

An Analysis of Cartoons in Terms of Values Education in Turkey

Vedat Aktepe ¹

Article Type

Original Article

*International Journal of
Modern Education Studies*
2021

Volume 5, No 2

Pages: 364-393

<http://www.ijonmes.net>
<http://dergipark.gov.tr/ijonmes>

Article Info:

Received : 22.10.2021

Revision : 21.11.2021

Accepted : 30.11.2021

DOI: [ijonmes.2021.141](https://doi.org/10.51383/ijonmes.2021.141)


Abstract:

Cartoons are important for equipping preschool children with values. Therefore, it is necessary to be careful and sensitive about the cartoons that children watch. The aim of this research was to determine the values implicitly included in the preschool education program and to investigate the occurrence of these values in 6 cartoons *Pırl, Canım Kardeşim, Kare, Kukuli, Elif'in Düşleri* and *Maceracı Yüzgeçler*. In the research, content analysis was used. Preschool education program and cartoons were analyzed descriptively. The data obtained through descriptive analysis were analysed and presented in detail. Random sampling was used while selecting 5 episodes of the cartoons investigated in the study. The study identified 27 values that were implicitly in the preschool education program. In these cartoons, the values of love, cooperation, kindness, being scientific and benevolence were covered most frequently and the values of aesthetics, empathy, knowing and protecting their rights, saving, self-control, courage and obeying the rules were covered less frequently. Values of self-respect, freedom and patriotism were not mentioned in any of the cartoons. It was found that most of the values that are implicitly included in preschool education program were covered in the cartoons analysed.

Keywords: Pre-school period, cartoons, values education, education programs, children.

Citation:

Aktepe, V. (2021). An analysis of cartoons in terms of values education in Turkey. *International Journal of Modern Education Studies*, 5(2), 364-393. <http://dx.doi.org/10.51383/ijonmes.2021.141>

¹ Assoc. Prof. Dr. Vedat Aktepe, Nevşehir Hacı Bektaş Veli University, Faculty of Education, Nevşehir, Turkey.
vedat.aktepe@hotmail.com  Orcid ID: 0000-0001-5259-9340

INTRODUCTION

The way of thinking and behavior of the individuals in the society are considered important for the order and peace of the society. In this sense, human relations and cultural environment characteristics should be considered in the context of values (Özkan, 2011). Values are effective throughout the life of an individual in shaping his life and directing his behaviors (Yel & Aladağ, 2009). They are the criteria that an individual uses when making decisions (Lockwood, 2009) and are considered important for the individual or society (Friedman, Kahn, Borning & Huldtgren 2006). A value is a compass that individuals can draw a roadmap for, a touchstone with which they can find a place in society, a locomotive that directs their personality and nurtures their character, and a form of understanding that affects their happiness and decision-making processes (Aktepe & Gündüz, 2021). Values have a very important place in examining and explaining the behavior of individuals, and people make their choices based on their values while preferring one behavior to another (Sarı, 2005). Values represent a specific mode of conduct in terms of normative standards and an individual can learn the criteria that determine his or her behavior by noticing what is right and wrong according to the basic rules of the society (Beil, 2003; Rokeach 1973). In this sense, value can be defined as the basic principles and beliefs that guide and determine the individual's behavior (Halstead & Taylor, 2000; Ekşi & Katılmış 2011).

Values are unifying elements and cultural heritage of the society which are passed on to future generations. Values can even be thought as the character of the society. The values that develop and sustain the society should be acquired by school children (Aktepe & Gündüz, 2020). Thus, modern and effective schools and education are important for students to gain character and receive good education (Lickona, 1991).

Values education is also known as character education or moral education. It has positive impacts on students' moral and character development and social competencies in addition to their academic achievement at schools (Berkowitz, 2011). It is possible for children to learn the important values of the time from an early age and for new generations to grow up by learning these values with the effective values education planning. Thornberg (2006) states that it is important for students to participate actively in teaching and learning values and the formulation and implementation of the rules. Ulusoy & Dilmaç (2018) state that for a quality values education, values should be emphasized in schools, analysis should be supported with reasoning, responsibility should be shared equally in interaction with society and a democratic environment should be provided. Kirschenbaum (2000) argues that the teacher urges all students to reflect on and discuss ideas freely during reading, writing, thinking, speaking and discussion of the selected activities, and this helps clarify and develop values.

It can be argued that society's orientation towards the good and the right is only possible with a well-organized character and values education (Tüzel İşeri, 2019). Values education aims to teach children social and moral values and protect children before they

are harmed (Bhave, 2016). Regarding human and cultural development, values education points to the values that individuals should have to achieve the goal to be a good human being. Economic development plans, on the other hand, are tools to provide a quality life for good human beings (Öztürk Demirbaş, 2019). In order to develop the system of values education, all components of the system should be reviewed, parents should be involved and the system at schools should be strengthened and assimilated into the society (Pathania, 2011).

It is argued that children who attend a quality preschool program have enhanced language, mind, body, social and emotional development than non-attending peers due to the fact that the personalities of children begin to develop at an early age, and they have less problems in adapting to the environment and school (Hong, 2003). It is known that the preschool period is a critical time for all developmental domains (Oruç, Tecim & Özyürek, 2011). Therefore, the inclusion of the skills and values that contribute to student's character development in preschool education period is important for the well-being and development of both students and society.

Children usually watch cartoons on television in accordance with their personal needs and tastes (Turp Özdemir, 2020). Cartoons are tools that play an important role in the development of children's aesthetic and artistic values and in the acquisition of values (Zebrowski, 2017). It can be stated that cartoons can be used for educational purposes and are a source of information. Therefore, it is necessary to offer children an opportunity to watch the cartoons that reflect the values of the society in which they live (Cebeci & Demir, 2018).

Cartoons can be used as an important resource in helping children acquire values and social elements such as kindness, cooperation, respect for differences, and tolerance (Habib & Soliman, 2015). In addition, children's motivation towards the lessons and their interaction in the class can be improved by using cartoons in lessons (Kabooha, 2016). Discussing the events and characters in the cartoons can make the students think about the subject. In addition, the students' analysis and evaluation skills can be developed in a democratic environment by presenting different views, thus teaching the importance of respecting others (Aktepe, 2019).

The use of cartoons in the learning environment enables students to transfer knowledge and can increase their learning motivation, in-class interactions and interests (Rosen, 2009). Children prefer cartoons that match their age and characteristics and their interests differ based on their age and the economic level of their families but good voice, attractive visual effects and coloring affect children's interests in cartoons (Habib & Soliman, 2015).

It can be argued that it is important to choose and use cartoons especially in character and values education (Habib & Soliman, 2015). While cartoons entertain children, they can teach values, and their visual and auditory aspects can also attract children's attention.

Therefore, cartoons can have an important place in the character and values education of children. Within the scope of the research, six cartoon programs were investigated in terms of values education. In the study, the following cartoons were analysed: Pırıl, Canım Kardeşim (Dear Bro/Sis), Kare (Square), Kukuli, Elif'in Düşleri (Elif's dreams) and Maceracı Yüzgeçler (Adventurous Fins). Five episodes that were randomly selected from each cartoon were analysed.

Significance

Preschool education is a period which helps children gain self-confidence and affects their development positively by discovering their abilities, developmental characteristics, individual differences, and personalities from birth to the beginning of primary school (Zembat, 1994). Pre-school education provides rich stimuli and environment possibilities in accordance with the development levels of individuals and support their physical and social development (Gültekin Akduman, 2012). For this reason, it is important to determine the values which are taught implicitly in preschool education program and teachers should be aware of these values (Alkan, 2017; Balıkcı, 2015; Dirican & Dağlıoğlu, 2014). Teachers can organize the activities according to these values so that the values can be acquired by children in pre-school education (Akpınar & Özdaş, 2013; Aküzüm & Ergenekon, 2021; Sapsağlam & Ömeroğlu (2016).

