

**The Values Education of Children: A Comparative Study on Swiss and Turkish
Animated Children's TV Series**

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Abstract

The study aims to examine the most-watched domestic and foreign animated cartoons in this content in terms of the Living Values Education Program prepared by UNESCO. The study is conducted to investigate how and to what extent these values are presented, and to what extent these values meet the value needs of the children aged 5-6. The animated cartoons named Niloya, which reflects the Turkish culture and customs, and Heidi, which reflects the Swiss culture of the period, are examined in terms of universal values.

In this study, the document analysis method was used as the qualitative research method. 60 episodes of the Niloya and Heidi animated cartoons, a total of 120 episodes were monitored by the researcher(s). These cartoons have been examined in terms of the values included in the Values Education Program prepared by UNESCO. The obtained data were analyzed by describing them by content analysis. Finally, the values in the program in question were classified and presented as a sub-theme with their quotation in tables statistically. Eventually, the levels of value of children were determined by comparing these values both in Turkish and Swiss cultural contexts via using Level

Determination Formula (LDF). In line with the results, some suggestions were made to the parents, the teachers, the policymakers, and the television producers.

Keywords: preschool values; animated cartoons; Niloya, Heidi, Swiss and Turkish cultures.

1. Introduction

Today, many thematic channels are broadcasting for children. Animated cartoons specially prepared for children in these channels are seen as tools that provide cultural and custom transfer. As the children aged 5-6 are likened to a sponge absorbing anything around them, they are very impressed by the events they see and watch and easily reflect them into their own lives. Today, socio-cultural values, positive behaviors, and exemplary stories that are intended to be conveyed through animated cartoons can be effectively presented to children on T.V. channels. For this reason, many domestic and foreign animated cartoons are broadcasted on different channels and with various contents for various purposes. At this point, conveying universal values to children of this age through animated cartoons becomes extremely important in terms of the sustainability of these values. Developing and changing technology affects social life and causes our culture to change rapidly. Many elements are affected by this change to a great extent. One of them is the concept of "value", which plays an important role in shaping our socio-cultural life. According to Oruç (2010), change and transformation in many areas such as globalization, scientific developments, and communication generally affect and change the value understanding of every society and individual.

The values that are stated to be taught to individuals to ensure the continuity of social life are valuable for society; people who act following society's values become valuable in society's eyes (Dökmen, 2006). The acceptance by the social life and the

adaptation to the social life of the individual who behaves following these values of the society becomes easier.

Many experts agree that it is appropriate to acquire these values in the “pre-school period”, a golden development period (Kabadayı, 2018). Values education of the individuals has also gained importance in preschool age. During this period, values education should be handled as a whole, taking into account the child's developmental characteristics (Arıkan, 2011).

Values education aims to reveal the best side of the child from birth, ensure the development of his personality, protect the individual and the society from bad morals, enrich with good morals, and ensure their sustainability (Aydın, 2012).

Values conveyed by the program and the teacher in the schools can be taught by mass media tools independently from individuals (Şahin, 1987, p. 47). Preschool children are now affected by many environmental stimuli. There are various TV channels, children's programs, animated cartoons, and internet resources for the children at preschool period. While watching TV, children both have fun and begin to understand and get to know the world in detail (Ünal & Durualp, 2012).

Akkuş et al., (2015) reported that 52.2% of 30-60-month-old children watch television for two hours a day and 47.8% for more than 2 hours a day. Children spend almost all of this time watching animated cartoons. As a result of this situation, cartoons gradually increase their intensity on television channels.

The TRT Children's Channel, which broadcasts within the framework of social responsibility principles and is strictly controlled as the official institution of the Turkish state, was included in this study. The study reveals and compares the presentation styles of the value categories in the animated cartoons Niloya reflecting the predetermined Turkish culture and custom, and Heidi which reflects the Swiss culture in the preschool category of the TRT Children's Channel. Accordingly, the following sub-goals were sought:

- 1) What values are included in the cartoons of Niloya, which reflects Turkish culture, and Heidi, which reflects Swiss culture?
- 2) In what context and in what way are values included in the cartoons of Niloya and Heidi?
- 3) Which values are the most / at least included in the cartoons of Niloya ?
- 4) When comparing the cartoons of Niloya and Heidi to what extent do the given values meet the needs of Turkish children?

