



## A RESEARCH INTO THE VALUES WITHIN VALUES EDUCATION IN CARTOONS THAT PRESCHOOL CHILDREN MOSTLY WATCH

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### Abstract:

The aim of this research was to expose the phenomena within the Preschool Values Education Programme mentioned in animated cartoons which preschool children (aged 4-5) mostly watched. In the research, the animated cartoons mostly watched by 71 preschool children in five kindergartens that are socioeconomically and culturally different in Tekirdağ province were identified by asking them which animated cartoons they mostly watched. The animated cartoons mostly watched by preschool children were, respectively, Kral Şakir, İstanbul Muhafızları, İbi, Rafadan Tayfa, Arı Maya, Nilova, Maşa ile Koca Ayı, and Vikingler. Data collection was carried out by document analysis from qualitative research methods. Five episodes from each animated cartoon were selected randomly and watched, the values found in a total of forty episodes were examined, and as a result, the values mostly reflecting “politeness”, “greeting”, “cooperation and solidarity”, “affection”, “preserving one’s cultural heritage”, “friendship”, “courage”, “cleanliness”, “giving importance to family unity”, “doing good deeds”, “respect”, and “tolerance and sensitivity” were identified in the research. The other values were found to be “responsibility”, “integrity and honesty”, “empathy”, “diligence”, “sharing”, “hospitality”, “health awareness”, “optimism”, “compassion and mercy”, and “self-sacrifice.” In this direction, although the values within values education which were examined in the animated cartoons were found to suit the Preschool Values Education

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Programme, repetition numbers of values within animated cartoons were found to be quite low.

**Keywords:** animated cartoons; values education; values in preschool; preschool

## 1. Introduction

Since they came into being during the Middle Ages until the present day, cartoons have undergone a change from a form of pictorial visual art to that of animated films (Yazıcı et al., 2019). Nowadays, many children watch animated cartoons at different times of the day to make use of their free time and to have a pleasant time. The American Academy of Pediatrics (1999) reported that on average, from the time he/she started nursery school until graduating from high school, a child watched television for a period of 18,000 hours. This shows us that animated cartoons are popular at all ages. Moreover, in a survey carried out in USA, it was revealed that children watched television for six hours a day on average (Oyero and Oyesomi, 2014). The most recent studies reveal that children watch animated cartoons on television from the age of six months (Yazıcı et al., 2019). According to a study conducted on primary school children by the Radio and Television High Council (RTÜK), 19.5% of children watched television for 1 hour a day, 27.4% watched TV for 2 hours, 19.1% watched TV for 3 hours, 10.8% watched TV for 4 hours, and 15.5% watched TV for 5 hours or more (Yorulmaz, 2013). It was determined that among children aged 3-60 months, television viewing rates were 1.04 hours per day for children aged 3-24 months and 2.9 hours per day for children aged 25-60 months, and that there were animated cartoons on television. Accordingly, children encounter animated cartoons from early childhood onwards. Although animated cartoons have both positive and negative effects on children (Yaman et al., 2015; Rai et al., 2017; Ghilzai et al., 2017), Güler (1989) considers animated cartoons to be a means of communication, since they carry a symbolic message and have a social function. Television is a good teacher for a child that learns by imitation (Yaşar-Ekici, 2015). Children in the preschool period learn by imitating their role models (Ülavere and Veisson, 2015). This clearly shows that behaviours and knowledge that are acquired by a child in the preschool period, when learning potential and development are rapid, will shape the child's personality and later experiences (Uzun and Köse, 2017). In this context, the preschool period is an important period for fostering the child's individual, social and moral values during the provision of values education (Gül and Kadan, 2017).

Values are principles that guide individuals' way of thinking, behaviours, and personal and social life. Values are a phenomenon that is learnt and taught. The aim of values education is to support an individual's development in all aspects, such as mental, social, emotional and linguistic aspects, and to equip him/her with values such as integrity, honesty, kindness and moral rectitude (Güneş, 2015). Universal values occupy an important place in maintaining the continuity of a society (Kadan and Aral, 2017).

A review of the literature reveals that for changing behaviours and teaching social values and roles in children in the preschool period (Sadioğlu et al., 2018), animated cartoons play an important role (Oruç, Tecim and Özyürek, 2011; Yaşar-Ekici, 2015). While children are being given values education in the family, at school (Yazar and Erkuş, 2013; Çengelci et al., 2013; Güneş, 2015), and in all places surrounding the child (Ülavere and Veisson, 2015), an attempt is made to foster these values also with animated cartoons in conjunction with advancements in technology (Halstead and Taylor, 2000; Kadan and Aral, 2017; Sadioğlu et al., 2018). The aim of our study was to reveal the animated cartoons favoured by children receiving preschool education and to examine which of the values included in the preschool values education curriculum set by the Ministry of National Education (MEB) appear in these animated cartoons.

## 2. Method

### 2.1 Research Model

In this study, the case study type of qualitative research design has been used. The most important feature of a qualitative case study is that it analyses one or several cases within its/their own boundaries (environment, individuals, events, processes, etc.) with a holistic approach, and focuses on how these affect and how they are affected by the relevant case. Qualitative research can be defined as research in which qualitative data collection methods, such as observation, interview and document analysis, are used, and in which a process is followed that aims to reveal phenomena and events in a realistic and holistic way in a natural environment (Yıldırım and Şimşek, 2011).