Preschool education period is an important period when children are in the process of forming skills, values and character. During this period, they can learn through observation and then reflect on their behavior. Thus, they begin to acquire knowledge, skills and values by trying and imitating the behavior they take as role model. In addition, it is important to carry out teaching and providing skills and values in a planned manner and offer rich learning environments.

Personality development in the preschool period is shaped by family, environment and school. During this period, children often interact with television, which is a mass media tool. Therefore, learning takes place by modeling from television (Özkan & Yılmaz, 2016). This shows us that cartoons are an important part of the development of preschool children as the children learn by modelling and identifying himself or herself with a model while developing personality (Toksoy & Sapsağlam, 2019; Yorulmaz, 2013). Cartoons do not limit the imagination of children and present events and situations in a funny and colorful way. The child who takes the cartoon hero as a model can imitate his or her behavior. However, adopting them as role models can have negative effects on a child (Kalaycı, 2015).

In the preschool period, children show interest in and watch cartoons (Doğan & Göker, 2012; Yazıcı, Yaman Baydar & Kandır, 2019). They can learn by imitating many discourses, visuals, behavior and actions they see in cartoons. They can learn every behavior they watch or see. Thus, cartoons can be used to teach skill or value in preschool period. In the research, cartoons that have an important place for preschool children and the values and behavior in these cartoons were investigated and discussed. Determining the values in

the content of the cartoons watched by preschool children is important in terms of the value education of children. Therefore, it is expected that the research will contribute to the field.

Purpose

The aim of the study is to evaluate the values implicitly included in the Turkish preschool education program and investigate whether those values are covered in cartoons in terms of values education. Preschool period is a critical period in terms of values education. For this reason, values education should be on the targeted values and these values should be given deliberately in this period. The research aimed to answer the question "What are the values that are implicitly included in preschool education program?"

Based on the aim of the study given above the study attempts to answer the following research questions:

1. Which values are implicitly included in preschool education program?
2. What is the frequency of the occurrence of the values implicitly included in the preschool education program in these cartoons?
3. In which episodes of the cartoons these values are covered?
4. What are the most frequently emphasized values in cartoons?

METHOD

Model of the Study

In the study, content analysis was used. Yıldırım & Şimşek (2016) state that content analysis includes the analysis of written materials or multiple documents containing information about the targeted phenomenon or phenomena in a certain period of time depending on the research question.

The data, both visual and written text, were collected from the episodes of the cartoons used as documents and each episode is regarded as a document. Within the framework of the values determined in the pre-school education program, these cartoons were described. Descriptive analysis was used in the analysis of the data obtained from the cartoons, and it was presented in detail.

Sample

The sample of the study consisted of the cartoons broadcast on TRT Çocuk and Minika Çocuk channels. Five episodes of the following cartoons were analysed: Pırıl, Canım Kardeşim, Kare, Kukuli, Elif'in Düşleri and Maceracı Yüzgeçler.

The cartoons Pırıl, Canım Kardeşim, Kare and Elif's Dreams were chosen because they were still broadcast on TRT Çocuk channel (Turkish Radio and Television Corporation), the

national public broadcaster, and all of them were domestic production. These cartoons were for pre-school and primary school children. Pırıl, its leading character, who sets role model behavior about responsibilities, is rich in values education and could attract children's attention (Güden Altmış & Altun, 2021). Canım Kardeşim Benim and Elif'in Düşleri were among the cartoons that children watch the most (Ünsal, 2019; Yıldız, 2016). The absence of physical violence in Canım Kardeşim (Yıldız, 2016), the frequent use of cognitive skills such as questioning in Elif'in Düşleri (Arslan, 2018) was one of the reasons to select these cartoons. Kare was also one of the cartoons that children watch the most. This cartoon was selected as it contains many elements on the cognitive, social, emotional, language, motor and self-care development areas (Cengiz, İlçi Küsmüş & Ramazan, 2020).

Kukuli and Maceracı Yüzgeçler were chosen because they were still broadcast on TRT Çocuk and Minika Çocuk, a private TV broadcaster, and they were domestic productions for pre-school and primary school children. Kukuli is a cartoon series presented in accordance with the subjects of EBA (Education Information Network) educational videos (Alpay & Okur, 2021). In its educational topic videos, topics related to the acquisition of concepts, cause-effect relationships, social rules, awareness of healthy and safe life in the pre-school education program were covered. Kukuli increases children's interest by incorporating the audio and visual components of motion graphics with education (Aydoğdu Torbacı, 2019). It was still broadcast on TRT Çocuk and had a large audience. Maceracı Yüzgeçler, a feature-length animated film produced in Turkey (Kozan, 2021), was selected for this study because it shows the İstanbul silhouette, mosque figure, Turkish flags and the use of Turkish characters (Kaya & Atuk, 2020).

Pırıl

Pırıl first aired in 2019 and was still shown on TRT Çocuk channel. It is a Turkish production and targets the pre-school and primary school students (Pırıl, 2020; Tarnet, 2020, cited in Duman & Koçtürk, 2021; Pırıl, 2021).

Canım Kardeşim

The cartoon, Canım Kardeşim, is a Turkish-made cartoon that aired on the TRT Çocuk, in 2012 and was still broadcast. Its target audience is pre-school children. It is about family life and tells about the daily events that take place at a family home including a mother, father, two sisters and a brother in a detached house with a garden (Özkar & Aytaş, 2021; Canım Kardeşim, 2021).

Kare

Kare includes elements on cognitive, linguistic, motor, social and emotional development (Cengiz, İlçi Küsmüş & Ramazan, 2020). It is aired on TRT Çocuk. Its target audience is pre-school children. Four friends try to find solutions to the problems of the society and help people (Kare, 2021).

Kukuli

This cartoon was broadcast on TRT Çocuk and targets pre-school children. Kukuli is a monkey who learn new things with his friends, Tinky and Minky (Kukuli, 2021).

Elif'in Düşleri

It is a Turkish-made cartoon that was aired on TRT Çocuk. Elif talks to vegetables and play with them while getting information about them. She learns the benefits of fruits and vegetables, delicious and healthy meals, vitamin values and much more from them (Elif'in Düşleri, 2021).

Maceracı Yüzgeçler

It is a Turkish-made cartoon and has been aired on the Minika Çocuk's channel. The major character is Biba who is a tiny mullet who is interested in books and reading. Like other children, he is happy to go to school and learn new things every day. Biba embarks on mysterious adventures by discovering new things every day with his cute friends Çupa, Tuti, Babu, Taka Hamsi and Mermaid Alesta who have different personalities (Maceracı Yüzgeçler, 2021).

Data Collection Tools

In the research, first, cartoon programs were reviewed and the relevant studies in the literature were examined. Then, the cartoons were determined for this study. The data in the research were limited to cartoons "Pırıl's 24th, 25th, 27th, 28th, 29th episodes; Canım Kardeşim's 15th, 16th, 28th, 51th, 78th episodes; Kare's 3rd, 37th, 41st, 49th, 50th episodes; Kukuli's 1st, 2nd, 3rd, 4th, 5th episodes; Elif'in Düşleri's 1st, 4th, 21st, 33rd, B episodes; Maceracı Yüzgeçler's 2nd, 9th, 17th, 20th, 27th episodes". Random sampling was used while selecting the 5 episodes of the cartoons selected for the research.

Data Collection Procedure and Data Analysis

First, the preschool education programs were review and the values implicitly included in the preschool education programs were determined. The program included "general aims of Turkish national education, the basic principles of pre-school education, the importance of pre-school education, social-emotional development gains, self-care skills, the introduction and start of the day sections of the preschool education program" and the data were analysed using content analysis method. In addition, in line with the purpose of the research, the presence of values in the cartoons Pırıl, Canım Kardeşim, Kare, Kukuli, Elif'in Düşleri and Maceracı Yüzgeçler were detected and the data were analyzed through content analysis. The analysis included checking the occurrence of values, whether the cartoons include the values in the relevant episodes, how often they are emphasized and how they are included.

Preschool education program and the data obtained from the cartoons were analysed descriptively. The data obtained during the descriptive analysis were presented in detail.

