

Child's Cultural upbringing of the child, concept, sources and characteristics
التنشئة الثقافية للطفل، المفهوم، المصادر و المميزات
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Abstract:

Childhood is one of the basic stages in the human growth, during this period the child takes his first steps in life and he learns to speak and move, his personality begins to form until he becomes in the future a responsible adult towards his society and performs his duties.

Culture is an important element that must be taken into account in raising and educating the child, it contributes to the formation of the child's personality and makes him an enlightened and aware individual. Our research paper aims to define the concept of the child's culture and the cultural upbringing, it also tries to identify the sources of its formation, the factors affecting it, its characteristics and highlighting its importance and its role in building a child's personality.

Keywords:child; upbringing; culture; child culture; sources.

ملخص:

تعد مرحلة الطفولة من بين مراحل نمو الإنسان المهمة و المميّزة، ففيها يخطو الطفل خطواته الأولى في الحياة، فيتعلم الكلام و الحركة، و تبدأ شخصيته في التكون شيء فشيء حتى يصبح مستقبلا فردا يافعا ناضجا يقوم بمسؤولياته تجاه مجتمعه.

و من بين الأمور المهمة التي يجب الاهتمام بها لإعداد الطفل نذكر التنشئة الثقافية، التي تساهم في بناء و تكوين شخصية الطفل و تجعل منه فردا مستنيرا و واعيا، لذا اخترنا أن يكون موضوع مقالنا حول التنشئة الثقافية للطفل، و تهدف ورقتنا البحثية هذه إلى تحديد مفهوم ثقافة الطفل و التنشئة الثقافية للطفل، و التعرف عن مصادر تكوينها و العوامل المؤثرة فيها، مميزات و تسليط الضوء على أهميتها و دورها في بناء شخصية الطفل.
الكلمات المفتاحية:الطفل، التنشئة، الثقافة، ثقافة الطفل، المصادر

1. INTRODUCTION

Specialists and researchers believe that childhood is one of the most important stages that a person goes through before he becomes a responsible individual who plays important roles in society, and among the most important features of this stage is that it is a sensitive and critical. The child takes his first steps in life in an easy and simple way. He receives his first experiences that help him build his personality and be different from the others, and enable him to coexist with the rest of his community.

In their childhood, humans develop mentally, psychologically, physically, spiritually, socially and culturally, and all that the child receives of directions, lessons, ideas, messages and influences contribute to building his personality and upbringing him socially and culturally. To teach him ideas, values or whatever they want in the appropriate way in agreement with their beliefs, values and the culture of their societies, so that the child can later distinguish between what corresponds or contradicts his personality. Later, he becomes a conscious person and faces new experiences related to the different stages of further growth.

The significance of the childhood stage has attracted the attention of researchers in various fields such as education sciences, psychology, sociology, medicine, media and communication sciences, political sciences, and economics and others. Each of these branches tries to identify the characteristics of this stage and the methods of addressing the problems that the child may face, and how to find the best ways to take care of his needs whether material, physical, emotional and others, and how to bring him up in a correct and healthy upbringing that will make a sane and responsible individual in the future.

The upbringing of the child falls on the shoulders of many parties such as the family, kindergarten, school, religious institutions, media institutions, entertainment institutions and cultural institutions such as theater, museums and others. Thanks to the cultural upbringing, the child becomes able to be creative, innovate, learn languages and open up to the world.

Also, receiving cultural messages makes the family, kindergarten or school discover children's literary or artistic talents and help them to encourage their children to develop their talents. Cultural upbringing has an important role in preserving the moral and behavioral world that children build in their youth and facing the consequences of the cultural invasion which has become more dangerous today especially with the spread of modern technologies and their excessive use by children such as videos and electronic games to which they become addicted. These games and videos are loaded with symbols and promote values alien to our societies.

Because of the importance of the issue of cultural upbringing of a child and its impact on building and forming the personality of today's child who represents the man of tomorrow, we choose our article in this perspective trying to find answers to the following problematic:

How is the cultural upbringing of the child and how it contributes to build his personality?