### 2.2 Participants

The study group of this research consists of eight animated cartoons mostly preferred by children aged 4-5 attending nursery schools in the city centre of Tekirdağ.

**Table 1:** Animated Cartoons Preferred by Children

Animated Cartoons Watched	f	%
Kral Şakir	17	23.9
İstanbul Muhafızları	14	19.7
İbi	10	14.1
Rafadan Tayfa	10	14.1
Vikingler	4	5.6
Arı Maya	5	7.0
Niloya	7	9.9
Maşa ile Koca Ayı	4	5.6
Most Watched Animated Cartoon		
Kral Şakir	71	100

When the children were asked about the animated cartoons that they watched on television, it was revealed that 17 (23.9%) of them watched Kral Şakir, 14 children (19.7%) watched İstanbul Muhafızları, 10 children (14.1%) watched İbi, 10 children (14.1%)

watched *Rafadan Tayfa*, 7 of them (9.9%) watched *Niloya*, 5 children (7.0%) watched *Ari Maya*, 4 people (5.6%) watched *Vikingle*, and 4 people (5.6%) watched *Maşa ile Koca Ayı*. When the children were asked about the animated cartoon that they mostly watched, it was revealed that *Kral Şakir* was watched by all the children (71).

### 2.3 Data Collection

The data of this research were gathered using the interview and document analysis techniques. In document analysis, in addition to written materials containing information about the phenomena and events examined in the research, visual materials such as films, videos and photographs are used as additional data sources for collection of research data (Yıldırım and Şimşek, 2011).

In this study, the animated cartoons most watched by 71 preschool children from different socio-economic backgrounds, whose ages ranged from 4-5 and who attended nursery schools, were determined via one-on-one meetings with the children. Accordingly, the 8 animated cartoons mostly preferred by the children were determined. Five episodes from each of these chosen animated cartoons were selected at random and watched by the researcher. By using a film examination form, the researcher determined the themes and subthemes related to the theme of values in the chosen animated cartoons by coding. While these themes were being identified, the themes defined within the scope of the Values Education Programme of the Ministry of National Education were taken into consideration.

### 2.4 Analysis of Data

In the analysis of the data of this research, descriptive statistics and the content analysis method were used. The reason for this was that the aim of this study required each statement included in the documents to be evaluated in terms of the meaning it bore and by considering its content. Although words related to “values” included among the content analysis categories in the research were selected, the expressions of the words used within sentences were given importance. The expression used was included in the scope of the evaluation only if, in terms of meaning, it referred to a situation related to values. There may be situations in which the words appearing in animated cartoons are used in different contexts. However, the researcher planned the examination by considering the contexts in which these words were used (Yıldırım and Şimşek, 2011).

In order to test the reliability of the research in this study, a randomly selected section of at least 20% (60) of the animated cartoons was watched by two independent coders, and the expressions were separated into groups and coded in line with the themes obtained as a result of the research. Prior to coding, the coders were given the opportunity to examine examples obtained by means of a review of the literature. The coders were informed about the characteristics that formed the basis of the classifications and told that one statement could be related to more than one group. Accordingly, an inter-rater reliability score of 95.23% was calculated for the items related to “values”.

### 3. Results

By determining which were the animated cartoons most watched by children in the preschool period, the findings for values within the scope of values education are included below in the form of frequencies and percentages. With regard to the animated cartoons that were most watched by the children participating in the study, Table 2 shows the frequencies and percentages of animated cartoon preferences according to the gender of the children.

**Table 2:** Frequencies and Percentages of Animated Cartoon Preferences of Children According to Gender

	Girl		Boy	
	f	%	f	%
Kral Şakir	9	25.4	8	22.2
Rafadan Tayfa	2	5.2	8	22.2
İstanbul Muhafızları	8	22.9	6	16.7
İbi	7	20.0	3	8.3
Arı Maya	4	11.4	1	2.8
Maşa ile Koca Ayı	1	2.9	3	8.3
Niloya	7	20.0	0	0.0
Vikingler	0	0.0	4	11.1

In the study, when the animated cartoon preferences of the children were examined according to their gender, among the girls, Kral Şakir was preferred by 9 people (25.4%), İstanbul Muhafızları 8 people (22.9%), Niloya by 7 people (20.0%), İbi by 7 people (20.0%), Arı Maya by 4 people (11.4%), Rafadan Tayfa by 2 people (5.4%), and Maşa ile Koca Ayı by 1 person (2.9%), while none of them preferred Vikingler. Among the boys, Rafadan Tayfa was preferred by 8 people (22.2%), Kral Şakir by 8 people (22.2%), İstanbul Muhafızları by 6 people (16.7%), Vikingler by 4 people (11.1%), İbi by 3 people (8.3%), Maşa ile Koca Ayı by 3 people (8.3%), and Arı Maya by 1 person (2.8%), while none of them preferred Niloya.

In the study, the children were asked to state their favourite animated cartoon characters. In line with the responses given by the children, frequencies and percentages are given in Table 3.

