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***Reality television and cultural education of the child***  
***A study in dimensions and effects***

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**Abstract:**

The rapid development of the media has led to a tendency to take advantage of this development in all areas. In the present, in which we live in the era of information and globalization, it has become necessary to teach individuals to survive and live in a competitive world, because the methods and technology of education and education are evolving and changing, and here comes the role of Mass Communication Media.

And this study deals with an important medium, which is television, and it deals with a very sensitive category, which is children, as it combines the programs broadcast by this medium and what the child acquires from culture by watching them.

Television is one of the means that has become the most important in the field of cultural and knowledge communication between nations and Peoples, which has made the world a small village by publishing real-time news and events without any time or spatial hindrance. While children are the kit of the future, the hope of a promising tomorrow, who possess characteristics and characteristics that differ from one age stage to another.

And as the child grows and grows up, he relies on exploration and research of what exists, and inquiring about what does not exist, through various sources, the most important of which is television, which has become the first competitor of the family and school. Thanks to its channels and programs, the child is given ideas and information that gain him a certain culture, and therefore he realizes what exists, and satisfies his cognitive needs through this effective means, voice and image.

**Keywords:** *Reality television, television, cultural education, child,.*

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## I. INTRODUCTION

There is no doubt that the child's personality does not appear at birth, but is formed and arises gradually as a result of his interaction and contact with the external (social) environment in which he lives, and one of the first episodes of this society in which the child interacts, and through which he acquires many of the elements of his personality and many of his Trends and values, as well as his habits and traditions are: the family. Which always aims to try to form a healthy and useful formation based on the principles and values of a civilized and agreed upon, taking into account what is commensurate with his age and necessary needs.

With the tremendous development in the field of technology and mechanisms, the media has become today the first competitor of the family, through the programs and activities it offers with different dimensions and functions: educational, educational and educational. The same property of effective attraction of the child's attention, among which we find: television. Because it is characterized by bright colors, sounds and different images to affect the senses of hearing and sight, these two senses are the most used by the child in his exploration of the external environment.

From here, the strong relationship between the child and television appears to us, especially since this medium, with the advent of satellites, has many channels, diversified and specialized as well. Channels for children have emerged, with various contents: cartoons, educational, educational and entertainment programs... Films produced by the largest international companies.

Thus, television provides them with knowledge and ideas that they only realized when they watched it. Through exposure to its diverse programs, which include values, trends and principles that carry cultural, educational and educational information that forms the child's personality and contributes to his mental and intellectual development, considering that childhood is the stage of this development, for the individual, and an attempt by him to realize things he was unaware of at the beginning of his first formation. Based on this idea, we can ask the following question: **How does reality TV contribute to the construction and formation of a child's personality.? What are the different dimensions and effects under the new media.?**

### **Objectives of the study:**

This study seeks a number of goals that we aspire to reach, including:

- Knowing the importance of television for the child through his consumption of the outputs of this medium.

- Find out the relationship between the TV and the child.

- Trying to reach a point of change that gives the child the right to watch TV, as allowed by the family environment and his own needs.

- Highlighting the importance of childhood through this study, and trying to stand by the child's television culture.

- An attempt to correct what has not been addressed in previous or similar studies, and to give a kind of renewal and modernity in this subject.

- Find out the reasons why the child chooses adult programs, despite the existence of special programs and channels for those of his age.

- Highlighting the position of the family and society on the subject of television and their children.

- Knowledge of the role of children's television programs in satisfying the different needs of the child.

### **2. The importance of studying:**

The subject of the study related to the role of reality television in the formation of a child's personality is of great importance, and as important as the two sides of the subject (television and the child) and the strong relationship that connects them due to the increasing importance of television in the child's life, and the great interest of television in this category, the importance of our topic lies in:

- The importance of television as an entertainment, educational or cultural medium according to the needs and desires of the child.
- The tremendous development in the field of media technology, and television was influenced by this sophistication...
- The multiplicity and diversity of children's television programs, and other other programs.
- The importance of childhood as the most sensitive category in society.
- Increasing the interest in television by children, and using it for different dimensional purposes.
- Children are the future generation, and their formation into a sound, culturally useful formation will necessarily be good for them and for society.