2. The history of the animated cartoon Niloya and Heidi

Niloya was specially designed for the pre-school age group and its first production started in 2009. It is currently broadcast on TRT Kids. Niloya is a production that is prepared entirely by Turkish Studios and targets the 3-6 age group (<https://tr.wikipedia.org/wiki/Niloya>). The cartoon depicts the daily events of Niloya, who lives in a town far from the city, with her family and friends. This Turkish-made animated cartoon carries traces of Turkish culture, traditions, and customs. The Niloya cartoon consists of the characters of Niloya, Tosbik, Murat, Mete, Grandfather, Grandmother, Father, and Mother.

With its full name, *Girl of the Alps*, Heidi is an anime series where the Swiss author Johanna Spyri's entire book Heidi was adopted under the name Heidi. He leaves Heidi, an 8-year-old orphan girl, with her aunt, who lives in the Alps of Switzerland. Later, he separates his aunt Heidi from her grandfather to live in the homes of the wealthy Sesemann family in Germany. Heidi starts escorting Clara, who lives sheltered and in a wheelchair with the Sesemann family. Heidi, who constantly misses her grandfather and her life in the chalet, looks optimistically at life every time, despite her unhappiness. Although Clara and Heidi live different lives, they love each other very much and get along very well. In this cartoon, the effects of that period's Swiss culture and life can be seen clearly (Ürgir, 2019). The animated cartoon Heidi consists of Heidi, Peter, Grandfather, Clara, Miss Rotanmayer, Sebastian, Father, Grandma, Aunt characters (Wikipedia the Free Ansiclopedia, n.d.).

3. The effects of the animated cartoons on children in value and cultural transmissions

Animated cartoons have many positive and negative effects on preschool children. The harms of television create high sensitivity when the children are in a critical period in question. The reason is explained as the children are open to all kinds of effects during their childhood (Mutlu, 1999, p.122). These effects are related to whether the content of cartoons is positive or not. Children in this period may try to make a situation or an event they see in the cartoon as it is real (Tümkan, 2007).

Toys, posters, stationery, and T-shirts of characters in animated cartoons, which is very popular today, are also on the market. This situation can reinforce children's cartoon character modeling behavior as well as increase their negative impacts (Kalaycı, 2015).

Television and cartoons also have positive effects on children. Oruç et al. (2011, p. 294) found that children modeling the cartoon characters they watch had more positive aspects compared to other studies. Furthermore, Yağ (2013) emphasizes that well-prepared quality cartoons will contribute to the child's socialization and positive behavior.

By accepting that cartoons are a means of cultural transfer, Türkmen (2012) monitored the cartoon “Pepee” based on the role of cultural transfer of cartoons and determined how they are used in this direction. Children, who are more affected by the changes in the changing social process due to their developmental characteristics than adults, can easily adopt different value judgments through the mass media tools.

Value is a common thought, purpose, basic moral principle, or beliefs that are accepted as right and necessary by the majority of its members to ensure and sustain a social group or society's existence, unity, functioning, and sustainability (MEB, 2005: 87).

With the increase in the number of children's channels broadcasting in recent years, the number of educational programs and animated cartoons prepared for children both at home and abroad has increased rapidly. Some of these animated cartoons are imported from abroad for paying 4 million 77 thousand 500 dollars. In *The Muppet Show*, *Winnie the Pooh*, the character of "Piggy" contradicts Turkish - Islamic culture, and also censured in China and Poland. The broadcasting of *Charlotte*, *One Piece*, *The Simpsons*, and *South Park* were stopped on TRT as they insulted Turks by showing them as Bedouin Arabs and genocidal people. Therefore, no agreement was made with these productions (Erdem, 2006).

It is extremely important for the sustainability of the culture to make some investigations about the content of these kinds of animated cartoons prepared for children, and to reveal whether subliminal messages are given in the movie scenes and whether the universal values are given to children. If they are given, the frequency and the way they are given should be investigated in the frame of Turkish socio-cultural norms.