**Table 3:** Children's Favourite Animated Cartoon Characters

Favourite Characters	f	%
Necati	13	18.3
İbi	8	11.3
Niloya	7	9.9
Akn	1	1.4
Ali	3	4.2
Canan	1	1.4
Azmi	3	4.2
Elif	3	4.2

Mert	1	1.4
Gürgen	4	5.6
Remzi	1	1.4
Şakir	6	8.4
Viki	4	5.6
Zeynep	2	2.8
Kamil	3	4.2
Koca Ayı	2	2.8
Maya	5	7.0
Maşa	2	2.8
Hayri	1	1.4

When the children were asked who their favourite characters were in the animated cartoons that they watched, responses were as follows: Necati was the character preferred by 13 people (18.3%), İbi by 8 people (11.3%), Niloya by 7 people (9.9%), Akın by 1 person (1.4%), Ali by 3 people (4.2%), Canan by 1 person (1.4%), Azmi by 3 people (4.2%), Elif by 3 people (4.2%), Mert by 1 person (1.4%), Gürgen by 4 people (5.6%), Remzi by 1 person (1.4%), Şakir by 6 people (8.4%), Viki by 4 people (5.6%), Zeynep by 2 people (2.8%), Kamil by 3 people (4.2%), Koca Ayı by 2 people (2.8%), Maya by 5 people (7.0%), Maşa by 2 people (2.8%), and Hayri by 1 person (1.4%).

**Table 4:** Distribution of Animated Cartoons Watched According to Local or Foreign Production

	f	%
Local	5	0.4
Foreign	3	0.24

Examining the local or foreign origin of the animated cartoons watched by the children in the study, it can be seen in Table 4 that five of the eight animated cartoons watched are home-produced: İbi, Niloya, Kral Şakir, Rafadan Tayfa, and İstanbul Muhafızları, while three are foreign productions: Maşa ile Koca Ayı ("Masha and the Bear"), Vikingler ("Vicky the Viking"), and Arı Maya ("Maya the Bee").

The eight animated cartoons watched in the study were analysed one by one, and the values, frequency levels, percentages and the animated cartoons expressing these values are presented in the form of tables.

**Table 5:** List of Values for the Animated Cartoon "İbi"

Values	Frequency	Percentage (%)	Examples
Sharing (1)	3	0.12	"Let's share these roasted chickpeas with the aid of a glass." "Let's share them out equally this time." "That's 155 chickpeas each. Let's share them out equally."
Preserving One's Cultural Heritage (1, 4)	3	0.81	"I can't wait for the trip or the priceless Baldiyar atlas that my grandad left for me." "That atlas is a priceless legacy; let's go, İbi." "To preserve this valuable atlas, you're

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			responsible for preserving the mysteries inside it."
Politeness (1, 3, 4, 15)	12	6.96	"I'm sorry, you're right to be angry." "Could you pass me that glass, Tosi?" "Welcome! We've been waiting for you for a long time." "We are very grateful to you for bringing the crystals and stopping the approaching time quake." "Okay, thanks." "Could you help me to reach that window?"
Greeting (1, 2, 4, 15)	12	5.88	"Hello." "Hello everyone, hello children." "Hello to you, valued friends of the estimable Horat and Baldiyar." "Hello Bibo, I'm lost in the forest, too."
Affection (1, 4, 15)	5	2.15	"I am so glad to see you all." "We believe that with the knowledge and love that you have, you will succeed."
Integrity and Honesty (1, 15)	2	0.08	"While I was exploring the hidden continent, I realised that over time, the people there forgot virtuous behaviours such as not telling lies and keeping one's word." "We succeeded in guarding the key until today, but now we have lost it."
Giving Importance to Family Unity (1)	2	0.16	"Only if these behaviours are acquired again will it be possible for reconciliation between your brothers." "Making peace with your brothers will be a chance for all the Baldiyar to make peace."
Responsibility (1, 4)	2	0.04	"It is your duty to remind the people of the hidden continent about virtuous behaviours." "Tosi, this is entrusted to you."
Courage (1, 2)	2	0.32	"Only the brave such as you Baldiyar can succeed in this task." "Do not forget that knowledge always gives courage."
Cooperation and Solidarity (2, 3, 4, 15)	4	1.6	"Don't worry, Bibo, we'll fix it together, trust us." "Let's go and have a look at the machine together." "Don't worry, Bona, we'll help you to put your books in place." "In that case, let's find the village road together."
Friendship (3)	1	0.19	"I am very lucky to have such good friends as you." "We are also lucky to have such good friends as you, Bibo."
Patriotism (2)	2	0.02	"We are going to the homeland, Tosi. How do you feel?"
Hospitality (2, 15)	3	0.09	"Be my guest tonight. Tomorrow, you will continue on your journey." "We cannot refuse this kind invitation." "How about being my guest tonight?"
Optimism (2)	1	0.01	"Negative situations can sometimes lead to nice things."

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 5 includes frequency levels and examples of the values of sharing, preserving one's cultural heritage, politeness, greeting, affection, integrity and honesty, giving importance to family unity, responsibility, courage, cooperation and solidarity, friendship, patriotism, hospitality and optimism in the list of values for the animated cartoon named "İbi". Values found in episodes 1, 2, 3, 4 and 15 of the İbi animated cartoon were identified and some important quotations are given.