### **3. Cultural education of the child**

#### **1.3 stages of cultural development in a child**

An individual goes through multiple stages during his development, each stage of which is characterized by certain characteristics required by social, cultural, psychological and even biological factors, and in order for an individual's life to be successful, childhood must be successful by achieving all the demands that a child needs at the beginning of his development, as he goes through the following stages:

**1-preschool stage:** it is the fastest period in an individual's life (the first five years), especially in the field of mental development and personality formation, and therefore it is more susceptible to change in this period where learning and acquiring cultural education trends are deeper and more interested by the child, ( Morsi, 1997, p. 28) among the characteristics of this stage are:

**A-the impact of the educational environment:** many psychological studies have shown that the environment in which a child grows up has a clear impact on determining the level of intelligence that he can reach, hence the increased interest in providing the appropriate educational environment that helps him to grow and develop his abilities. (Al-Ali , 2002. P11 )

This stage is also characterized by trying to control the environment, so the child's control over his body movements during the first two years helps him explore the environment, he wants to know what this environment is, how it feels and how he can be a part of it, including the people and things around him.

**B-satisfying the needs of the child:** there are basic needs that must be satisfied, in order for growth to be achieved, such as the child's need to explore the world around him. pushing the growth process requires the development of interest on the part of the child in self-direction, the development of curiosity and enjoyment of practicing activities suitable for him. that is why kindergartens consider the child to be the focus of the educational process, and then respect his individuality and deal with him as an individual with his own entity, independence and personal needs, and provide him with everything that would help him achieve himself. (Morsi, 1997, p. 28)

**C-sensory perception development:** scientists emphasize the importance of this development at the preschool child's stage, through obtaining information and facts, and some

considered it the basis for the learning process, and there is no doubt that a preschool child needs to develop his senses and perceptions, through sensory stimuli, sensory means (especially media), direct activities and actual practice because they work on the development of concepts and public perceptions, which satisfies his need for knowledge, and develops his mental and linguistic abilities. Also, the early early years are years when basic concepts are formed, and this growth necessarily takes its place in the child's continuation of learning. (Al-Ali , 2002. Pp. 12, 13 ).

And although the attention and love of parents for their children of all ages. Especially at the cradle stage, which is considered one of the stages of attraction in the family and excessive tenderness for the boy or newborn, this excess attention begins to gradually decrease due to the child's advancing years, and once he reaches the age of four and five, he shows signs of stubbornness, imposing opinion, possessiveness and resistance due to what he realized before, and does not like them to help, which he sees as exaggerated.

We will return to this point when we separate the relationship of all this with the media, especially television, which affects children at this stage very much.

**2 - the stage of child development in primary school:** the child is characterized at this stage by his ability to follow the instructions that are issued to him, especially concrete and clear, and the number of which is reduced, which the child can implement at the age of six, but then increases as a result of the intellectual maturity that occurs in the child as a result of acquiring a lot of practices.

At this stage, the child tends to play a lot, highlighting many aspects of his activity, his love for songs and music increases, and his language collection grows, which clearly facilitates his freedom of expression. he also tends a lot to listen, especially when he hears stories, tales and legends related to nature and imagination. he also loves humor And he tends to watch TV and cinema.

The child's sense of increased perception of details develops at this stage, as he is able to perceive some subtle details that he could not perceive before. (Morsi, 1997, pp. 29,30)

The power of abstract thinking appears in the child, when he follows the verbal discussions of adults, and he has a great willingness to accept them, and although this ability is associated with language expression it can be latent in the child, but it emerges if it can be induced as a result of new practices with the child, or put him in front of a test to measure intelligence.