Research Ethical Consent

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, have not been carried out.

Ethical review board name: Nevşehir Hacı Bektaş Veli University

Ethics Committee Date of ethics review decision: 25.10.2021

Ethics assessment document issue number: 306

RESULTS

1. What values are implicitly included in preschool education program published in 2013?

Identifying and revealing these values, which were implicitly included in the curriculum, is important due to the fact that it will shed light on value educators. Thus, the preschool education program (MEB, 2013) was analysed and the values that were implicitly conveyed were determined by examining the subject headings in Table 1. The values implicitly taught in 2013 preschool education program are presented in Table 1 below:

Table 1

Values that are implicitly included in the preschool education program

Sections in the education program	Values
General aims of the Turkish national education	Patriotism, keeping the culture alive, responsibility, being scientific, health, freedom, cooperation, respect
Basic principles of the pre-school education	Respect, tolerance, solidarity, cooperation, love, sharing, responsibility, benevolence, freedom, keeping the culture alive, self-respect, self-confidence and self-control
Significance of the pre-school education	Freedom, health, giving importance to family unity, love, respect
Social and affective outcomes	Empathy, respect, environmental awareness, saving, knowing and protecting their rights, freedom, keeping the culture alive, responsibility, greeting, obeying the rules, aesthetics, kindness, self-confidence, sharing, benevolence, self-respect
Acquisition of self-care skills	Cleanliness, health
Introduction of the pre-school education program	Cleanliness, health, freedom, keeping the culture alive, respect, responsibility, cooperation
Start of the day in the pre-school education program	Greetings, health, courage

Table 1 shows that the values determined in the 2013 preschool education program are, tolerance, responsibility, cooperation, love, respect, benevolence, solidarity, sharing, knowing and protecting the rights, empathy, freedom, greeting, self-confidence, self-respect, self-control, keeping culture alive, patriotism, family unity, health, aesthetics, cleanliness, being scientific, saving, environmental awareness, courage, obeying the rules and kindness.

Five episodes from six cartoons (Pırıl, Kare, Canım Kardeşim, Kukuli, Elif'in Düşleri and Maceracı Yüzgeçler) that appeal to preschool children were analysed according to 27 values in the preschool education program and the occurrence of these values in these cartoons were determined.

2. What is the frequency of the occurrence of values in cartoons that are implicitly included in the preschool education program?

Values were determined according to the event and situation displayed verbally or visually in the cartoon episodes. The frequency of the occurrence of the values in five episodes of six cartoons (Pırıl, Kare, Canım Kardeşim, Kukuli, Elif'in Düşleri and Maceracı Yüzgeçler) is presented in Table 2.

Table 2

Frequency of the occurrence of values in the cartoon Pırıl

Values	Frequency (n)	Percentage (%)
Responsibility	3	13
Love	2	8.6
Tolerance	2	8.6
Benevolence	2	8.6
Solidarity	2	8.6
Self-confidences	2	8.6
Being scientific	2	8.6
Respect	1	4.3
Cooperation	1	4.3
Knowing and protecting the rights	1	4.3
Greeting	1	4.3
Self-control	1	4.3
Giving importance to family unity	1	4.3
Courage	1	4.3
Kindness	1	4.3
Total number of values 15	23	100

As can be seen in Table 2, in the five episodes of the Pırl cartoon (Episodes 24, 25, 27, 28 and 29), there were a total of 15 values and they were mentioned 23 times. The most frequently occurring values were as follows: responsibility (3), love (2), tolerance (2), benevolence (2), solidarity (2), self-confidence (2) and being scientific (2). Less frequently appearing values were as follows: respect (1), cooperation (1), knowing and protecting one's rights (1), greeting (1), self-control (1), giving importance to family unity (1), courage (1) and kindness (1). Responsibility was the most frequently occurring value in the episodes of Pırl cartoon.

Table 3

Frequency of the occurrence of values in Canım Kardeşim

Values	Frequency (n)	Percentage (%)
Giving importance to family unity	4	16.6
Respect	3	12.5
Sharing	3	12.5
Keeping the culture alive	3	12.5
Love	2	8.3
Health	2	8.3
Kindness	2	8.3
Cooperation	1	4.1
Tolerance	1	4.1
Solidarity	1	4.1
Cleaning	1	4.1
Being Scientific	1	4.1
Total number of values: 12	24	100

Table 3 shows that the five episodes of the Canım Kardeşim cartoon (episodes 15, 16, 28, 51 and 78) contained 12 values and they were mentioned 24 times. The most frequently appearing values were giving importance to family unity (4), respect (3), sharing (3), keeping the culture alive (3). Less frequently mentioned values were love (2), health (2), kindness (2), cooperation (1), tolerance (1), solidarity (1), cleanliness (1) and being scientific (1). The most frequent value in the episodes of Canım Kardeşim was the value of giving importance to family unity.

Table 4

Frequency of the occurrence of values in Kare

Values	Frequency (n)	Percentage (%)
Cooperation	5	19.2
Being scientific	5	19.2

Benevolence	3	11.5
Tolerance	2	7.7
Solidarity	2	7.7
Courage	2	7.7
Responsibility	1	3.8
Love	1	3.8
Respect	1	3.8
Sharing	1	3.8
Self-confidence	1	3.8
Saving	1	3.8
Environmental awareness	1	3.8
Total number of values: 13	26	100

Table 4 shows that there were 13 values and they were mentioned 26 times in five episodes of Kare cartoon (episodes 3, 37, 41, 49 and 50). Most frequently appearing values were as follows: cooperation (5), being scientific (5) and cooperation (3). Less frequently mentioned values were tolerance (2), solidarity (2), courage (2), responsibility (1), love (1), respect (1), sharing (1), self-confidence (1) saving (1) and environmental awareness (1). The most frequently occurring values in the episodes of Kare cartoon were cooperation and being scientific.

Table 5

Frequency of the occurrence of values in Kukuli

Values	Frequency (n)	Percentage (%)
Love	5	22.7
Cooperation	3	13.6
Sharing	2	9
Cleanliness	2	9
Obedying the rules	2	9
Kindness	2	9
Responsibility	1	4.5
Benevolence	1	4.5
Solidarity	1	4.5
Empathy	1	4.5
Saving	1	4.5
Environmental awareness	1	4.5
Total number of values: 12	22	100

As can be seen in Table 5 there were 12 values and they were mentioned 22 times in five episodes of the Kukuli cartoon (episodes 1, 2, 3, 4 and 5). Most frequently mentioned ones were love (5), cooperation (3), sharing (2), cleanliness (2), obeying the rules (2) and kindness (2). Less frequently mentioned values were responsibility (1), benevolence (1), solidarity (1), empathy (1), savings (1) and environmental awareness (1). In the episodes of Kukuli cartoon, the most frequently occurring value was love.

Table 6

Frequency of the occurrence of values in Elif'in Düşleri

Values	Frequency (n)	Percentage (%)
Love	5	9
Greeting	5	9
Giving importance to family unity	5	9
Health	5	9
Kindness	5	9
Being scientific	4	7.2
Responsibility	3	5.4
Respect	3	5.4
Cooperation	3	5.4
Benevolence	3	5.4
Tolerance	2	3.6
Solidarity	2	3.6
Sharing	2	3.6
Confidence	2	3.6
Self-control	1	1.8
Keeping the culture alive	1	1.8
Cleaning	1	1.8
Environmental awareness	1	1.8
Obeying the rules	1	1.8
Courage	1	1.8
Total number of values: 20	55	100

Table 6 shows that in the five episodes of the Elif'in Düşleri cartoon (episodes 1, 4, 21, 33 and B), there were 20 values covered and they were mentioned 55 times. Most frequently mentioned values were love (5), greeting (5), giving importance to family unity

(5), health (5), kindness (5) and being scientific (4). Less frequently appearing values were responsibility (3), respect (3), cooperation (3), benevolence (3), tolerance (2), solidarity (2), sharing (2), self-confidence (2), self-control (1), keeping the culture alive (1), cleanliness (1), environmental awareness (1), courage (1) and following the rules (1). The most frequently mentioned values in Elif'in Düşleri were love, greeting, giving importance to family unity, health and kindness.