To answer this central question, we address in this article:

- 1- The concepts of: upbringing, culture and cultural upbringing.
- 2- Child culture, its components, considerations and sources.
- 3- The effect of cultural upbringing on building a child's personality.

2. Cultural upbringing

We can not talk about the process of cultural upbringing without dealing with the concept of upbringing, which is an important concept in social sciences, education sciences, and even politics. Upbringing, as seen by many researchers, is a continuous process, but it is critical in childhood. It is a process that adults perform towards children in order to raise them, educate them, or prepare them to integrate into society.

Therefore, when we talk about upbringing, the first idea which crosses our minds is social upbringing, which includes cultural upbringing so that through it, culture can be passed on and the cultural heritage preserved across generations.

In order to understand more cultural upbringing, it is necessary to consider the concepts of upbringing and social upbringing, as well as culture

A-Upbringing in the language:

The word “Upbringing or nurture linguistically” is taken from the verb “upbring or growth”, that is, youngness and closeness to awareness . And he grew up upbringing, that is, his upbringing, which is the care of man since childhood (Maalouf, 1986, p. 807). Which shows that it is linked to the process of upbringing, education, indoctrination and care, and it is linked to different age stages, the most important of which is childhood.

B- Socialization:

Socialization is the process of preparing, developing and training individuals in order to adapt to social life in the light of the culture of a society, and it is a comprehensive process that includes all areas of life and contributes to teaching individuals how to live in their social environment.

It is also defined as a process of learning, teaching and upbringing, which is based on social interaction and aims to provide the individual with appropriate behavior, standards and directions for certain social roles that enable him to keep pace with his group and social harmony, and give him a social character and facilitate his integration into social life (Saad Al-Jali, 2021, p. 268).

This means that it is a process of social normalization of the human being i.e building the human personality in which the individual transforms from a biological being at birth to a social being who learns from his predecessors to life and develops his preparations, and in turn contributes to influencing the culture of the society in which he lives (Saad Al-Jali, 2021, p. 269).

That is, social upbringing is the process of preparing the individual to be a harmonious element in his society, and imparting him a behavior in accordance with the values, customs, traditions and laws prevailing in it, to enable him to live, interact with other members of society and integrate into it.

C- Culture:

The concept of culture seems to be simple and easy and is widely used, but in fact it is a complex and difficult concept to define, as it overlaps with other concepts such as civilization, awareness and thought, education, morals, values, customs and traditions, rituals, education, arts And others. Each of us uses the concept of culture in a special context, to mean urbanization or learning, or to refer to the mother tongue, history, customs and traditions, folk arts, literature..., and when we are facing the values of other societies which are different from our society's, we say that they are not part of our culture.

But in fact, the concept of culture may include all that we mentioned such as history, customs, traditions, morals, values, arts, science and languages.

To compound the behavior adopted by the individual within the framework of a particular society, cultures in the world are multiple, and even in one society we may find different cultures, and we can even talk about sub-cultures according to different groups, we find the culture of children and the culture of adolescents and youth and others.

Edward Taylor defined culture as that complex that includes knowledge, beliefs, arts, morals, traditions, laws, and all other components and habits acquired by man as a member of society. (Al-

Hiti, 1998, pg. 24), and there are those who define it as the way of life in a society as it was inherited by that society and as it was learned.

And it can be said that culture includes patterns of behavior that a person acquires when participating in his society, or in other words it is everything that a person learns and acts on the basis of it, participating in it, as it is a pattern of human behavior followed by members of society, in addition to being a pattern of ideas and values. that support that behavior, since every element of culture includes a behavior. (Al-Hiti, 1998, p. 25),

It can be said that culture includes the totality of ideas, beliefs, and moral, literary and artistic standards that prevail in society and whose impact appears in many systems, laws and ways of living. Culture is the product of the interaction of many customs, traditions, beliefs, law and social systems.