The international pedagogues prepared the project called "Living Values Education", and frequently used "activity-based behaviors" rather than methods by pointing out the values such as *democracy, justice, and freedom* to the students. Besides, various materials have been developed for teachers and students of different age groups for values education (Cihan, 2014, p.433). Living Values Education Program (LVEP) is a training program that covers the education of values. In the 2003 Turkish edition of these values book, 11 values were determined as *peace, happiness, honesty, humility, cooperation, love, respect, responsibility, homeliness, tolerance, and unity* (Özer, 2015; Tilmann & Hsu, 2003). However, the values were rearranged according to its latest version in the 2012 edition of the book. They have been redefined as *peace, respect, love, cooperation, happiness, honesty, humility, responsibility, homely, tolerance, freedom, and unity* (Association for Living Values Education International, n.d.).

Turkish Radio and Television (TRT) broadcast by Law No. 2954. Besides, broadcasting goals and principles of TRT are determined to ensure that broadcasting activities are carried out regularly at all levels of TRT each year, by the decision of the TRT Board of Directors. In the light of these goals, TRT launched TRT Children's channel in 2008, aiming at broadcasting that includes universal as well as national values in its programs for children (Şahin, 2019; TRT, 2014, p.1).

4. METHOD

4.1. Research Model

In this study, one of the qualitative research methods, "document analysis" was used. When compared to other methods, studies such as document analysis, interviews, and observation do not cause the participants' reactivity. The documents can be said to be advantageous as they do not give physical, behavioral and emotional reactions and interact like the people who participated in the research (Yıldırım & Şimşek, 2016). In document analysis, apart from written documents, materials such as audio-visual-based documentaries, TV programs, videos, movies are also accepted as documents. The opportunity of watching films by more than one researcher, more than once and at different intervals is considered to be the advantage of document analysis (Geray, 2011; Yıldırım & Şimşek, 2008, p. 187). Content analysis also takes the background of the material as a subject of study. The researcher interprets and evaluates by looking at the number of concepts, their meaning and relationship and reaches a judgment about the text in hand. At the same time, the information interpreted is further examined with content analysis (Şencan, 2005, p.10-21). The animated cartoons Heidi and Niloya, currently being broadcast on TRT 1 television, were included in the study in terms of universal values offered to children. In the research, some basic criteria for the cartoons Niloya and Heidi selected as samples were considered. The cartoons Niloya and Heidi are still broadcast on the State television TRT children's channel, which is strictly

controlled by the Radio and Television Supreme Council. Both cartoons are aimed at teaching the daily life of the people to the preschool children aged 3-6. The cartoon Heidi is a world-famous, most-watched animated cartoon that has been on the screens for many years (<https://en.wikipedia.org/wiki/Heidi>). The cartoon Niloya is one of the most-watched and rated animated cartoons of the TRT Kids channel (Alaeddinoğlu & Kishalı, 2019). Since Niloya is a Turkish-made animated cartoon, it reflects Turkish culture and contains universal values chosen by UNESCO. The script of the cartoon Niloya is prepared under the supervision of a special team of consultants, pedagogues, and education experts (Wikipedi Özgür Ansiklopedi, n.d.). TRT Children's channel has 3 more foreign-made cartoons besides Heidi. Since the characters of "Dinosaur Machines" and "Vikings" are science fiction, and "Maya the Bee" is characterized by insects, these animations are not suitable enough to be compared with the animated cartoon Niloya in terms of their contents. The cartoon Heidi is made in Switzerland and carries the history and culture of the period and the episodes of the Heidi's animation are totally adopted from the Swiss novel Heidi's Years of Wandering and Learning by Johanna Spyri (1880), (Ürgir, 2019; Türkkol, 2016; wikipedia Free Ansiclopedia, n.d.), and the universal values of UNESCO and is parallel to the cartoon Niloya in terms of subject, content, and characters. Niloya is suitable for comparative research as it is a Turkish-made animated cartoon to Heidi produced by Swedish-made animated cartoon. In both Heidi and Niloya, the universal values of UNESCO are presented within a context in various episodes (Bacanlı ve Dombaycı, 2012; Öztürk, 2017). 60 episodes from the cartoon Niloya and 60 episodes from the cartoon Heidi, in total 120 episodes were monitored with the duration of 1620 minutes. As a criterion, "Cooperation", "Patience", "Respect", "Honesty", "Peace", "Responsibility", "Unity", "Happiness" "Tolerance", "Humility", "Freedom" values created by the "Living Values Education Program (LVEP)" prepared with the support of UNESCO, are discussed.