Table 7

Frequency of the occurrence of values in Maceracı Yüzgeçler

Values	Frequency (n)	Percentage (%)
Love	5	11.1
Benevolence	5	11.1
Greeting	5	11.1
Kindness	5	11.1
Cooperation	4	8.9
Responsibility	3	6.6
Tolerance	2	4.4
Solidarity	2	4.4
Sharing	2	4.4
Cleaning	2	4.4
Being scientific	2	4.4
Environmental awareness	2	4.4
Knowing and protecting your rights	1	2.2
Confidence	1	2.2
Self-control	1	2.2
Keeping your culture alive	1	2.2
Aesthetic	1	2.2
Obeying the rules	1	2.2
Total number of values: 18	45	100

As can be seen in Table 7 there were 18 values covered and they were mentioned 22 times in five episodes of Maceracı Yüzgeçler (episodes of 2, 9, 17, 20 and 27). Most frequently appearing values were love (5), benevolence (5), greeting (5), kindness (5) and cooperation (4). Less frequently occurring values were responsibility (3), tolerance (2), solidarity (2), sharing (2), cleanliness (2), being scientific (2) environment (2), knowing and protecting one's rights (1), self-confidence (1), self-control (1), keeping the culture alive (1), aesthetics

(1) and obeying the rules (1). In the episodes of Maceracı Yüzgeçler, the most frequently appearing values were love, benevolence, greeting and kindness.

3. In which episodes of the cartoons these values are covered?

Table 8 presents the episodes of the cartoons in which the values were covered:

Table 8

Episodes of the cartoons in which the values were covered

Values	Pırl	Canım Kardeşim	Kare	Kukuli	Maceracı Yüzgeçler	Elif'in Düşleri
Responsibility	24.25.27.	-	50.	4.	2.20.26.	4.33.B.
Love	28.29.	28.78.	37.	1.2.3.4.5.	2.9.17.20.26	1.4.21.33.B.
Respect	27.	15.16.28.	37.	-	-	21.33.B.
Cooperation	28.	28.	3.37.41.49.50.	2.4.5.	2.9.17.20.	21.33.B.
Tolerance	25.29.	16.	3.50.	-	2.17.	33.B.
Benevolence	25.28	-	3.37.49.	4.	2.9.17.20.26.	1.21.B.
Solidarity	27.28.	28.	37.41.	4.	2.9.	21.33.
Sharing		16.51.78.	3.	1.2.	9.26.	33.B.
Knowing and protecting rights	28.	-	-	-	26.	-
Empathy	-	-	-	4.	-	-
Greeting	24.	-	-	-	2.9.17.20.26.	1.4.21.33.B.
Self-confidence	24.28.	-	50.	-	17.	21.33.
Self-control	27.	-	-	-	20.	4.
Keeping the culture alive	-	15.28.51.	-	-	9.	B.
Giving importance to the family unity	29.	15.16.28.78.	-	-	--	1.4.21.33.B.
Health	-	15.51.	-	-	-	1.4.21.33.B.
Being scientific	27.28.	16.	3.37.41.49.50.	-	9.20.	4.21.33.B.
Aesthetics	-	-	-	-	20.	-
Cleanliness		15.		1.4.	9.20.	4.
Saving	-	-	3.	4.	-	-

Environmental awareness	-	-	37.	4.	9.20.	4.
Courage	27.	-	3.50.	-	--	33.
Obeying the rules	-	-	-	1.2	9.	33.
Kindness	25.	28.51.	-	1. 2.	2.9.17.20.26.	1.4.21.33.B.
Total number of sections	5	5	5	5	5	5

As seen in Table 8 there was a total of 24 values, including values such as responsibility, cooperation, respect, tolerance, sharing, love, solidarity, knowing and protecting their rights, empathy, greeting, self-confidence, self-control, keeping the culture alive, giving importance to family unity, health, science, aesthetics, cleanliness, saving, environmental awareness, courage, obeying the rules and kindness. There were differences among the cartoons in terms of the occurrence of these values. There was no cartoon which covered all the values implicitly included in the pre-school education program.

4. What are the most frequently occurring values covered in cartoons?

Table 9 indicates the ranking of the values based on their frequency of occurrence in the cartoons analysed.

Table 9

Frequency of the occurrence of values in all cartoons analysed

Values	Frequency (n)	Percentage (%)
Love	20	10.2
Cooperation	17	8.7
Kindness	15	7.7
Being scientific	14	7.1
Benevolence	14	7.1
Responsibility	11	5.6
Greeting	11	5.6
Solidarity	10	5.1
Sharing	10	5.1
Giving importance to the family unity	10	5.1
Tolerance	9	4.6

Respect	8	4.1
Health	7	3.6
Self-confidence	6	3
Cleanliness	6	3
Keeping the culture alive	5	2.5
Environmental awareness	5	2.5
Courage	4	2
Following the rules	4	2
Self-control	3	1.5
Knowing and protecting the rights	2	1
Saving	2	1
Empathy	1	0.5
Aesthetic	1	0.5
Total number of values: 24	195	100

Table 9 indicates that there were a total of 24 values in the episodes of the cartoons and they were mentioned 195 times. The most frequently occurring values were love (19), cooperation (17), kindness (15), being scientific (14) and benevolence (13). These are followed by responsibility (11), greeting (11) solidarity (10), sharing (10), giving importance to family unity (10), tolerance (9), respect (8), health (7), cleanliness (6), self-confidence (6), environmental awareness (5) and keeping culture alive (5). The least mentioned values in the cartoons were aesthetics (1), empathy (1), knowing and protecting the rights (2), saving (2), self-control (3), courage (4) and obeying the rules (4). The values that were not covered in the cartoons were self-respect, freedom and patriotism.

DISCUSSION

When the studies in the field related to the pre-school education program and values are reviewed, 74.6% of the teachers suggest that the preschool education program should be improved and enriched in terms of values education, regarding the competences in value education in preschool (Fidan Dal, 2018). This study corroborates the findings of previous research. It is seen that the values of responsibility, respect, solidarity, trust and love are given a lot of place in the preschool education program (Aral & Kadan, 2018). It can be argued that results regarding the values of love, cooperation and cooperation found mostly covered in cartoons selected for this study is in parallel with the literature.

When the studies on cartoons are reviewed, Sevim (2013) found that the value of benevolence is the most emphasized value in the cartoons in his research, which investigated six cartoons in terms of values. Giving much space to the value of benevolence is similar to the results of the research. Sadioğlu et al. (2018) investigated the episodes of the cartoon called Rafadan Tayfa broadcast in TRT Çocuk in terms of values, and found that benevolence, solidarity and being scientific were mostly covered values, while justice, honesty, hospitality, tolerance and aesthetic values were less covered. It is similar to the results of this research that the values of being scientific and cooperation occurred more and the value of aesthetic occurred less. In the study conducted by Karakuş (2015) on the cartoon Niloya, it was found that mostly covered values were love, tolerance, sensitivity and kindness. The findings of this study is not in line with Karakuş's study. In the study of Toksoy and Sapasağlam (2019) which investigated 5 different cartoons in terms of the values specified in the UNESCO-sponsored Living Values Education Program (LVEP), they found that cooperation and happiness were mostly covered values and the values of simplicity and peace were not included in any cartoons. Although it is not similar to the results of this research, partial similarity was found as the results regarding the value of cooperation is one of the most appearing values in cartoons. Turp Özdemir (2020), found the values of responsibility and self-control as the most, and patriotism and honesty as the least appearing values in the cartoons. The findings of this study challenges the findings of Turp Özdemir.