Many thinkers view culture as consisting of values, beliefs, standards, symbols, trends, ideologies and other mental products. And some of them link it to the overall lifestyle of a society and the relationships between its members and their orientations in their lives. (Shaalali, 2018, p. 156)

The concept of culture in general refers to the sum of the various knowledge acquired by man through the various stages of his education and learning and the course of his life experience in which the interaction between him and his environment took place, meaning that it is that complex, thorny fabric, in which ideas, beliefs, trends and values overlap. And customs, traditions and patterns of behavior. (Shaalali, 2018, p. 155)

This means that culture is not a record of the effects of the past and its heritage as much as it is the mainstay of the present and the basis of the future. It is the way of life of society and a tool for developing this life, in other words, culture includes all the elements of the intellectual and spiritual heritage that gathers for any nation throughout its long history over times and ages, and passed down from generation to generation (Abu al-Nasr, 1994, p. 111).

Through all of the above, we can conclude that culture is an expression of individuals' view of their lives in the light of the prevailing values, customs, traditions, ideas and ideology in the society to which they belong and which distinguishes them from individuals who belong to other societies.

The most important characteristic of culture is that it has two dimensions, the first of which is moral, which is all that is valued or intellectual, and the second is material, which is all material things that are used or made by members of society (Al-Hiti, 1998, pg. 26), such as buildings, tools, clothing, and other means. Communication and transportation, culture is divided into moral culture (not physical) and material culture, and culture is usually variable, as it witnesses multiple modifications, in addition to excluding or introducing certain elements or replacing an element of another place partially or completely.

D-Cultural upbringing:

Through the previous definitions of upbringing and culture and by linking them, we can say that cultural upbringing is the process of educating the individual since his childhood, providing him with information, ideas, values, customs, traditions and arts to be an enlightened individual and giving him a level that makes him harmonize with the culture of his society and contribute to the development of that culture and its definition, and thanks to this process carried out by various parties such as the family, educational and religious institutions, media institutions, cultural institutions, associations, museums, libraries and others, we can prepare educated individuals who are able to interact with their community and understand other cultures and addressing all the dangers that may come from it, and they can preserve the culture of their community and pass it on to future generations.

3. Child's culture and its sources:

Culture is not one but multiple, so we talk, for example, about Arab and Western culture, every society has its own culture, but more than that, where we can find multiple local cultures in one country. We can also distinguish between cultures related to different age groups, such as the culture of youth, which differs somewhat from the culture of children, or the culture of the elderly, this difference that we may find in cultural products that target them, or in their inclinations towards artistic or literary works or other activities, or in the way each group expresses its ideas and convictions, and its understanding and comprehension of the issues raised in society.

The culture of children is considered as the most important type of cultures, is due to the significance and characteristics of the childhood stage that make the task of raising children on ideas, values, beliefs and tastes a difficult task, which must be looked at with awareness, care and attention. Forming and building the child means investing in the future.

But if we plant in the child bad thoughts and negative values, we contribute to tearing the social fabric and spoiling the future of the child and his society as well. The following is a reference to the concept of childhood and its stages, then the concept of the child's culture and its sources.

A- Definition of childhood:

Childhood is a sensitive stage of the child's development and it has its own peculiarities and advantages, the most important of which is that it is a critical stage during which the child needs attention, help, and even monitoring of everyone around him, from family members, social, educational and health institutions, media and others. In this environment, the child grows up in a natural way and sound values. He develops his personality to become a normal human being.

The concept of childhood has witnessed remarkable interest on the part of scientists and researchers in various fields of knowledge, including psychology, sociology, education sciences, media and communication sciences, economics and others, who tried to define and identify its characteristics.