4.2. Data Collection

Turkish Radio and Television (TRT) has broadcast the cartoons Niloya and Heidi since 2007. Children's most-watched two animated cartoons were selected as samples and were monitored for two (2) months every day. Sixty (60) episodes for each animated sample, a total of 120 episodes were observed. After reviewing the properties of the cartoons Niloya and Heidi they are analyzed descriptively as they are.

4.3. Data Analysis

The cartoons have been scanned and reviewed concerning the values of "Cooperation", "Patience", "Respect", "Honesty", "Peace", "Responsibility", "Unity", "Happiness", "Tolerance", "Humility" and "Freedom" described in the "Living Values Education Program". The definition of values is discussed as defined in the Board of Turkish Language (TDK) Dictionary and Living Values Education Program. The content analysis technique analyzed the data following the values reflected by the film and represented by the characters. The values presented have been tried to be conveyed as objectively as possible. The researcher provided the reliability and validity of the study. In the qualitative study, researchers mostly prefer to use the term 'trustworthiness', instead of reliability (Lincoln and Guba, 1985) as it can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy comprehensiveness of coverage (Bogdan and Biklen, 1998). Some general attitudes, attitudes, and actions that reveal each value were determined, then the programs were monitored repeatedly and the data obtained were described and analyzed. The content validity of the study was ensured through expert opinion. The data handled were presented to the 3 eminent educationists who are the experts in the field of assessment and research. Necessary changes were made in the light of suggestions of the experts. Finally, the values in the program were classified, presented and statistically tabulated based on the expert suggestions. The

original quotations of the characters were put under each sub-theme. Eventually, the levels of value of children were determined by comparing these values both in Turkish and Swiss cultural context via using Level Determination Formula; $LDF = \text{Total of Data} / \text{Number of Category} \times 2 / \text{Number of Level} [2-7] = \text{Value of the Interval}$. The levels of meeting the value needs of children are determined as "lowest level", "middle level" and "highest level" statistically.

5. Findings

Table 1: Percentage and Frequency Distributions of the Values in Heidi and Niloya

<i>Values</i>	<i>Heidi</i>		<i>Niloya</i>	
	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>
Cooperation	20	15,8	30	24
Patience	8	6,3	12	9,6
Respect	5	3,9	12	9,6
Honesty	12	9,5	8	6,4
Peace	4	3,1	2	9,6
Responsibility	13	10,3	16	12,8
Unity	11	8,7	10	8
Happiness	20	15,8	18	14,4
Tolerance	13	10,3	7	5,6
Humility	17	13,4	0	0
Freedom	3	2,3	0	0
Total	126	100	125	100

Table 1. In the category of "Cooperation", "Patience", "Respect", "Honesty", "Peace", "Responsibility", "Unity", "Happiness", "Tolerance", "Humility", "Freedom", values are and percentages are given as 126 in the animated cartoon Heidi and 125 in the animated cartoon Niloya.

Table 2: Frequency and Percentage Distributions of Cooperation Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	F	%
Cooperation	20	15,8	30	24

In table 2, there are scenes of “*cooperation*” in many parts of Heidi and Niloya. This value is achieved both verbally and as a behavior. The value of “*cooperation*” is mentioned 20 times in Heidi. It constitutes 15.8% of the total of 126 pieces of data obtained. The value of “*cooperation*” takes place 30 times in Niloya and constitutes 24% of the total of 125 data.