Şahin (2019) found that the less frequently covered values were loyalty, heroism, cleanliness, honesty, loyalty, equality and patriotism and suggested that script should also include values of freedom and flag. This study partially confirms the findings of his study as freedom and patriotism were not covered in the cartoons. It is a concept that cares about the concepts of freedom, democracy and human rights. Patriotism, on the other hand, is a basic concept that creates awareness that supports national feelings. For this reason, it is considered important to include these two values in cartoons. Ünsal (2019) found the values of respect, kindness, love and cooperation in the cartoons. This study corroborates the findings of Ünsal's study regarding the frequency of the values of love, kindness, cooperation. These values, in essence, express human values. For this reason, they are the basic elements of being human and they should be included in cartoons.

In the Pırl cartoon 15 values appeared. The most frequently covered values among these were kindness, aesthetics and responsibility (Güden Altmış & Altun, 2021). It is in line with the findings of this research. Turkish life style, Turkish cuisine, folk music, folk dances, helping elders, Turkish family structure, food culture and table manners, belief, family, friendship, fraternity, national moral values, solidarity, love of animals, respect for elders, among many, are presented in an educational and entertaining way for children (Demir, 2021; Özkar & Aytas, 2021). It can be argued that this is in parallel with the results of this research. In Kare cartoon, while the acquisitions for the cognitive development field were mostly included, a variety of acquisitions were included in social emotional development,

and the acquisition of showing one's emotions in appropriate ways was mostly covered (Cengiz, İlçi Küsmüş & Ramazan, 2020). In the cartoon Elif'in Düşleri, physical, psychological and verbal violence elements were not found. Horror elements with sound, light and surrealistic features were not found (Üstündağ & Şenol, 2021). This finding is in line with the findings of this research.

LIMITATIONS AND RECOMMENDATIONS

In the study, five episodes of each cartoon were investigated. Cartoons that were not included in this study can be further studied in terms of values education. It is recommended that the values of freedom, self-respect and patriotism, which are not included in the cartoons examined within the scope of the research, could be included in the cartoons. Cartoons that educators and parents find useful for children can be classified according to their characteristics by studying them in terms of values. If it is known which content and values are included in which cartoons, it can be a resource for value educators. It can be used as a material in educational activities at home and school. Awareness raising can be done by organizing educational activities like seminars and conferences on cartoons for teachers and parents. Furthermore, seminars and conferences can be organized by subject matter experts on choosing the right cartoons for teachers and parents. In addition, including values in the curriculum overtly and directly can facilitate the work of value educators.

CONCLUSION

As a result of this research, we determined the values that were implicitly included in the preschool education curriculum. We also determined the occurrence of these values in the cartoons, the cartoon episodes they appeared, the most frequently appearing values and the values that were not included in the cartoons at all.

In the study, first the values implicitly included in the preschool education program published in 2013 were determined. Patriotism, keeping the culture alive, responsibility, being scientific, health, freedom, cooperation and respect values were included under the section of the general aims of the Turkish national education. Respect, tolerance, solidarity, cooperation, love, sharing, responsibility, benevolence, freedom, keeping the culture alive, self-respect, self-confidence and self-control values were related to the basic principles of the pre-school education. The section of the significance of the pre-school education includes the values of freedom, health, giving importance to family unity, love and respect. The social and affective outcomes section included empathy, respect, environmental awareness, saving, knowing and protecting their rights, freedom, keeping the culture alive, responsibility, greeting, obeying the rules, aesthetics, kindness, self-confidence, sharing, help and self-respect. The self-care skills section included two values, cleanliness and health. The values of greetings, health and encouraging were in the section of starting the day.

The occurrence of the values implicitly included in the pre-school education program in the cartoons was analysed and it was found that out of 27 values given in the pre-school education program, 24 values were covered in the cartoons. These values are tolerance, responsibility, benevolence, love, respect, cooperation, solidarity, sharing, knowing and protecting the rights, empathy, greeting, self-confidence, self-control, keeping the culture alive, giving importance to family unity, health, aesthetics, cleanliness, being scientific, saving, environmental awareness, courage, obeying the rules and kindness. However, the values of freedom, self-respect and patriotism could not be detected in these cartoons. The fact that these values did not appear in the cartoons could be regarded as a deficiency in terms of human rights, awareness of democracy, patriotism and self-respect.

The episodes of the cartoons which included the values were analysed. Accordingly, in five episodes of the Pırl cartoon (episodes 24, 25, 27, 28 and 29) a total of 15 values were covered: responsibility, love, tolerance, benevolence, solidarity, self-confidence, being scientific, respect, cooperation, knowing and protecting one's rights, greeting, self-control, giving importance to family unity, courage and kindness. In the 15th, 16th, 28th, 51st and 78th episodes of the Canım Kardeşim, 12 values were covered: love, respect, cooperation, tolerance, solidarity, sharing, keeping the culture alive, giving importance to family unity, health, cleanliness, scientific and kindness. The most frequently appearing value in this cartoon was the value of giving importance to family unity. In the episodes of 3, 37, 41, 49 and 51 of Kare cartoon, 13 values were found: tolerance, responsibility, cooperation, love, respect, benevolence, solidarity, sharing, self-confidence, being scientific, saving, environment and courage. The most frequently occurring values were cooperation and being scientific. In the episodes of 1, 2, 3, 4 and 5 of Kukuli cartoon, twelve values were detected, responsibility, love, cooperation, benevolence, solidarity, sharing, empathy, cleanliness, saving, environment, obeying the rules and kindness. The value of love was the most frequently mentioned value in Kukuli. In the episodes of 1, 4, 21, 33 and B of Elif'in Düşleri cartoon, there were 20 values, including tolerance, responsibility, cooperation, love, respect, benevolence, sharing solidarity, greetings, self-confidence, self-control, keeping the culture alive, giving importance to family unity, health, cleanliness, being scientific, environmental awareness, courage, obeying the rules and kindness. The values of love, greeting, giving importance to family unity, health and kindness were the most mentioned values in Elif'in Düşleri. In the episodes of 2, 9, 17, 20 and 27 of Maceracı Yüzgeçler there were a total of 18 values, including responsibility, love, cooperation, tolerance, benevolence, solidarity, sharing, knowing and protecting their rights, greeting, self-confidence, self-control, keeping the culture alive, cleanliness, being scientific, aesthetics, environment, obeying the rules and kindness. The values of love, cooperation, greeting and kindness were the most frequently occurring values in the episodes of Maceracı Yüzgeçler.

The most frequently emphasized values in the cartoons were analysed. The findings of the study indicate that there was a total of 24 values covered and they were mentioned 195 times 30 episodes of six cartoons. Of these values, 15 values were covered and they were

mentioned 23 times Pırıl, 12 values were covered and they were mentioned 24 times in Canım Kardeşim, 15 values were covered and they were mentioned 23 times in Kare, 12 values were covered and they were mentioned 22 times in Kukuli, 20 values were covered and they were mentioned 55 times in Elif'in Düşleri, 18 values were covered and they were mentioned 45 times in Maceracı Yüzgeçler. In this sense, it can be said that these two cartoons included more values.

The most frequently occurring values in these cartoons were love (19), cooperation (17), kindness (15), being scientific (14) and benevolence (13). These values were followed by responsibility (11), greeting (11), sharing (10), solidarity (10) and giving importance to family unity (10), tolerance (9), respect (8), health (7), cleanliness (6), self-confidence (6), environmental awareness (5) and keeping the culture alive (5). Less frequently covered values in the cartoons were aesthetics (1), empathy (1), knowing and protecting the rights (2), saving (2), self-control (3), courage (4) and obeying the rules (4). It was found that the values of freedom, self-respect and patriotism were not covered in any of the cartoon episodes.