**Table 6:** List of Values for the Animated Cartoon "Niloya"

Values	Frequency	Percentage (%)	Examples
Politeness (27, 66, 78)	6	3.48	" 'Happy Eid, Niloya.' 'The same to you, Mete. Thank you very much.' " " 'Can you answer the door, children?' 'Of course, mummy.' " "Mummy, daddy, can I go and collect sweets with Mete?" "Mummy, granny, can I help you?"
Cooperation and Solidarity (1, 6)	7	2.8	"Come on, let's open up the course of the river together." "Good people rush to help, because they have huge hearts." "Come on, Niloya, let's make a snowman together."
Affection (1, 6, 66, 78)	13	5.59	"Fine people hurry to help, because they have hearts full of love." "Mummy, my lovely flower has opened!" "Be my lovely Turty. I love you, my Turty."
Greeting (78)	5	2.45	"Hello, mother cat." "Bye bye." "Hello Neşe." "Hi Niloya."
Preserving One's Cultural Heritage (1)	1	0.27	"I hope there'll be many people who kiss your hand, lovely daughter."
Giving Importance to Family Unity (6, 66)	6	0.48	"Happy Eid, grandad." "Happy Eid, my son." "Yes, now it's time to celebrate Eid together. Run and kiss your grandad's hand." "Happy Eid, granny, Happy Eid, daddy." "Happy Eid, mummy."
Doing Good Deeds (78)	2	0.14	"The strong tiger, who loved the forest and his friends, jumped on the bridge without hesitation and saved the little rabbit."
Friendship (66, 78)	3	0.57	"They all lived together." "Come on, let's bounce the ball. Let little Ayşe play with us." "Let's wake Turty up and ask him to play with us. Turty, Turty, wake up now and let's play together."
Empathy (27)	1	0.04	"Yes Mete, come on, we'll show 'ant respect', too."
Courage (66)	1	0.16	"My girl knows the place where she lives very well. Good for you!"
Respect (27, 78)	6	0.48	"Okay mum, we'll play somewhere else." "The ants are very respectful. Look, Niloya, because Turty is asleep, they're making a new path and passing around him." "Don't worry, birds. We



are respectful just like the ants." "From now on, we will show everyone 'ant respect.' "

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 6 includes frequency levels and examples of the values of politeness, cooperation and solidarity, affection, greeting, giving importance to family unity, preserving one's cultural heritage, doing good deeds, friendship, empathy, courage and respect in the list of values for the animated cartoon named "Niloya". Values found in episodes 1, 6, 27, 66 and 78 of the Niloya animated cartoon were identified and some important quotations are given.

**Table 7:** List of Values for the Animated Cartoon "Maşa ile Koca Ayı"

Values	Frequency	Percentage (%)	Examples
Politeness (10,44)	4	2.32	"Thank you, Big Bear." " "This place is lovely now, Big Bear.' 'Thank you very much.' "
Cooperation and Solidarity (6)	2	0.8	"What a lovely day it is today, Big Bear . I'll help you." "I've fallen. Will you help me?"
Greeting (13,18)	4	1.96	"Good day to you, dear Big Bear." "Ah, hello." "Hello, Big Bear, what a lovely day."
Courage (44)	1	0.16	"Come on, Big Bear. Gather your courage and join us."
Affection (6,18,44)	4	1.72	"Hmm, there's love in the air" "I love you, Big Bear."
Friendship (10)	8	1.52	"Our friendship will last for ever." "New friendships are made together." "Today is your birthday. Happy birthday, Big Bear." "Masha and Big Bear are good friends." "Friends forever." "You deserve friendship."
Cleanliness (6)	4	0.44	"If noses are washed, they stay clean." "Brush your teeth, wash your hands, with health you are in the light of the sun." "All children should learn how to be clean." "So, both he and those around him will be clean." "I have washed my hands."
Compassion and Mercy (44)	1	0.01	"I'll always look after you and make tea for you."

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 7 includes frequency levels and examples of the values of politeness, cooperation and solidarity, greeting, courage, affection, friendship, cleanliness, and compassion and mercy in the list of values for the animated cartoon named "Maşa ile Koca Ayı". Values found in episodes 6, 10, 13, 18 and 44 of the Maşa ile Koca Ayı animated cartoon were identified and some important quotations are given.

**Table 8:** List of Values for the Animated Cartoon “Kral Şakir”

Values	Frequency	Percentage (%)	Examples
Politeness (4, 67,82)	9	5.22	“Excuse me, Necati.” “Thank you, Necati.” “Sorry, Şakir.” “Excuse me, sir.” “Passengers shouting from the back row are requested to sit down.”
Cooperation and Solidarity (4,20,82)	5	2	“If you help us, we’ll help you.” “ ‘I want you to tidy up the planet as you have messed it up, and arrange it according to categories.’ ‘Okay, let’s do it.’ ” “Hurry up Necati, let’s catch them all together.”
Health Awareness (4)	2	0.12	“Excess gluten is harmful to your health.” “You can’t eat fast food all the time.”
Greeting (58,67)	3	1.47	“Hello, my name is Hakkı.” “Hello Mr. Maximus.” “Hello stars, hi Pluto.”
Tolerance and Sensitivity (58)	3	0.15	“Please don’t use deodorant unnecessarily.” “Let’s plant some trees.” “Protect nature; use electric cars.”
Preserving One’s Cultural Heritage (20,58,82)	2	0.54	“Oh, there’s the world, Remzi; now every little helps to save it.”
Affection (20, 82)	6	2.58	“My dear daughter Canan.” “I’m very pleased to see you.” “I love you, my friends.” “Peanut chocolates are our favourites, please, chocolate man.”
Courage (82)	1	0.16	“Imagine that this is a game, then you can succeed.”
Responsibility (82)	2	0.08	“You have to climb this wall safe and sound.” “We have to go to that museum. It is a glass craft museum. The teacher has given us homework.”

