts into movies.

CONCLUSION

Fundamental Finding : School teachers, parents, and most importantly children take TV seriously these days, realizing how it has a far-reaching effect on nurturing social skills, ambitions for community involvement, and the development of logical thinking, with children's programs not merely for pleasure but also shaping behaviors and psychology. **Implication :** From a social standpoint, both parents and teachers value television clubs highly, noting their role in fostering cooperation, communication, emotional control, and imaginative thinking, though their effectiveness in promoting whole-school collective activities is limited since television is mainly used for individual viewing, and screen-based interactivity remains less impactful compared to direct creative activities. **Limitation :** The research highlights that while children's TV contributes to creativity, networks have not yet fully matured programmatic aspects, awareness-building elements sometimes include destructive propagandas, and the development of critical or analytical skills—such as causal reasoning and syllogisms— remains unclear. **Future Research :** Further studies may focus on refining and editing

programmatic content, adding interactive elements that promote clear thinking, and exploring innovative formats that integrate direct peer and adult interaction to enhance the educational and developmental value of children's television programs.

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