REFERENCES

- Akpınar, B. & Özdaş, F. (2013). "Teachers" values education at primary schools: A qualitative analysis. *Firat University Journal of Social Science*, 23 (2), 105-113.
- Aktepe, V. (2019). Karakter ve değer eğitiminde rol model olarak öğretmen [Teacher as a role model in character and value education]. In V. Aktepe & M. Gündüz (Eds.), *Karakter ve değer eğitimi [Character and value education]* (298-324). Ankara: Pegem Akademi Yayıncılık.
- Aktepe, V. & Gündüz, M. (2020). Hayat bilgisi dersinde değerler eğitimi [Values education in social sciences course]. In V. Aktepe & M. Gündüz (Eds.), *Kuramdan Uygulamaya Hayat Bilgisi Öğretimi [Social Sciences Teaching from Theory to Practice]* (219-247). Ankara: Pegem Akdemi Yayıncılık.
- Aktepe, V. & Gündüz, M. (2021). Sosyal bilgilerde değerler eğitimi [Values education in social sciences]. In V. Aktepe, M. Gündüz, N. Kurtdede Fidan & E. Yalçınkaya (Eds.), *Kuramdan Uygulamaya Sosyal Bilgiler Öğretimi [Social Sciences Teaching from Theory to Practice]* (210-233). Ankara: Pegem Akdemi Yayıncılık.
- Aküzüm, C. & Ergenekon, Ö. (2021). Examination of studies on values education in preschool education. *Electronic Journal of Education Sciences*, 10 (19), 98-117.
- Alkan, M. F. (2017). Investigation of teachers' perceptions about hidden curriculum through metaphors. *International Journal of Turkish Education Sciences*, 5 (9), 204-211.
- Alpay, N. & Okur, M. R. (2021). Okul öncesi dönemdeki 5-6 yaş çocuklarının görsel okuryazarlık durumlarının ve dijital öğrenme içeriklerinin incelenmesi [An investigation of visual literacy and digital learning of 5-6-year-old preschool children]. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi (AUAd)*, 7 (3), 1-34.
<https://doi.org/10.51948/auad.951885>

- Aral, N. & Kadan, G. (2018). 2013 Okul öncesi eğitim programının değerler eğitimi bağlamında incelenmesi [Investigation of 2013 pre-school education program in the context of values in education]. *Journal of Early Childhood Studies*. 2(1), 113-131.
<https://doi.org/10.24130/eced-jecs.196720182159>
- Arslan, A. (2018). *Okul öncesi çocukluk dönemi çizgi filmlerinde mantıksal düşünme ve bilişsel beceriler: TRT çocuk kanalı* [Logical thinking and cognitive skills in the cartoons in preschool children period: TRT Çocuk Channel] (Unpublished Master's Thesis). Gazi University.
- Aydoğdu Torbacı, F. (2019). *Ev kazaları konusunda okul öncesi dönemdeki çocukları eğitici ve yönlendirici bir hareketli grafik uygulaması* [An educational and guiding motion graphics application for preschool children about home accidents] (Unpublished Master's Thesis). Hacettepe University.
- Balıkçı, G. N. (2015). Erken çocukluk döneminde değerler ve ahlak eğitiminin yeri ve önemi [The place and importance of values and moral education in early childhood], *Eğitimde Gelecek Arayışları: Düünden Bugüne Türkiye’de Beceri, Ahlak ve Değerler Eğitimi Uluslararası Sempozyumu* (101-113), Bartın.
- Beil, B. (2003). *İyi çocuk, zor çocuk. Doğru davranışlar çocuklara nasıl kazandırılır? [Good boy, tough boy. How to teach the right behaviors to children].* (Cuma Yorulmaz), Ankara: Arkadaş Yayınevi.
- Berkowitz M. V. (2011). What works in values education. *International Journal of Educational Research*, 50, 153–158. <http://dx.doi.org/10.1016/j.ijer.2011.07.003>
- Bhave, B. B. (2016). Role of school & teacher in promoting value education through positive psychology. *Scholarly Research Journal for Interdisciplinary Studies (SRJIS)*. 3 (24), 2288-2294.
- Canım Kardeşim. (n.d.) Playlist [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/c/canımkardeşimtivi/playlists>
- Cebeci, S. & Demir, R. (2018). 4-6 yaş grubu çocukların çizgi filmlerden etkilenme durumları [Influence of cartoons on children aged 4-6]. *JASS Studies-The Journal of Academic Social Science Studies*, 66 Spring II, 291-306. <http://dx.doi.org/10.9761/JASSS7552>
- Cengiz, Ö., İlçi Küsmüş, G. & Ramazan, M. O. (2020). TRT Çocuk kanalında yayınlanan çizgi filmlerin gelişim alanlarına göre değerlendirilmesi. [Evaluation of the cartoons broadcast on TRT Çocuk channel according to their developmental areas] *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 16 (2): 271-287. <https://doi.org/10.17860/mersinefd.633447>
- Demir, R. (2021). Canım kardeşim benim uzaylılar mı gelmiş? Çizgi filmine folklorik bir bakış [Canım Kardeşim, have aliens come? A folkloric look at the cartoon]. *Bilecik Şeyh Edebali Üniversitesi Sosyal Bilimler Dergisi*. 6 (1), 71-83. <http://dx.doi.org/10.33905/bseusbed.911912>

- Dirican, R. & Dağlıoğlu, H. E. (2014). 3-6 yaş grubu çocuklarına yönelik yayımlanan resimli hikaye kitaplarının bazı temel değerler açısından incelenmesi [An investigation of picture books published for children aged 3-6 in terms of some basic values]. *Cumhuriyet International Journal of Education-CIJE*, 3(2), 44-69. <https://doi.org/10.30703/cije.321341>
- Doğan, A. & Göker, G. (2012). Tematik televizyon ve çocuk: ilköğretim öğrencilerinin televizyon izleme alışkanlıkları [Thematic television and children: primary school students' television watching habits]. *Milli Eğitim*, 194, 5-30.
- Duman, A. E. & Koçtürk, N. (2021). Yerli yapım bir çizgi filmin toplumsal cinsiyet rolleri açısından incelenmesi: Pırıl [An Analysis of a Local Production Cartoon in Terms of Gender Roles: Pırıl]. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, 9:83-92. <https://doi.org/10.18506/anemon.819889>
- Ekşi, H. & Katılmış, A. (2011). Değerler eğitimi yaklaşımları [Values education approaches]. *Diyanet Aylık Dergi*, 245 (May). 11-13
- Elif'in Düşleri. (n.d.). *Home* [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/channel/UCydwocokzluL9RykUX3iNQgg>
- Fidan Dal, Z. (2018). *Okul öncesi değerler eğitimi uygulamalarının değerlendirilmesi (Okul öncesi öğretmenleri üzerinde bir inceleme)*. [The examination of preschool values education practices (A study on preschool teachers)] (Unpublished Master's Thesis). İstanbul University.
- Friedman, B., Kahn, P. H., Jr., Borning, A. & Huldtgren, A. (2006). Value sensitive design and information systems. In P. Zhang & D. Galletta (Eds.), *Human-computer interaction in management information systems: Foundations*. M. E. Sharpe: New York.
- Güden Altmış, Z. & Altun, M. (2021). Pırıl çizgi filminin değerler eğitimi açısından değerlendirilmesi [Evaluation of Pırıl cartoon in terms of values education]. *Uluslararası Toplum Araştırmaları Dergisi*, 17(38), 5382-5411. <https://doi.org/10.26466/opus.752885>
- Gültekin Akduman, G. (2012). Okul öncesi eğitimin tanımı ve önemi [Definition and importance of pre-school education]. In G. Uyanık Balat (Ed.), *Okul öncesi eğitime giriş (2-15)*. Ankara: Pegem Akademi Yayıncılık.
- Habib, K. & Soliman, T. (2015). Cartoons' effect in changing children mental response and behavior. *Open Journal of Social Sciences*, 3, 248-264. <https://doi.org/10.4236/jss.2015.39033>.
- Halstead, J. M. & Taylor, M. J. (2000). Learning and teaching about values: a review of recent research. *Cambridge Journal of Education*. 30,169-202. <https://doi.org/10.1080/713657146>
- Hong, Y. (2003). Culturel meaning of group discussions on problematic moral situations in Korean kindergarten classrooms. *Journal of Research in Childhood Education*, 18 (3), 179-192. <https://doi.org/10.1080/02568540409595033>