With regard to defining the concept of childhood, the concept of (child) is applied to both the boy and the girl from birth until the age of puberty. Childhood is considered as a stage of rapid growth, rather it is the fastest stage of human development at all. At this stage the child grows physically, mentally, linguistically, and emotionally. (Khaza'ala, 1998, pg. 16)

Sociologists defined it as "the stage in which the young child is always the respondent to the processes of social interaction, depending on his parents until physiological and economic maturity." (Ben Omar, 2012, p. 28)

The concept of childhood also refers to the early stage of human life in which he depends on the others around him, and the child at this stage is the party that responds to the processes of social interaction that revolve around him, through which he is provided with customs, traditions, values, standards, ways of thinking, and patterns of behavior which affect his personality and his understanding of the duties and obligations associated with the expectations of roles in the future, and thus determine the level of his integration with society at the cultural, social, functional, normative, and personal levels. (Afifi, 1993, p. 290)

Childhood is a long, inevitable stage in which every human being goes through growth, formation, and growth, in which he is physically, physiologically, sensory, kinesthetically, mentally, linguistically, psychologically, socially and religiously developed in his family and in the social environment in which he lives.

B- The stages of childhood: (Kishik, 2003, p. 116)

Psychologists have divided the human stages, each according to his specialization and his fields of work. Some of them divided them on an organic and physical basis, and some divided them on a social and educational basis. These stages are:

- ❖ The first stage: This stage extends from birth until the fifth year, during which he satisfies his physical requirements of food, clothing, and drink...etc. It represents the first stage of human life in which he is concerned with preserving his life against dangers.
- ❖ The second stage: it extends from the age of 4 to 12 years and is characterized by an increase in the child's motor activity, which is represented in playing, hunting and climbing (trees) through kinetic activities.
- ❖ The third stage: it extends from 12 to 17 years, during which the individual shows interest in various activities .
- ❖ The fourth stage: which starts from the age of 18 and over, in which the individual is characterized by a strong desire to deal with others through giving and receiving.
- ❖ It is also divided into: (Taher, 2021)
- ❖ Early childhood stage: This stage, according to the classification of scientists, begins from the age of three years and continues until the age of five years. Sometimes it is called the kindergarten stage or the pre-school stage. This stage is characterized by physical growth, sensory and motor development, physiological growth, mental development and emotional;
- ❖ The middle childhood stage: This stage is known as the quiet childhood, in which a decrease in the rate of physical growth occurs. The stage starts from the age of 7-12 years, also called the middle stage, in which the child enters school and the most important characteristics of the stage: physical and physiological growth, sensory, mental and emotional development.
- ❖ Late childhood stage: or adolescence in which the child's personality is fully formed and begins with puberty for females and males and ends with adulthood where the individual reaches physical, emotional and mental maturity. He can move to the next stage smoothly, and the parents should try to bring the child to complete independence.

4. Child's culture, its contents and considerations:

Children's culture is a topic of interest to researchers in different fields. Understanding this culture enables us to understand children and their needs, to identify their talents and imaginations, and then the possibility of directing them in the right direction that makes them integrate into their society, grow according to its values, norms and habits, and its traditions and laws.

Children have their own personality, and a world of their own in which there is a vast imagination and they have personalities that are role models for them, they also have artistic tastes that must be taken into consideration.

Children, in every society, have distinct linguistic vocabulary, customs, values, standards, special ways of playing, and special methods of expressing themselves and satisfying their needs, and they have behaviors, attitudes, emotions and abilities, in addition to their productions. Artistic, material, fashion, they have cultural characteristics that are unique to them as they have their own way of life, and this means that they have a culture that is the culture of children. (Al-Hiti, 1998, p. 29)

A- Defining the culture of the child:

The culture of the child, contrary to what some believe, is a basic building block for the culture of the entire society, because today's child is the builder of tomorrow's culture.