The ability to recall grows as the child grows mentally, and he is able to return what he has learned, whether from his surroundings, from his family, or the media to which he is exposed.

One of the most important manifestations of the psychological development of a primary school child is:

- Control of motor and volitional manifestations.
- Growth in socio-cultural relations.
- Linguistic development. (Al-Ali , 2002. Pp. 20, 18 ).

**3-late childhood (adolescence):** represents the period of transition from childhood to manhood or femininity, and in general, this period corresponds to the stages of junior (middle) and secondary education, the beginning of adolescence is usually calculated by the beginning of sexual puberty, and this period can be determined from 12 to 19 years, and the beginning and end of this stage varies greatly for different individuals and groups. (Morsi, 1997, pp. 34,31)

Physical changes in them play a role in changing their attitudes and values, and children

at this age prefer watching TV to listening to the radio, and spend more time watching it...In the culture of the child, we find the issue of the upbringing of conscience in him, because it is a very important topic, especially at an age when parents are no longer the only basis for children to acquire this conscience, after television interfered between them and their children in the broadcast of values...They may agree with what our communities believe in and may differ.

Within this issue comes the deep social moral behavior, which includes such things as: honesty, generosity, kindness and altruism, following the rules and regulations, resisting the temptation that calls for corruption and lying and respecting the rights of others. (Al-Ali , 2002. P. 27).

- **Adolescent imagination:** adolescent imagination is moving towards abstract imagination based on words, i.e. verbal images, perhaps this is due to the fact that the process of language acquisition is almost entering its final stage in terms of the template into which abstract meanings (i.e. language) are poured.

Undoubtedly, the growth of a teenage child's ability to imagine helps him to think abstractly in subjects such as arithmetic and geometry, which are difficult for him to realize at the previous stage of Education. (Al-Ali , 2002. P. 27).

### **2.3 cultural identity of the child in the family environment**

Just as the general culture implies an identity, the culture of children also implies an identity represented by what this culture is unique from other children's cultures in different societies and the same society, hence it was possible to confirm the existence of a cultural identity among children, when this culture is characterized by a number of moral and behavioral vocabulary, and its uniqueness regularly on a somewhat special scale, because cultural specificity is the identity of any personality in which it is unique with special aspects. (Naaman, 2008.P. 72)

Considering the cultural environment is the main factor in the formation of a child's personality and determining his behavior and lifestyle, so his personality takes the formula formed by cultural influences in society, which creates the climate for him to grow and learn, where the acquired cultural elements are combined with the formative characteristics to form together an integrated functional unit.(Salim , 2001.P. 18).

On this basis, the family is considered one of the most important sources that work to give a cultural identity to the child, as long as it is one of the sources of cultural education for him, as the family views the cultural identity from very different perspectives, and they have not met at the components of the specificity of children's culture.

Since a newborn child enters an actual existing society, which has its own rules, norms, values and trends, he should be automatically exposed to constant change without the need to be aware of these processes, constructions or changes, which determine his identity within the family that takes into account the needs and necessities of the child.It should also fulfill the function of determining the ways of thinking, feeling and working of the child to adapt him to his family members, despite stubbornness, nervousness and possessiveness, and thus learn through it the methods of society or culture that help him to grow with an identity that enables him to participate in social life.(Al-Khouli, 2009.P. 232).

The child's cultural identity consists of values, ideas, ways of expression, ideologies, language, and general provisions that prevail in the family in which he lives, and the child is born twice, one of them:biological birth and the second:cultural birth, where the birth of this identity begins with the beginning of the child's absorption of language, ideas and habits under their cultural identity, as a social and psychological concept within the family environment.

(Naaman, 2008.Pp. 70,71).