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 8 includes frequency levels and examples of the values of politeness, cooperation and solidarity, health awareness, greeting, tolerance and sensitivity, preserving one’s cultural heritage, affection, courage, and responsibility in the list of values for the animated cartoon named “Kral Şakir”. Values found in episodes 4, 20, 58, 67 and 82 of the Kral Şakir animated cartoon were identified and some important quotations are given.

**Table 9:** List of Values for the Animated Cartoon “Vikinger”

Values	Frequency	Percentage (%)	Examples
Greeting (1)	2	0.98	“Hello mum.” “Hi Snorre.”
Cleanliness (4)	5	0.55	“Have a good wash before you come home.” “Have a good wash, and take these dry herbs as well. Only they can clean the microbes in your skin.” “Make sure you don’t forget to wash behind your ears as well.”
Integrity and Honesty (4,30)	1	0.04	“My esteemed king, my lord, my father, no one can take anything of yours from you.”
Respect (4)	2	0.16	“Everyone knows how just a king you are.” “I know that you are the most skilled artist in this country.”
Cooperation and Solidarity (2)	5	2	“Please help Vicky to help Hektor and uncle Halvar.” “You see, we’ve done it, we’ve sorted it out.” “We cannot hold out any longer. Help us, Vikings.” “We have no time to lose. Let’s all go together.”
Self-Sacrifice (2)	1	0.01	“My parents are in need of help. We should not go.”
Affection (2)	1	0.43	“I do so love to set sail in the mornings.”
Politeness (1,30,60)	5	2.9	“Thanks to all of you, my little friend.” “Boulder, I am so sorry, I did not wish to give it to you.” “Please, let’s not stop. Thank you.” “My king, I wish to give you a gift.”
Sharing (4)	1	0.04	“My dear husband. I will do anything for you.”
Empathy (4)	1	0.04	“Do you see? It is not difficult to help someone who is in need.”
Courage (30)	5	0.8	“Come on Vikings, show what you can do.” “A Viking never withdraws or surrenders.” “My Vicky has grown up. At last, he is the bravest of the Vikings.” “Vicky, my son, I am proud of you.”
Preserving One’s Cultural Heritage (60)	4	1.08	“I am very fond of theatrical plays.” “My darling, you Vikings gather bilberries, and I will not get under your feet.” “Uthgar, what I want is for you to try and impress me.” “The pirates have caught me unprepared.”
Self-confidence (60)	1	0.04	“Don’t worry at all. I will help you and rescue you.”

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 9 includes frequency levels and examples of the values of greeting, cleanliness, integrity and honesty, respect, cooperation and solidarity, self-sacrifice, affection, politeness, sharing, empathy, courage, preserving one’s cultural heritage, and self-confidence in the list of values for the animated cartoon named “Vikinger”. Values found in episodes 1, 2, 4, 30 and 60 of the Vikingler animated cartoon were identified and some important quotations are given.

**Table 10:** List of Values for the Animated Cartoon “Arı Maya”

Values	Frequency	Percentage (%)	Examples
Greeting (5,46,39)	6	2.94	“Hello Ben.” “Good day , your Majesty.” “Welcome, Maya.” “Welcome, Willy. Hello, little Maya.”
Friendship (46,22)	4	0.76	“You are a good friend.” “She is my dear friend.” “Maya, you should also stay together with your group of friends.” “Willy, you and I will always be friends.”
Diligence (39,46)	3	0.12	“Bees are for working.” “We are harvesting for tomorrow’s harvest.” “We are not here to enjoy ourselves. Our task is to work.”
Politeness (46,41,22)	10	5.8	“Thank you for your friendship.” “Thank you very much to all of you, my friends.” “Will you help me with the celebration?” “Thanks to you we have succeeded, Maya. Thank you very much.” “We are sorry, we did not do it on purpose.” “Will you throw our ball to us, please?”
Cooperation and Solidarity (22)	7	2.8	“If we all work together, we can do this job.” “We would only do it for you, Maya.” “Even the bees have come to help.” “We can do so many things together.”
Self-confidence (41)	2	0.08	“We will do everything together with the group.” “In this way, we will be safe.”
Affection (39)	6	2.58	“My dear ball, I have caught you.” “My lovely dung ball.” “I say, they really love the sun.” “There is a flower; it mostly loves the sun, and we call it the sunflower.” “ ‘Dear Stradivarius, it is unbelievable, you have not changed at all, old friend.’ ‘But aren’t you my old friend Flip? How happy I am to see you here.’”
Courage (41)	1	0.16	“Well done, Willy. You have acted very bravely.”
Preserving One’s Cultural Heritage (22)	2	0.54	“At last you have returned to the hive safe and sound.” “I am sorry, you have really gone too far.”
Doing Good Deeds (22)	1	0.07	“I have brought you your favourite fruit seeds, Willy.”

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 10 includes frequency levels and examples of the values of greeting, friendship, diligence, politeness, cooperation and solidarity, self-confidence, affection, courage, preserving one’s cultural heritage, and doing good deeds in the list of values for the animated cartoon named “Arı Maya”. Values found in episodes 5, 22, 39, 41 and 46 of the Arı Maya animated cartoon were identified and some important quotations are given.