Example of “Cooperation” Value in Heidi:

- Heidi: "*Peter is my best friend and he needs me right now, grandpa, I have to go and help him.*"

An Example of “Cooperation” Value in Niloya:

- Dad: "*My children, you helped me a lot today. Thank you very much.*"

Table 3: Frequency and Percentage Distributions of “Patience” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	F	%
Patience	8	6,3	12	9,6

Many episodes of Heidi and Niloya feature scenes of “*patience*”. This value is presented both verbally and as a behavior. The “*patience*” value appears 8 times in the Heidi and constitutes 6.3% of the total of 126 data. In Niloya, the value of “*patience*” is repeated 12 times and constitutes 9.6% of the total of 125 data.

Example of “Patience” Value in Heidi:

- Grandfather: "*Just be patient and wait for Peter to calm down.*"

An Example of “Patience” Value in Niloya:

- Mother: *"My daughter, tomatoes don't get red right away, we have to be patient and wait."*

Table 4: Frequency and Percentage Distributions of “Respect” in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Respect	5	3,9	12	9,6

Scenes of “*respect*” take place in many episodes of Heidi and Niloya. This value is presented both verbally and as behavior in the cartoons. The value of “*respect*” appears 5 times in the cartoon Heidi and constitutes 3.9% of the total of 126 pieces of data. The value “*respect*” is included 12 times in the cartoon Niloya and constitutes 9.6% of the total of 125 data.

Example of “Respect” in Heidi:

- Grandfather: *"You have to respect this situation."*

An Example of “Respect” in Niloya:

- Father: *"Niloyacim, that fiddle belongs to your mother, you must first get permission from her. If you let it, you can take it and play it."*

Table 5: Frequency and Percentage Distributions of “Honesty” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Honesty	12	9,5	8	6,4

In the table 5, some parts of both of the cartoons show scenes of “*honesty*”. This value is presented both verbally and as a behavior. The value “*honesty*” appears 12 times in the cartoon Heidi and constitutes 9.5% of the total of 126 data. The value “*honesty*” is mentioned 8 times in the cartoon Niloya and constitutes 6.4% of the total of 125 data.

Example of “Honesty” Value in Heidi:

- Peter: "*Come on then, Heidi, I rely on you.*"

An Example of "Honesty" Value in Niloya:

- Mother: "*Ohh my dear Niloya, this is honest behavior, thank you for telling me this and apologizing.*"

Table 6: Frequency and Percentage Distributions of "Peace" Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Peace	4	3,1	12	9,6

There are scenes about "peace" in both of the cartoons. This value is given both verbally and as a behavior. The value of "peace" appears 4 times in the cartoon Heidi and constitutes 3.1% of the total of 126 pieces of data. It appears 12 times in the cartoon Niloya. It constitutes 9.6% of the total of 125 pieces of data obtained.

An Example of the Value of "Peace" in Heidi:

- Heidi: "*I'll make a little game for them and make them reconciled.*"

An Example of the Value of "Peace" in Niloya:

- Niloya: "*Let's make peace please.*"

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Table 7: Frequency and Percentage Distributions of "Responsibility" Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Responsibility	13	10,3	16	12,8

The value of "responsibility" is presented both verbally and as behavior in both of the cartoons. The value "responsibility" is mentioned 13 times in the cartoon Heidi and constitutes 10.3% of the total of 126 data, while this value appears 16 times in the cartoon Niloya. It constitutes 12.8% of the total of 125 pieces of data obtained.

Example of the Value of “Responsibility” in Heidi:

- Grandfather: “*Heidi. You should know your responsibilities.*”

An Example of the Value of “Responsibility” in Niloya:

- Niloya: “*Okay, we’ll find the Mete handkerchief, but we have things to do first.*”

Table 8: Frequency and Percentage Distributions of “Unity” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Unity	11	8,7	10	8

In many episodes of Heidi and Niloya, scenes related to “unity” are presented. This value is given both verbally and as behavior in the aforementioned cartoons. The value of “unity” is mentioned 11 times in Heidi and constitutes 8.7% of the total of 126 data. It is mentioned 10 times in Niloya and constitutes 8% of the total of 125 data.