It is a rule that exerts its influence when drawing the parameters of culture in the future, and as long as the child's culture is a base on which the personality of the individual is based, the preoccupation with the production of this culture is considered as an "industry" for the future, because the individual's skills, abilities, values and important features are built in early and middle childhood, and what comes later is just the growth of the seed that has been sown. (Al-Khiari, 2013, pg. 27)

Child culture is defined as everything that the child receives from his society in all areas of

recreational life that are targeted in raising the child and all literary works as well as educational, as it aims to form and develop the child's personality and improve his abilities and upgrading him, as well as developing skills. Therefore, the child's culture is a strategy in itself that aims to build a healthy personality for the child. (Asman, 2021)

Children's culture is a branch of the general culture of society, which means: the totality of literary, educational and entertainment works directed at children, which aim to develop the components of their personalities and improve their abilities and perceptions.

This cultural specialization is not a mini-circle of adult culture, nor does it mean - also - a set of intended procedures that aim to simplify it. In general, the interest in cultural education for children can be described as a strategic goal that cannot be ignored, and the necessity that nations strive in its fields that want a prominent position for themselves, as they carry a deep message in their content. (Qasim, 2018)

It is also known as the set of sciences, arts, literature, skills and behavioral values that a child can absorb and represent at every stage of his life, and through which he can direct his behavior within society in a sound direction. (Ahmed Ali Youssef, 2019, p. 336)

Through the aforementioned, we note that many of the definitions that were presented limit children's culture to messages directed to children's category of literary, artistic, educational, recreational and other works, but the concept of child culture also refers to the culture produced by the child, which includes his creativity and innovations and his artistic and literary works, his behavior and ways of playing .

That is, child culture refers to the types of activities that children create using the materials of their environment and the methods of their cultural heritage to express their personal experiences in the world around them regarding the events that occur to them, and their fantasies, desires, problems and what they see as solutions to them.

The games they play, the songs they compose, the dances and plays they create, the stories and drawings they imagine, and other activities that shape their consciousness and then their culture because they include their view of life and their way of facing events, as well as embodying meanings that have value for their growing up.

The culture of children is closely related to the culture of society, as every society usually works to transmit its culture to children, but the children in each generation absorb only specific aspects of their society's culture, in addition to modifying it and adding to others, they absorb culture in their own way, and they also represent it in their own ways and means, whether through playing, imitation, writing, art, or others. (Al-Hiti, 1998, p. 32)

B- Components of children's culture:

In order to clearly understand the concept of children's culture, we must also know the most prominent implications that distinguish it as a special cultural case; They are an essential part of the general culture of the society. These contents are as follows:

- Special tools that children use in their games, and they represent one of the dimensions of their culture (such as the type of dolls that children prefer, or the type of games in the street and school such as football), all children's games contain certain terms or laws and regulations, and all of this is one of the components of children's culture. What is unique about all this is that each stage of childhood has its own toys and games, and they differ between girls and boys and from one society to another.
- Some legendary fictional or cartoon characters that children imitate and consider as role models and ideals, (such as Cinderella for female children or Superman for males), and there are other characters that children like to each other out of irony or slander, such as: (The character of Gargamel or the evil cat Tom Animation is one of the important sources that are used to educate viewers, especially children in the primary stage. (Moawad, 2000, p. 59)
- Special linguistic terms and vocabulary such as: certain words through which the child expresses his need to go to the bathroom or eat (these terms can also include some insults, for

example, or metaphor in describing someone as praise or slander). (Layalina, 2019)

- Abstract meanings, such as some children's symbols, may be related to the characters of some stories, games or television programs.
- Children's songs; (Such as songs for cartoon series badges, or some songs that children receive at school).
- Eating habits; (The types of foods that children prefer, such as ice cream or biscuits, as well as many other types of packaged foods, and there is also the type of sandwiches that the child takes to school) The habits also include how to sit at the table and how to eat...etc.