**Table 11:** List of Values for the Animated Cartoon “Rafadan Tayfa”

Values	Frequency	Percentage (%)	Examples
Friendship (57)	1	0.19	“Hey, he is even more than a friend.”
Preserving One’s Cultural Heritage (75)	6	1.62	“You leave that task to us. As long as we don’t go to Uncle Basri empty-handed.” “There’s is nowhere in the neighbourhood that we haven’t set foot.” “What’s done can’t be undone.” “We made this for big brother Rüstem’s bread boat.” “It is our duty to repair this car.” “Azmi, I do not believe my ears. I would not have expected this of you.”
Doing Good Deeds (2)	1	0.07	“Let’s find the owner of this wallet and do someone a favour.”
Integrity and Honesty (57)	1	0.04	“Everyone who is honest and hardworking will be rewarded for their efforts.”
Cleanliness (57)	2	0.22	“Oh no, he hasn’t washed his hands.” “The apple has not been washed.”
Politeness (2,64)	6	3.48	“Can you give me a few plates?” “Good luck with that, Kamil. Can you hang up and call me back?” “Big brother Rüstem, I’m so sorry, bro.” “Sorry, they are good bacteria.”
Tolerance and Sensitivity (64)	2	0.1	“Silently, his tolerance spread to all the houses and streets.” “It’s not important, it’s the immune system.”
Greeting (2,57)	1	0.49	“Ah, children, what’s new?”
Diligence (1)	1	0.04	“People improve through hard work, of course, so carry on working in the way that Akin has learnt.”
Cooperation and Solidarity (64,75)	7	2.8	“You will not repair it alone. We will divide the work and rise to this task.” “We are helping Uncle Basri.” “This is our help the aged week.” “Come on, you come and help us too.” “Hale, go on, take the old man.” “We haven’t broken the world record, only the neighbourhood record, but well done to us.”
Self-confidence (57)	1	0.04	“I’m as strong as an ox, Hayri.”
Responsibility (64)	1	0.04	“It is our duty to fix this”.
Affection (1)	1	0.43	“I love fish and bread.”
Health Awareness (64)	2	0.04	“They made a big mistake by not washing their hands.” “Regular doctor’s check-ups and medicines, exercise and diet, sport and activities, and sleep are essential for growth and development.”

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 11 includes frequency levels and examples of the values of friendship, preserving one’s cultural heritage, doing good deeds, integrity and honesty, cleanliness, politeness, tolerance and sensitivity, cooperation and solidarity, greeting, diligence, self-confidence, responsibility, affection, and health awareness in the list of values for the animated cartoon named “Rafadan Tayfa”. Values found in episodes 1, 2, 57, 64 and 75 of the

Rafadan Tayfa animated cartoon were identified and some important quotations are given.

**Table 12:** List of Values for the Animated Cartoon “İstanbul Muhafızları”

Values	Frequency	Percentage (%)	Examples
Politeness (33)	6	3.48	“Congratulations Mehmet.” “I am very sorry.” “Thank you, children.”
Preserving One’s Cultural Heritage (8,21,33)	9	2.43	“Ah! A shiver went down my spine.” “It is impossible to put a price on that place.” “Hooray, that Mehmet can whistle for it. I’ve made a new photocopier for us.” “The Maglova Aqueduct! What wonderful works our ancestors have left for us.” “When was the Edict of Gülhane proclaimed?” “Where are the three oldest subways in the world, Gürgen?”
Greeting (8,21)	16	7.84	“Welcome, children.” “Hello, how are you today, children?” “Glad to be here, big plane tree.” “Welcome, Ali.”
Responsibility (25)	1	0.04	“Don’t forget, children, your duty is to preserve the sacred relics of Istanbul.”
Courage (21,25)	5	0.8	“Well done, children. You have saved Istanbul again.” “You are a determined child. I know that you can do it.” “I trust you.” “Ali, this time you have saved Istanbul.”
Cooperation and Solidarity (33)	3	1.2	“If you help me, we can make a home for stray animals.” “Ali, can you help us?” “Wherever we see a problem, we join forces and prevent it. No one can steal our heritage from us.”
Friendship (33)	2	0.38	“That’s how friendship is; when someone’s hard up, the other one helps.” “At least you know that bees are friends.”
Doing Good Deeds (8)	3	0.21	“He’s put it there so that these animals can drink.” “At least let’s do the right thing.” “In this way, we’ll have protected the stray cats from the cold and rain.”
Affection (17,33)	7	3.01	“You see, I really like this.” “I really like the roundabout.” “I love this place.”
Empathy (33)	2	0.08	“If you were in my shoes, you’d do the same thing.” “If you don’t harm it, it won’t harm you, either.”

**Note:** The figures in brackets refer to the episode numbers of the animated films that were watched.

Table 12 includes frequency levels and examples of the values of politeness, preserving one’s cultural heritage, greeting, responsibility, courage, cooperation and solidarity, friendship, doing good deeds, affection, and empathy in the list of values for the animated cartoon named “İstanbul Muhafızları”. Values found in episodes 8, 17, 21, 25 and 33 of the İstanbul Muhafızları animated cartoon were identified and some important quotations are given.