Example of “Unity” Value in Heidi:

- Karl: “*We have to cooperate, Teresa, you have to come after... ..*”

An Example of “Unity” Value in Niloya:

- Niloya: “*Okay daddy. Let’s get together.*”

Table 9: Frequency and Percentage Distributions of the “Happiness” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Happiness	20	15,8	18	14,4

There are scenes about “happiness” in both of the cartoons. This value is presented both verbally and as a behavior. The value “happiness” appears 20 times in Heidi and constitutes 15.8% of the total of 126 data. It is mentioned 18 times in Niloya, constituting 14.4% of the total of 125 pieces of data obtained.

Example of “Happiness” Value in Heidi:

- Heidi: “*Grandma grandma I’m so happy to see you ...*”

An Example of the Value of “Happiness” in Niloya:

- Grandma: “*Niloya, this gift of you and your gentle behavior always make me very happy ..*”

Table 10: Frequency and Percentage Distributions of “Tolerance” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
<i>Tolerance</i>	13	10,3	7	5,6

There are scenes about “tolerance” in the cartoons monitored. This value is presented both verbally and in the aforementioned cartoons. The value “tolerance” is mentioned 13 times in the cartoon Heidi and constitutes 10.3% of the total of 126 data, while it is mentioned 7 times in the cartoon Niloya and constitutes 5.6% of the total of 125 data obtained.

Example of “Tolerance” Value in Heidi:

- Heidi: *“It made me very happy that you regretted it and apologized to me. Of course, I forgive, we are friends after all.”*

An Example of “Tolerance” Value in Niloya:

- Grandfather: *“.. Everyone's favorite colors can be different. You can tolerate this.”*

Table 11: Frequency and Percentage Distribution of “Humility” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	F	%
<i>Humility</i>	17	13,4	0	0

Many episodes of the cartoon Heidi show scenes of “humility”. This value is given both verbally and as a behavior. The value “humility” is mentioned 17 times in the cartoon Heidi and constitutes 13.4% of the total of 126 data, while no data on “humility” was encountered in the episodes of the cartoon Niloya.

Example of “Humility” Value in Heidi:

- Heidi: *“No, everybody would do what Teresa did for my lamb. I didn't do anything.”*

Table 12: Frequency and Percentage Distributions of “Freedom” Value in Heidi and Niloya

Value	Heidi		Niloya	
	f	%	f	%
Freedom	3	2,3	0	0

There are scenes about “*freedom*” in many parts of the cartoon Heidi. The value is presented both verbally and as a behavior. It is mentioned 3 times in the cartoon Heidi and constitutes 2.3% of the total of 126 data, while no data on “*freedom*” was encountered in the episodes monitored in the cartoon Niloya.

Example of “*freedom*” Value in Heidi:

-Heidi: “... *I want to be able to go anywhere and play freely.* ”

Discussion

In the research, a total of 126 value judgments from 60 episodes of the animated cartoon Heidi and 125 value judgments from 60 episodes of the animated cartoon Niloya were found. One of the striking determinations in the realized value analysis is that at least one value was mentioned in all parts of the cartoons examined and the importance of this was emphasized. The values are conveyed through the dialogues selected between the characters and their actions. The values of cooperation, patience, respect, honesty, peace, responsibility, unity, happiness, tolerance, humility, and freedom, which are among the values that provide a social life, are also examined in the animated cartoons Niloya and Heidi. In the findings, the cartoons reflecting Turkish and Swedish cultures are compared; a total of 126 values were found in the animated cartoon Heidi and 125 values in total in the animated cartoon Niloya. When the values showing numerical parallelism are examined separately, the value “*cooperation*” is 20 (15.8 %) in the cartoon Heidi, while the level of meeting the value needs of children is at the “*highest level*”, it is also 30 (24%) in the cartoon Niloya at

"highest level". The most important social skill of the preschool child is the social relationships with adults and their peers or the actions based on helping them during the game (Kienig, 2006; cited in Asar, 2019). Social development achievements shed light on the child's way of being sharing, cooperative, collaborative, and loyal in society. Thus, as a social being, a human being learns to live by thinking of others and making it a habit. People realize that problems can be overcome more easily with sharing, cooperation, and corporation (Göçmen, 2019).