C- Children's Culture Considerations:

We have previously indicated that childhood is one of the most important stages of an individual's development and that it is a sensitive stage, in which we must take into account all the ideas, values, education and upbringing that we offer to children through different means and methods, and the following are the most important considerations that must be taken into account in providing a culture oriented to children:

- Educational considerations: Children's culture is an educational issue in the first place, and it is a process that enjoys comprehensiveness and continuity... because it includes all aspects of the personality, and continues throughout the child's age, and even human life as a whole. Educational considerations mean - in short - the provision of cultural material, in a manner that is compatible with the psychological, linguistic and social characteristics of the children's segment, and what suits their perceptions and abilities, and takes into account the differences between them.
- Linguistic considerations: It means that the language - in the cultural work of the child - is sound, simple, clear, vibrant, and that it addresses the child's conscience, and penetrates into his heart easily and comfortably, and before that (the language) should be commensurate with the content of the work presented first, and with the child's language - which is directed to him - second.

D- Child Culture Sources:

Children's culture as a culture directed to them or produced by them stems or is produced by a variety of sources, the most important of which are:

- Adult culture represented by the family and society. (The prevailing culture in the adult society must be reflected in the culture of their young ones), and here we stress the essential role that the family plays in developing the culture of its children.
- The family is the primary responsible for raising children, educating them, guiding and educating them. An organized and learning environment for the child, in which the parents are like teachers who transmit values and standards to the children and the selective function of the surrounding culture, including the elements, tools and meanings that may be different or conflicting, The family also undertakes the process of interpreting all the knowledge it transmits to the child within the framework of certain cultural meanings that it perceives and cares about according to its culture, which means that each family transmits culture to the children according to a special perspective that translates its own vision and awareness. (Abu Zeid, 2010, p. 12)
- Regulations and laws or the tasks and functions imposed by the school constitute one of the dimensions of the general culture of the children of society. (Layalina, 2019)
- Television, with its programs and films, is one of the most important sources of children's culture, as television informs children of the culture of other societies that are alien to them. In addition to the values and oriented ideas contained in its programs that are intended to be inculcated in children's personality by many parties, and all of this has a major role in formulating the child's personality and culture, television has an effective function in entertaining and educating the child, because it is an important mediator in the transmission and spread of culture. It has a profound impact on the culture of the child according to the programs

designated for children, which use appropriate language, images, and voice for children. Thus, television contributes to increasing children's cultural, scientific, social, religious and political awareness, forming skills, attitudes, and sound habits, and developing scientific thinking methods. Determining children's perceptions and their entertainment (Froome, 2019, p. 203), Here, we must emphasize the role that cartoon films play in the development of the child's culture and the formation of their personality. The cartoons, with their characters, colors, songs, music and clips, reflect the world of imagination that exists in the child's mind.

- Modern technology with its many tools; Such as the Internet and its various applications, social media and electronic games that contribute to the formation of the child's culture. This technology has placed the child in front of a wider world that includes more experiences, knowledge and people. In addition to the new ways of fun and entertainment, and each of these elements must give a certain development or change in his culture. However, it must be dealt with caution due to its negative effects such as addiction to it and its superior capabilities in cultural invasion.
- Popular stories and tales, as well as legends spread among members of the community. Such as grandmother's tales, for example, or rumors spread among the children of a particular neighborhood or village that tell a specific story or legend.
- Children's literature, which are literary works and novels directed especially to children, and libraries and reading spaces are an important source for educating children.
- Experiences resulting from social relations, during the course of his life, the child establishes many relationships with strangers who may belong to different families, schools, or residential neighborhoods, and thus he will learn about their cultures and build experiences through his observation of these cultures.
- Play that depends on imagination, discovers many things (for example, learns about the homes and nests of some animals and the way in which they live), and performs many experiments (such as trying to build a small house using dirt and water), and all of these things will turn into experiences that enter into the formation of child culture. (Layalina, 2019)
- Dress and fashion (such as imitation of a beloved cartoon character in the way he dresses) or celebration of the holiday and games that are considered special for the holiday (such as: swings and Eid squares) .. etc.
- A way of self-expression that follows what he has learned from his parents, (Some children express themselves through anger and aggression, while others prove their existence through their academic excellence, and there are those who use a specific talent such as the acrobatic movements that they are good at... etc.)
- Entertainment and hiking spaces and museums, and Reem Al-Awdan believes that museum education is the cultural, scientific, aesthetic and creative education of the child through the museum as an independent and direct civilized mediator of science and knowledge. (Ali Ahmed Yusuf, 2019, p. 342)