**Table 13:** Totals and Percentages of Frequency  
Levels in List of Values of Animated Films Watched

	İ	N	MK	KŞ	V	AM	RT	İM	Totals and Percentages
	f	f	f	f	f	f	f	f	
Affection	5	13	4	6	1	6	1	7	43 (18.49%)
Responsibility	2	0	0	0	0	0	1	1	6 (0.2%)
Empathy	0	1	0	0	1	0	0	2	4 (0.16%)
Respect	0	6	0	0	0	0	0	0	8 (0.64%)
Tolerance and Sensitivity	0	0	0	3	0	0	2	0	5 (0.25%)
Cleanliness	0	0	4	0	5	0	2	0	11 (1.21%)
Health Awareness	0	0	0	0	0	0	2	0	4 (0.16%)
Integrity and Honesty	2	0	0	0	1	0	1	0	4 (0.16%)
Giving Importance to Family Unity	2	6	0	0	0	0	0	0	8 (0.64%)
Optimism	1	0	0	0	0	0	0	0	1 (0.01%)
Patriotism	2	0	0	0	0	0	0	0	2 (0.02%)
Diligence	0	0	0	0	0	3	1	0	4 (0.16%)
Sharing	3	0	0	0	1	0	0	0	4 (0.16%)
Greeting	12	5	4	3	2	6	1	16	49 (24.01%)
Preserving One's Cultural Heritage	3	1	0	2	4	2	6	9	27 (7.29%)
Compassion and Mercy	0	0	1	0	0	0	0	0	1 (0.01%)
Self-Sacrifice	0	0	0	0	1	0	0	0	1 (0.01%)
Hospitality	3	0	0	0	0	0	0	0	3 (0.09%)
Doing Good Deeds	0	2	0	0	0	1	1	3	7 (0.49%)
Friendship	1	3	8	0	0	4	1	2	19 (3.42%)
Politeness	12	6	4	9	5	10	6	6	58 (33.64%)
Courage	2	1	1	1	5	1	0	5	16 (2.56%)
Cooperation and Solidarity	4	7	2	5	5	7	7	3	40 (16%)
Self-confidence	0	0	0	0	1	2	1	0	4 (0.16%)

İ-İbi, N-Niloya, MK-maşa and Koca Ayı, V- Vikingler, AM-Arı Maya, RF- Rafadan Tayfa, İM-İstanbul Muhafızları

As can be seen in Table 13, it was determined that the values of affection, responsibility, empathy, respect, tolerance and sensitivity, cleanliness, health awareness, integrity and honesty, giving importance to family unity, optimism, patriotism, diligence, sharing, greeting, preserving one's cultural heritage, compassion and mercy, self-sacrifice, hospitality, doing good deeds, friendship, politeness, courage, cooperation and solidarity, and self-confidence were expressed in the animated cartoons that were watched. Among the values identified, the value that occurred most frequently was that of politeness (58-33.64%), followed by the values of greeting (49-24.01%), cooperation and solidarity (40-16%), affection (43-18.49%), preserving one's cultural heritage (27-7.29%), friendship (19-3.61%), courage (16-2.56%), cleanliness (11-1.21%), giving importance to family unity (8-0.64%), respect (8-0.64%), doing good deeds (7-0.49%), tolerance and sensitivity (5-0.25%), responsibility (6-0.2%), integrity and honesty (4-0.16%), empathy (4-0.16%), diligence (4-0.16%), sharing (4-0.16%), self-confidence (4-0.16%), hospitality

(3-0.09%), patriotism (2-0.02%), health awareness (4-0.16%), optimism (1-0.01%), compassion and mercy (1-0.01%), and self-sacrifice (1-0.01%), respectively.

#### 4. Discussion and Conclusion

The aim of this study was to identify items related to values appearing in animated cartoons (Kral Şakir, Rafadan Tayfa, İstanbul Muhafızları, İbi, Arı Maya, Maşa ile Koca Ayı, Niloya ve Vikingler) most frequently watched by children in the preschool period. Children acquire knowledge related to values throughout their lives. These learning experiences are very important in the first years of life. Nowadays, preschool children can assess new information from different sources, such as books, games and animated cartoons.

In this direction, in this study, it was determined that within the scope of the core values approved by the Ministry of National Education and UNESCO and targeted to be acquired in schools, the values of *affection, responsibility, empathy, respect, tolerance and sensitivity, cleanliness, health awareness, integrity and honesty, giving importance to family unity, optimism, patriotism, diligence, sharing, greeting, preserving one's cultural heritage, compassion and mercy, self-sacrifice, hospitality, doing good deeds, friendship, politeness, courage, cooperation and solidarity, and self-confidence* were expressed in the animated cartoons watched in the research. In this study, it was seen that the value most frequently expressed in the animated cartoons examined was that of politeness, at a rate of 33.64%. The value of politeness appears in different animated cartoons with statements such as these: "Can you give me a few plates?" "Good luck with that, Kamil. Can you hang up and call me back?" "Big brother Rüstem, I'm so sorry, bro." "Sorry, they are good bacteria." (RT, episodes 2 and 64), "Thank you for your friendship." "Thank you very much to all of you, my friends." "Will you help me with the celebration?" "Thanks to you we have succeeded, Maya. Thank you very much." "We are sorry, we did not do it on purpose." "Will you throw our ball to us, please?" (AM, episodes 46, 41 and 22). Furthermore, expressions related to greeting appear at a rate of 24.01%, for example, "Welcome, children." "Hello, how are you today, children?" "Glad to be here, big plane tree." "Welcome, Ali." (İM, episodes 8 and 21). Expressions related to greeting are followed by expressions of affection with 18.49%: "Hmm, there's love in the air" "I love you, Big Bear." (MKA, episodes 6, 18 and 44). Moreover, it was determined that values related to cooperation and solidarity appeared frequently in the animated cartoons examined in this study: "If you help me, we can make a home for stray animals." "Ali, can you help us?" "Wherever we see a problem, we join forces and prevent it. No one can steal our heritage from us." (İM, episode 33).