While the value "*patience*"'s meeting the value needs of the children is at "*medium*" level at a proportion of 8 (6.3 %) in the cartoon Heidi, it is found as "*medium*" level at the proportion of 12 (9.6%) in the cartoon Niloya. Arıcı and Bartan (2019) examined the mother's opinions who had children in the pre-school period about value and value education and the process of valuing. They found that "*responsibility*" is one of the primary values that mothers have difficulty in gaining for their children. Sharing, in turn, other values have been patience, benevolence, religious values, and tolerance. Ogelman and Sarıkaya (2014) ranked the first three values that children can easily give to *respect*, *responsibility*, and *love* while they listed the most difficult values like *loyalty*, *justice*, and *patience*.

The value "*respect*" was at the "*lowest*" level at the rate of 5 (3.9%) in the cartoon Heidi, but it was found at the "*middle*" level with the proportion of 12 (9.6%) in the cartoon Niloya. It is seen that the value of *respect* is included in the gains in all areas of development in the preschool program (Aral & Kadan, 2018). "*Respect*" is seen as a value that forms the basis of human relations and is highly influential in the construction of society. Therefore, the value of "*respect*" should be gained to children from an early stage (Yazıcı & Yazıcı, 2015). Körükçü et al. (2016) examined the values in preschool children's books and it was observed that the value of "*respect*" was heavily emphasized in their studies. The results of these two studies support each other.

While the value "*honesty*"'s meeting the value needs of the children is at "*medium*" level at a proportion of 12 (9.5%) in the cartoon Heidi, it is also determined as "*medium*" level at the proportion of 8 (6.4%) in the cartoon Niloya. Trust is an important value in human relationships. With the value of trust laid and supported at a very early period, the child provides mental satisfaction and contributes to the formation of a functional society (Güneş, 2016). The study proves that it is of great importance to instill a sense of trust and the value of honesty in the preschool period. Erikli (2016) investigated the effects of the preschool values education program prepared for children aged 5-6, who attend kindergarten on the values of *respect, responsibility, honesty, cooperation, sharing, and friendship*. As a result of the data obtained from the mothers, the values that should be gained before school are listed in order of importance; it is stated as *honesty, love, sharing, respect, responsibility, cleanliness, religious education, tolerance, compassion, justice, helpfulness, patience, courtesy*. The studies in question above also support each other.

The value "*peace*" 's meeting the value needs of the children is at the "*lowest*" level at the rate of 4 (3.1%) in the cartoon Heidi while it is found as "*middle*" level at the proportion of 12 (9.6%) in the cartoon Niloya. Alpöge (2011) emphasized the importance of the value of "*peace*" preschoolers besides to *honesty, respect, courage, kindness, responsibility, fairness, and friendship*. In the animated cartoon Niloya, which reflects Turkish culture, it has been seen that this value is processed in many places, both verbally and in behavior. In Heidi, the cartoon that reflects the European culture, it is observed that this value is less processed.

While the value "*responsibility*" was at the "*highest*" level at the rate of 13 (10.3%) in the cartoon Heidi, it was also found at the "*highest*" level with the proportion of 16 (12.8%) in the cartoon Niloya. Aral and Kadan (2018) concluded in their research that the value of *responsibility* is at the highest rate. Furthermore, among other studies in the field, Sevim (2013) emphasized that the most attributed value in the research of

values in cartoons is the value of *responsibility*. These studies support the finding mentioned above.

The value "unity"'s meeting the needs of the children is at "*middle*" level at the rate of 11 (8.7%) in the cartoon Heidi, similarly it is also found as "*middle*" level at the proportion of 10 (8%) in the cartoon Niloya. According to Sucuoğlu and Çiftçi (2003) if people have social and communication skills like getting help, collaborating or cooperating, asking for information, answering questions, waiting in turn they can easily adapt and integrate with the society they live in. Kabadayı (2018) pointed out that the value of "*cooperation*" was processed both verbally and behaviorally in domestic and foreign books in his research in which he examined how the values in the foreign and Turkish storybooks read to pre-school children at the book center comparatively. While the value "happiness" was at the "*highest*" level at the rate of 20 (15.8%) in the cartoon Heidi, it was also given at the "*highest*" level with the proportion of 18 (14.4%) in the cartoon Niloya. Uyanık Balat, et al. (2011) listed the universal values preschool children should gain: *honesty, responsibility, respect, happiness, justice, compassion and reliability, good citizenship, and peace*. The studies in the question above also support each other.