- Kabooha, R. H. (2016). Using movies in EFL classrooms: A study conducted at the english language institute (ELI), King Abdul-Aziz University. *English Language Teaching*, 9 (3), 248–257. <https://doi.org/10.5539/elt.v9n3p248>
- Kalaycı, N. (2015). Toplumsal cinsiyet eşitliği açısından bir çizgi film çözümlemesi: PEPEE [A cartoon analysis in terms of gender equality]. *Eğitim ve Bilim*, 40 (177), 243-270. <https://dx.doi.org/10.15390/EB.2015.3836>
- Karakuş, N. (2015). Okul öncesi döneme hitap eden tema içerikli çizgi filmlerin değerler eğitimine katkısı yönünden değerlendirilmesi (Niloya örneği) [Evaluation of the cartoons with themes appealing to the preschool period in terms of their contribution to values education (Niloya example)]. *Değerler Eğitimi Dergisi*, 12 (30): 251-277.
- Kare. (n.d.). *Playlists* [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/c/trtcocuk/playlists>
- Kaya, E. E. & Atuk, F. G. (2020). Çocuklarda din dilinin oluşturulması: çizgi filmler örneği [Formation of religious language in children: an example of cartoons]. *Eskişehir Osmangazi Üniversitesi İlahiyat Fakültesi Dergisi*, 7 (12), 51-92.
- Kirschenbaum, H. (2000). From values clarification to character education: A personal journey. *The Journal of Humanistic Counseling*, 39 (1), 4-20.
- Kozan, E. (2021). Dijital animasyon ve görsel efekt teknolojilerin Türk sinemasında kullanımı [Use of digital animation and visual effects technologies in Turkish cinema]. *Uluslararası Kültürel ve Sosyal Araştırmalar Dergisi (UKSAD)*, 7 (1), 78-88. <https://doi.org/10.46442/intjcss.882908>
- Kukuli. (n.d.). *Playlists* [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/c/minika/playlists>
- Lickona, T. (1991). *Educating for character: How school can teach respect and responsibility*. New York: Bantam Books.
- Lockwood, A. L. (2009). *The case for character education: A developmental approach*. New York, NY: Teachers College Press.
- Maceracı Yüzgeçler. (n.d.). *Playlists* [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/c/minika/playlists>
- MEB (2013). Okul öncesi eğitim programı [Pre-school education program]. <https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>.
- Oruç, C, Tecim, E. & Özyürek, H. (2011). Okul öncesi dönem çocuğunun kişilik gelişiminde rol modellik ve çizgi filmler [Role modeling and cartoons in the personality development of preschool children]. *EKEV Akademi Dergisi*, 15 (48), 303-319.
- Özkan, R. (2011). Toplumsal yapı, değerler ve eğitim ilişkisi [The relationship between social structure, values and education]. *Kastamonu Eğitim Dergisi*, 19 (1), 333-344.

- Özkan, B. & Yılmaz, Ö. (2016). Okul öncesi dönem 5-6 yaş çocuklarının televizyon izleme alışkanlıkları ve televizyon programları hakkında anne görüşleri [Preschool 5-6 year-old children's television watching habits and their mother's opinions about television programs]. *Uluslararası Eğitim Bilimleri Dergisi*, 3 (8), 118-126.
- Özkar, M. & Aytaş, M. (2021). Okul öncesi çocuklara yönelik hazırlanan çizgi filmlerde toplumsal cinsiyet rollerinin yansıtılması: Rafadan Tayfa ve Canım Kardeşim [Reflecting gender roles in cartoons for preschool children: Rafadan Tayfa and Canım Kardeşim]. *Anadolu Üniversitesi İletişim Bilimleri Fakültesi Uluslararası Hakemli Dergisi*, 29(1): 37-58.
- Öztürk Demirbaş, Ç. (2019). İnsani kültürel kalkınma sürecinde değer eğitimi [Value education in human cultural development], In V. Aktepe & M. Gündüz (Eds.), *Karakter ve değer eğitimi (212-243)*. Ankara: Pegem Akademi Yayıncılık.
- Pathania, A. (2011). Teachers' role in quality enhancement and value education. *Academe*, 14 (1), 19-28.
- Pırlı. (n.d.) *Playlist* [YouTube channel]. Retrieved May 05, 2021, from <https://www.youtube.com/c/trtcocukpırlı/playlists>
- Rokeach, M. (1973). *The nature of human values*. New York, NY: Free Press.
- Rosen, Y. (2009). The effects of an animation-based on-line learning environment on transfer of knowledge and on motivation for science and technology learning. *Journal of Educational Computing Research*, 40 (4), 451-467.
- Sadioğlu, Ö., Turan, M., Deveci Dikmen, N., Yılmaz, M. & Özkan Muhtar, Y. (2018). Cartoons in Values Education: Example of 'Rafadan Tayfa'. *Inonu University Journal of the Faculty of Education*, 19 (3), 240-251. <https://doi.org/10.17679/inuefd.333173>
- Sapsağlam, Ö. & Ömeroğlu, E. (2016). Examining the effect of social values education program being applied to nursery school students upon acquiring social skills. *Educational Research and Reviews*, 11(13), 1262-1271. <https://doi.org/10.5897/ERR2016.2804>
- Sarı, E. (2005). Öğretmen adaylarının değer tercihleri [Value preferences of pre-service teacher]. *Değerler Eğitimi Dergisi*, 3(10), 75-90.
- Sevim, Z. (2013). *Çizgi filmlerin değerler eğitimi bakımından karşılaştırılması* [Comparison of cartoons in terms of values education] (Unpublished Master's Thesis). Uşak University
- Şahin, R. N. (2019). *TRT'nin Çocuklara yönelik çizgi filmlerinin Türkçe öğretimi ve değer aktarımı açısından incelenmesi* [The investigation of TRT's cartoons for children in Turkish language teaching and value transfer] (Unpublished Doctoral Dissertation). Gazi University.
- Thornberg, R. (2006). Hushing as a moral dilemma in the classroom. *Journal of Moral Education*, 35 (1), 89-104. <https://doi.org/10.1080/03057240500495336>

- Toksoy, N. & Sapasağlam, Ö. (2019). Okul öncesi dönem çizgi filmlerinin UNESCO yaşayan değerler eğitimi programı (LVEP) açısından incelenmesi [Examination of preschool cartoons in terms of UNESCO living values education program (LVEP)]. *6. Uluslararası Okul Öncesi Eğitimi Kongresi (539-548)*, Kafkas University.
- Turp Özdemir, Z. (2020). *Türkiye’de çocuk kanallarında yayımlanan çizgi filmlerin değerler eğitimi açısından incelenmesi ve bu çizgi filmlerin Türkçe öğretimine katkısı*. [An investigation of the cartoons broadcast on children’s channels in Turkey in terms of values education and the contribution of these cartoons to Turkish language teaching]. (Unpublished Master's Thesis). Yıldız Technical University.
- Tüzel İşeri, E. (2019). Eğitim felsefesi ve hedefleri yönünden karakter ve değer eğitimi [Character and value education in terms of educational philosophy and goals]. In V. Aktepe & M. Gündüz (Eds.), *Karakter ve değer eğitimi [Character and value education] (136-156)*. Ankara: Pegem Akademi Yayıncılık.
- Ulusoy, K. & Dilmaç, B. (2018). *Değerler eğitimi [Values Education]*, Ankara: Pegem Akademi Yayıncılık.
- Ünsal, S. (2019). *Okul öncesi döneme yönelik çizgi filmlerin değerler bağlamında incelenmesi*. [Investigation of cartoons for preschool period in terms of values] (Unpublished Master's Thesis). Karabük University.
- Üstündağ A. & Şenol F. B. (2021). Çizgi filmlerde yer alan şiddet ve korku öğelerinin incelenmesi: TRT çocuk kanalı örneği [Examining the violence and horror elements in cartoons: TRT Çocuk channel example]. *Gümüşhane Üniversitesi Sosyal Bilimler Enstitüsü Elektronik Dergisi*, 12(1), 173-188.
- Yazıcı, E., Yaman Baydar, I. & Kandır, A. (2019). Çizgi film ve çocuk: Ebeveyn görüşleri [Cartoon and child: Parent opinions]. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 10 (1), 10-19.
- Yel, S. ve Aladağ, S. (2009). Sosyal bilgilerde değerlerin öğretimi [Teaching values in social studies]. In M. Safran (Ed.), *Sosyal Bilgiler Öğretimi (117-148)*. Ankara: Pegem Akademi Yayıncılık.
- Yıldırım, A. & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]*. Ankara: Seçkin Yayıncılık.
- Yıldız, C. (2016). 3-6 yaş çocuklarının tercih ettikleri çizgi filmlerdeki şiddet içeriklerinin analizi [Analysis of the content of violence in the cartoons preferred by children aged 3-6]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(2), 698-716.
- Yorulmaz, B. (2013). Research on the animated movie “Pepee” according to religious and values education. *The Journal of International Social Research*, 6 (24), 438-448.
- Zebrowski, M. (2017). Educational potential of animated films in Poland. *Panoptikum*, 18 (25), 106-119.