### **3.3 sources of cultural education of the child**

During his development and receiving culture, the child relies on many sources that help him develop his language and improve his level, and from these sources:

- **Family:** the family has a special importance in the formation of the child culturally, since the child begins to get acquainted with his social environment, which consists in its first images of parents and family members in which he grew up. (Al-Sudani,2009.P. 70)

The family is a social institution found in all societies without exception, it is the basic unit of kinship systems, and it is the optimal area to meet the innate needs of the child of motherhood and fatherhood, kindness and tenderness, the relationship between family members is a symbiotic emotional relationship, the family represents the first social environment in which the child grows up and builds a personality, it is the optimal area for basic socialization and the formulation of human personality in childhood and taking care of the disabled in old age.It is from the family that the child learns methods of dealing with others, acquires habits and Basic Rules in communication. (zaimi, 2002.Pp. 66.68)

- **School:** an official social institution that performs the function of education and the transfer of a developing culture and provides appropriate conditions for physical, mental, social and emotional development, and when a child begins his education in the family and thus enters school, he is equipped with a lot of social norms, values and trends.what the school does is expand the social circle of the child who meets a group of comrades, as well as the child learns a lot of social norms in an organized manner, as he learns new social roles, and also learns rights and duties, control emotions, learns cooperation and behavioral discipline.(Abu Moughli, and Salama, 2008.P185).

At school, the values prevailing in society are supported directly and correctly in the school curricula, models of proper behavior for the child are presented, dissemination is also carried out, the child's system is emotionally separated from the family and the school learns values, trends, norms and social roles by Reward and punishment at school by the school authority. (Abu Moughli, and Salama, 2008.P. 186).

- **Group of comrades:** after the child goes out of the house to the street, neighbors and schools, he is accompanied by his colleagues and adapts to them, and the community of comrades consists of children, usually at the same age stage, they share each other in colors of activity represented by the characteristics of the same age stage, and the child adapts to his peers and communicates with them, and is keen on this in order to understand and satisfy his needs.

These companions should be well chosen and monitored because of their mutual influential effects on the child's personality.It gives the child certain behavioral patterns in the way of dressing and eating, as well as how to communicate with others through contact with his peers and playing with them, he also acquires different habits, cultures and principles, and contributes to instilling certain manners, and the pot exudes enough, what the child was raised on appears in his behavior outside the home, we find compliance and conformity in words and deeds, we find rejection and acceptance and note independence, and from here and they are used to instill a lot of cultures and ethics, they are under guidance and follow-up For their need for it, and for parents to beware of bad companions.

Based on this, the family should not mind that its child belongs to a group of comrades, but it should teach him good choice gradually, guidance and advice, Islam urges the importance of mixing with good comrades. (Abdelbari,2005, pp. 112, 113).

- **The mosque:** the mosque plays a great role in purifying the thought of people in

general and the child in particular, purifying their hearts, correcting their souls, awakening their consciences, and controlling their behavior, and this is embodied under the concept of culture. This is what is recited to them from the verses of the Holy Qur'an, what they study from the Qur'an and the Sunnah, and what is told to them from the fragrant prophetic biography. (Al-Soudani, 2009. P. 107).

The distinctive atmosphere of the mosque gives way to a wide and rich field of emotions, emotions, feelings and delicate sensations that allow to satisfy the soul and meet various psychological needs, it provides an opportunity to shine and satisfy the need to belong, individuals, especially children, are trained and directed to the right way to socialize with others and clarify the grounds on which friends and they acquire the right habits and are trained on how to control lusts, how to avoid evils and sins, and how to fix themselves, a refuge in which the opportunity arises. It is an alternative to all the circles that individuals may frequent to fill their free time. In the mosque, Zakat and donations are collected and distributed to help the needy and the poor, to create social solidarity and train to help those in need and charity to them. (Zaimi, 2002. Pp. 131.133).