The value "*tolerance*"'s meeting the value needs of the children is at "*middle*" level at the rate of 13 (10.3%) in the cartoon Heidi, similarly, it is also found as "*middle*" level at the proportion of 7 (5.6) in the cartoon Niloya. Erkuş (2012) emphasized that preschool teachers think that values of *respect, love, sharing, tolerance, and cooperation* should be given primarily in preschool education. In the study conducted by Pekdoğan and Korkmaz (2017) to examine teachers' views on values education given to 5-6-year-old children attending preschool education, it was observed that teachers mostly taught the values of *cooperation and love, tolerance, and respect* to the children.

It is interesting to reveal that the value "*humility*" is never included in the cartoon Niloya, while it was given at the "*highest*" level at the rate of 17 (13.4) in the

cartoon Heidi. Bayram (2014) stated that Montessori education aims to provide children with important values such as an *environment of love and peace, humility, respect, taking responsibility, a sense of justice, benevolence, trusting others, tolerance, acting right and honest, diligent, content and patience*. The value of "freedom" is not included in the cartoon Niloya while it is presented at the "lowest" level at the proportion of 3 (2.3%) in the cartoon Heidi.

6. Conclusion and Recommendations

According to the Level Determination Formula (LDF) mentioned above, the level of meeting the value needs of children was determined based on the criteria as "lowest level 0-6", "middle level 7-14", and "highest level 15-23" intervals. At this point, the value level of meeting children's needs of the values "cooperation", "patience", "responsibility", "happiness" are presented at the "highest" level in both animated cartoons Heidi and Niloya.

The value level of meeting children's needs of "honesty", "unity" and "tolerance" is found at the "middle" level in both animated cartoons Heidi and Niloya.

The value level of meeting children's need of "respect" and "peace" is found at the "lowest" level in the cartoon Heidi, but, it is exposed at the "middle" level in the cartoon Niloya.

While the value level of meeting children's need of "humility" is at the "highest" level in the cartoon Heidi, it is not included in the cartoon Niloya.

The value "freedom" is never included in the cartoon Niloya while the value level of meeting children's need of "freedom" is found at the "lowest" level in the cartoon Heidi.

In conclusion, the cartoon Heidi gives information about the socio-cultural life of the period it was written, as well as the universal values that are handled today. Behaviors and values that children will take as an example are intense while they are watching.

Although the values "*respect*" and "*peace*" are presented at the "*lowest*" level in the cartoon Heidi, it can be said that watching the cartoon Heidi by children, in general, will contribute to their value education at an early age.

Turkish culture and customs are presented in the cartoon Niloya. The socio-cultural transfer supported by the characters, tasks, clothes, speeches is visible, and the cartoon Niloya will bring many positive behaviors to children. While many values belonging to universal and Turkish socio-culture life are discussed in the cartoon Niloya, the values of "*humility*" and "*freedom*" are never included in the samples.

In the light of this research and other researches, these cartoons can contribute to preschool children in respect of value transfer in the socio-cultural context. They can provide examples that the children can take as a model in their lives. With the correct use of time and adult support, these animated cartoons like Heidi and Niloya can be useful and they can be supported and encouraged.

The recommendations below have been made:

The stakeholders are required to encourage that alternative animated cartoons containing values transfer should be designed and broadcasted.

The television program directors and designers should examine imported and homemade cartoons strictly in respect of Turkish socio-cultural values and childrens' developmental domains.

The values of "*humility*", "*freedom*", "*respect*", "*peace*" and "*freedom*" can be given more space and inserted in the following parts of the cartoons planned to be broadcasted. The preschool teachers are required to make the preschoolers monitor some subject-related parts of the cartoons and the missing values mentioned above should be re-told and discussed together with the children.

The parents should be accompanied and discussed the scenes in the serials and they are required to restructure the missing values in question with their children when they are watching the cartoons.

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