5- The importance of children's culture and its role in shaping their personality:

We have touched upon the concept of culture in general and the culture of children, which is a sub-culture of it, and we have seen how many and different parties contribute to the formation, upbringing and enrichment of the child and the considerations that take into account that given the characteristics of the childhood stage and the importance of culture in the development of the child socially, emotionally, mentally, and the formation of his personality, which is a building block for the personality of the man of tomorrow,

Hadi Noaman Al-Hiti believes that the personality is not formed with the birth of the child, but rather acquires it through his interaction and contact with his environment above all.

Therefore, the personality of the child takes the form in which cultural influences imprint it, meaning that the personality of the child is determined by what he absorbs from the total elements of culture, so this Character is the product of culture first.

This means that the existence of the cultural environment is necessary to build children's personalities, as this environment creates the reasons for building the personality, through the formation of that pattern of the elements that characterize the child, and thus the child's personality is another image corresponding to his culture.

Where the process of forming a child's personality in the first place is considered a process in which the acquired cultural elements are fused with his formative qualities to form together a unified and integrated functional whose elements are mutually adapted to each other. Therefore, the child is a creation of culture to a large extent (Al-Hiti, 1998, pg. 39).

Here are some examples of how culture contributes to a child's upbringing and character formation:

Children's culture helps the child acquire his social identity, through which he knows that he belongs to a certain group with which he lives and adheres to its ideas and values, and he exercises his role and social existence through it.

- Children's culture, through the habits and values that it includes and the relationships that it organizes, helps in refining the social and cultural aspect of the child's personality.
- Through which it is possible to instill the general culture of society, through the process of integrating the values, ideas, and customs that are acceptable to the community, with the games, tales or legends loved by children, (when we direct children to a tale that tells the story of a great legendary hero, for example, this hero can be shown who will follow his example. Children as having some good qualities that society wants to inculcate in the personalities of its children.
- The child's culture helps in teaching him the language. (Children, by reading stories or watching television programs, see, hear and repeat terms and vocabulary that expresses different situations, and thus learn about their language and how to use it to express what they want to say.)
- Helps increase the child's experiences and expand his knowledge. (Through games that contain endless experiences and many stories and tales that include many lessons and ideas), the child's cognitive achievement is constantly increasing and his experiences and perceptions expand.

6. CONCLUSION

The process of building the personality of the child, who is the future man, is a difficult and important task that falls on the shoulders of various parties and institutions.

The child is born as a biological being who must be prepared, educated and brought up on values, standards, habits and ideas that are commensurate with his society and the environment in which he grows and lives.

Culture, especially the child's culture, plays an important role in this regard, as it is considered with its various elements and means as the vessel in which the child realizes his identity and values perceptual world, and he knows this world and learns to interact with it, here comes the culture of the child that takes into account the characteristics of the childhood stage and the interests, tastes and needs of children in terms of education, knowledge, learning, and entertainment, to meet them through messages, lessons, and entertainment programs, taking into account the language that the child understands, pictures, colors and music that correspond to the nature of Children,

Thus, it becomes a first building block in the upbringing and formation of the child's culture and character, as well as discovering the child's literary, scientific and artistic abilities and talents, which in turn constitute the culture that the child produces.

Accordingly, we say that the issue of the child's culture, or the child's cultural upbringing, is among the topics that should be studied by researchers, institutions and even organizations

concerned with children, given the importance of culture and its role in forming individuals and making them good in the future.

We must mention here the role that the family, and educational institutions, religious and media institutions, reading spaces, picnics, entertainment and others play in educating children, forming their personality and protecting them from the dangers surrounding them and from the consequences of cultural invasion and the terrible spread of the electronic games and applications spread over the internet and the threats posed by the virtual space on the child, his upbringing and the formation of his personality.

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