- **Mass media:** the mass media includes everything that a child can be exposed to from audio, visual or written experiences in children's books, stories, magazines, in addition to radio and television, which have become a source of learning and educating the child in various fields and fields, and the media is characterized by the possibility of transferring knowledge, cultures, education and giving the child a language through various educational programs, and the media can display behaviors that cannot be observed in our real life in detail and clearly. (Al-Soudani, 2009. P. 73)

These tools play an important role in the process of cultural education, as they play a role in instilling and deepening moral values, as well as preserving Customs and traditions in the child. (Douib. Belkhir, 2023)

Television is one of the most popular and dominant media for children. Because the moving image is the main language in education and education, the dubbed cartoon models that are broadcast present forms of behavior that impose themselves on children. (Al-Soudani, 2009. P. 74).

#### **4.3 development of child culture**

The cultural development of children needs to be aware of its own nature, because it is not achieved without taking into account this nature, and the following things together are sufficient to clarify the nature of this development:

\* **Acquired and not innate**, depends on learning, and believes in the possibility of modifying wrong behavior, especially through the family and the media.

\* **Multiple and not one-sided**, including scientific, literary and artistic knowledge, values, skills and abilities, in addition to openness to different cultural tributaries, and an aversion to one culture.

\* It takes into account the age stage of the child, providing the appropriate cultural increase, taking into account his gender and the common culture between the sexes.

\* Keen to transfer the cultural heritage of the child, without forgetting his life in the present and the need to prepare him for the future.

\* It is oriented to the individual child, but seeks to be inclusive of the whole group.

\* An integrated approach that puts in front of the child's personal need for mental, social and physical development.

\* Continuous starting from the first stage of the child's development and remaining with him until he passes the other stages in the formation of his culture.

\* Educate the child on creativity, so that he becomes more active and ready for achievement.

\* Do not neglect the generalities of culture, such as customs, traditions, history, patterns of behavior and ways of thinking. (Salim , 2001.P.m. 22.23)

And this cultural development of the child may be influenced by several factors that work on its formation ,among these factors are:

\* **Environmental change:** it is represented by natural and geographical changes, climate... This affects the child's life, activity and social relationships.

\* **Generational Dynamics:** some believe that the development or cultural change of a child occurs as a result of different age groups introducing the child to new lifestyles.

\* **Technological change:** the impact of science has extended to its technological applications, and inventions have increased, which has affected the child's life because of the advanced means to which he is exposed. (Abu Moughli, and Salama, 2008.pp. 99.100).

\* The ideological and cultural factor: it has psychological and social functions, and the transition of the child from the Old groups to a new one, in which the children are the leaders and the source of courage, courage and desire to renounce the old, and compensate for it with enthusiasm for change.

\* **Education:** it is one of the factors that accelerate the cultural development of the child, especially through school and educational media supported by the academic and social curriculum.

\* **Media:** cultural development is a fruit of the media, and if anything, it indicates the importance of the role played by these media of various kinds,( djeffal, belkhiri, 2023) especially those that combine sound and image (television).

\* **Openness to the world:** through the means of mass communication that have invaded individuals in their own backyard, and man has become a prisoner of them, this is what happens with the child, who has become unable to escape from their influence, and from the images of this change or development: migration to neighboring or distant cities or even countries, thus getting acquainted with new cultural elements and modern experiences, and ways of life that are different from what the child is used to in his native society. (Abu Moughli, and Salama, 2008.P. 100).

#### **Conclusion :**

Television has an effective role in the formation of the child's cognitive and linguistic culture...This is what led this segment to choose television programs as a source of learning about the environment, and as a way to adapt to society by learning about its culture and the culture of other peoples.

It can also be said that television is the way to learn by supporting the curriculum through educational programs and channels...This increases the child's ability to succeed and develop his intelligence, and thus encroaching on the obstacles that prevent the child's progress in all areas.

This study also proves that television always aspires to provide the child with a sound culture in accordance with the generally accepted principles and values, which takes into account the age and formative stages of his. And all this is achieved only by family monitoring, which is the main factor for the success of television in its childish role, in order to avoid any damage or scratching in the child's values so as not to grow up on lies and deception and the adoption of immoral qualities in general, and since the child lives in a family governed by Customs and traditions, as well as awareness of the published television programs, this is what ensures that he watches his own programs without others.



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