Zembat, R. (1994). Okul öncesi eğitim kurumlarında yönetici özellikleri [Management characteristics of pre-school educational institutions]. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 6, 313-323.

Appendix A: Cartoons in the study

Pırl

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 24 (Everything is in Your Brain): Pırl and Uzay learn to construct patterns while making a necklace and believe that this necklace will bring them luck.

Episode 25 (Uzay's addition machine): Pırl teaches addition to her brother Uzay using an addition machine and shares her experience with the class.

Episode 27 (An encrypted diary): It is about the adventures of Uzay and Mert after they find Pırl's diary and try to crack the password to open it.

Episode 28 (What happened to Uzay's ball?): Uzay loses his ball and he looks for it.

Episode 29 (Pırl's birthday cake): Pırl becomes sad when no one remembers her birthday and then becomes happy when she discovers that a surprise party has been organised for her.

Canım Kardeşim

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 15 (Ha Ha Hapşu): After Müge gets sick, she recovers thanks to useful plants at home and they learn a song of Barış Manço, a Turkish rock musician.

Episode 16 (If Life Was a Computer Game): Müge and her sister learn computer games and imagine the world as a computer game.

Episode 28 (A new sibling): Müge and Mine are happy that they will have a new sibling and they welcome their new sibling by writing a letter for her and decorating the house.

Episode 51 (It is Eid today): Müge and her family experience the joy of Eid at home and learn its meaning and value.

Episode 78 (I am Offended with You): Müge and Mine are offended by each other because of jealousy and then they reconcile.

Kare

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 3 (Cookie House): Penguin playing with the lawn irrigation system asks Kare for help after the water is gone.

Episode 37 (Waterfall): After the disappearance of Mr. Kürek Çeken, Kare goes looking for him.

Episode 41 (Cave): The episode gives information about the caves. The cave is one of the natural geographical formations of our world, it is not man-made, the name of the cave is repeated with visuals, the general characteristics of the cave are conveyed with the information obtained from Vızvız.

Episode 49 (Fossil): Finding out that the bones that Mr. Yontunç thinks as the fishbone statue are ordinary fishbones, they look for the fossils.

Episode 50 (Glass Mountain): It is about Kare's investigations of the volcano that is about to erupt and their research on the volcano.

Kukuli

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 1 (More): Minky wants more everytime. More cakes, bigger bananas, more dance. Tinky tries to teach Minky a lesson about the fact that it is not always good to want more.

Episode 2 (Sharing is caring): Kukuli hides the pastry he finds in the refrigerator and dreams of eating it alone, but his friends give the message that even if it is very delicious, we should eat it together. Kukuli also realizes that it is much better to share it and shares the pastry with his friends.

Episode 3 (Teammates): Tinky, Minky and their friends get bored and decide to play volleyball. Minky tries to show himself in the team. The team loses the ball after his attempts. His friends remind him of the importance of team play and solidarity, and Minky listens to them and he plays in a much more enjoyable match.

Episode 4 (Recycling): Minky does not pay attention to where he throws the garbage. His friends collect the garbage he throws everywhere and keep them in the garage. By empathizing with Minky, they show how garbage takes up space in nature and how it harms living things. They show that they can protect nature by throwing garbage into recycling bins.

Episode 5 (Unclaimed): Tinky tells his friends that they should not take the things they find on the ground, these may belong to someone else. However, he takes the stray dog he finds on his way home. To find the owner of this mischievous dog, his brother and friends put up notice everywhere to find the owner.

Elif'in Düşleri

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 1 (Eggplant in the pole): Elif helps her grandfather, who is a greengrocer. In this episode, she dreams and talks to fruits and vegetables. In her dreams she talks to eggplants and goes to the south pole near penguins.

Episode 4 (Smiling banana): Elif is having a bad day and does not eat anything. Her mother suggests her drinking milk with banana and honey. Elif goes to her grandfather's grocery store to buy bananas, and she dreams talking with the banana. She has a journey into the world of bananas.

Episode 21 (Beauty expert): Doctor Kemal returns to his neighborhood. Münevver Teyze asks him for advice in order not to grow old when she meets him in front of the greengrocer. Doctor Kemal recommends her to eat cucumber. Münevver Teyze does not like his suggestions. However, in Elif's dreams it is shown how useful cucumber is.

Episode 33 (Plane): Selim wants to be a pilot in future in his dream. He excitedly tells Elif about his dream. Hearing Selim's dream, Elif gives Selim a paper airplane she has made. When Selim cannot fly the plane, his self-confidence is lost. Münevver Teyze and Elif support Selim to regain his self-confidence.

Section B (Eid): While Elif is helping her mother with the preparations for the Eid, her father comes with a package in her hand. Elif is very happy when she sees the new dress for the Eid. She wakes up excitedly on the morning of the feast. Eid prayer is performed on the morning, Eid is celebrated and they have a nice breakfast together. In tables for the cartoon Elif's dreams "B." abbreviation stands for this Eid part.

Maceracı Yüzgeçler

The plot of the episodes taken from this cartoon can be summarised as follows:

Episode 2: Babu participates in the Great Invention of the Bosphorus competition and asks his friend, Biba, for help for the introduction of his project. However, Babu's text falls into the sea. Çupa and Tuti decide to help Biba and they attempt to save the paper together.

Episode 9: Taka Hamsi gets a seed in his throat and he coughs so much that he suddenly finds himself in a water bottle. Maceracı Yüzgeçler's mission is not only to save Hamsi from the bottle, but also to collect the trash around the bottle.

Episode 17: For Biba everything is very good. However, he messes things up while trying to help his friends. Biba feels himself bad and he wants to be alone. Meanwhile, Alesta goes to the Maiden's Tower and is trapped in the secret room there. They need Biba's assistance.

Episode 20: It is a special day for Bosfori. Today there is seaweed puff in the patisserie and Çupa wants to go and eat it as soon as possible. But first they have to go to school. Biba reminds him that he should also clean the garden at school today.

Episode 27: Biba promises to meet many friends in one day. He loves Tuti, Babu, Çupa and Taka Hamsi very much and he does not want to make upset any of them. But it is not possible for him to be more than one place at the same time. It messes things up when he doesn't refuse any of them.

Biographical notes:

Vedat Aktepe: He earned his doctorate from the Department of Primary School Teaching, Gazi University in 2010. He was appointed as Associate Professor by the Inter-University Board (ÜAK) in 2018, and he still continues his studies in the Department of Primary School Teaching, Faculty of Education, Nevşehir Hacı Bektaş Veli University. His research areas include values education and social studies education.

Copyright: © 2021 (Aktepe) This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original authors and source are credited.

Author(s)' statements on ethics and conflict of interest

Ethics statement: I hereby declare that research/publication ethics and citing principles have been considered in all the stages of the study. I take full responsibility for the content of the paper in case of dispute.

Statement of interest: I have no conflict of interest to declare.

Funding: None

Acknowledgements: None