As stated above, the values of affection, cooperation and solidarity, politeness and greeting were determined to be the values most frequently appearing the in animated cartoons that were examined in the study. With regard to this finding, it can be said that the values approved by the Ministry of National Education and UNESCO were reflected in the animated cartoons. In parallel with this research, in a study conducted by Sevim



(2013), it was revealed that cooperation was one of the values most frequently emphasised in both local and foreign animated films. Moreover, affection, cooperation and solidarity, politeness and greeting are included among the values that teachers in schools (Çengelci et al. 2013; Yazar and Erkuş, 2013; Uzun and Köse, 2017) and school principals (Yeşiltaş and Taş, 2016) wish to foster in children. When the families included in the study group were asked how much television their children watched per day, most families (37) stated that their children watched television for 2-3 hours per day and that the children mostly spent this period watching animated cartoons. According to Yazıcı et al. (2019), however, it was revealed that the period spent by children watching animated cartoons mostly ranged between 1-2 hours a day.

In a study made by Özdemir-Adak and Ramazan (2012), it was determined that most children watched animated cartoons for 1 or 2 hours a day, while the fewest watched animated cartoons for 4 hours or more per day. From this finding, too, it can be understood that children set aside a significant amount of time for watching animated cartoons during the day. At this point, it can be said that fostering the values in animated cartoons in preschool children will also be effective. Moreover, when Table 13 is examined, it is seen that in terms of frequency, the above values were followed by preserving one's cultural heritage, at a rate of 7.29%, friendship with 3.61%, and courage with 2.56%. The values least often emphasised in the animated cartoons included in this study were revealed as optimism (0.01%), patriotism (0.02%), diligence (0.16%), and self-confidence (0.16%). Similar to the findings obtained in this research, in a study carried out by Kadan and Aral (2017), the values of cooperation, friendship, respect, tolerance, freedom, affection, justice and brotherhood were identified in animated cartoons that were watched. These findings of our study also correspond to those of other studies. According to Yaman et al. (2015), in the Dede Korkut animated cartoon, it was emphasised that the values of friendship, integrity, respect, morals, messages developing religious values, cooperation, self-confidence, patience, empathy, social rules, leadership and responsibility were given priority. Hamarat et al. (2015) determined that social values like empathy, respect and cooperation were included in the animated cartoons that they examined. Yorulmaz (2013) reported that in terms of values education, the Caillou animated cartoon included the values of cooperation, sharing, forgiveness and tolerance in many episodes.

Sadioğlu et al. (2018) examined the Rafadan Tayfa animated cartoon with regard to the values included in the Social Studies Curriculum, and revealed that cooperation and solidarity, and being scientific were among the values appearing most frequently. According to Uzun and Köse (2017), it was stressed that within the scope of values education, preschool teachers mostly gave priority to the values of respect, affection, honesty, responsibility, patriotism, cooperation and solidarity, and tolerance and sensitivity. In the research findings of Yazar and Erkuş (2013), it was concluded that preschool teachers gave priority to fostering the values of respect, affection and sharing in children in preschool education. Çengelci et al. (2013) stated that according to teachers, the main values that needed to be acquired in values education in the school environment

were affection, respect, tolerance, solidarity and responsibility. However, in the findings of this study, it is seen that the frequency levels of values such as responsibility, integrity and honesty, empathy, diligence, sharing, hospitality, respect, optimism, compassion and mercy, and self-sacrifice are low, and that some values approved by the Ministry of National Education and UNESCO (development of aesthetic emotions, and ability to think independently and freely) are not included at all. It is considered that this situation is due to the fact that the episodes of the animated cartoons were selected at random.

In this study, when children were asked which animated cartoons, they watched the most, it was determined that the most popular cartoons were Kral Şakir at a rate of 47.6%, followed by İstanbul Muhafızları at a rate of 39.6%. The animated cartoons that were least preferred by the children were Maşa ile Koca Ayı and Vikingler (Table 1). When the children in this study were asked who their favourite cartoon characters were, it was determined that Necati was the most popular character. According to Table 3, this character was followed by İbi, Niloya, Şakir and Arı Maya in terms of popularity. When the common features of these characters are examined, it is seen that Necati, Şakir and Arı Maya share the common feature of being animal figures. At the same time, Necati is a gluttonous, cowardly character. He works as an attendant at Şakir's school. He is fond of computer games. He continually follows Şakir and Remzi. He is very fond of food. Şakir is an intelligent lion cub aged about 8 who is fond of video games. His ingenuity and problem-solving shine out. Arı Maya (Maya the Bee) is the main character of the story, and is an inquisitive, adventurous and rather flighty young honeybee. İbi and Niloya, however, are human figures. İbi is an energetic, intelligent, imaginative and adventurous child. She reads a lot of books, is inquisitive, and loves to investigate and ask questions. Her favourite drink is lemonade. Her most important quality is helpfulness. İbi will do whatever she can to help any creature she comes across. Thanks to this quality, she can easily form lasting friendships. She takes care to eat properly and loves running. Niloya is a happy child who loves to play games and sing songs. At the same time, she is a different child who never stops asking questions. In our study (Table 2), the children love to watch animated cartoons of both animal and human figures. When the features of the characters in the animated films preferred by the children are examined, it is considered that in the films featuring animal figures, although the characters are animals, they display natural behaviours that appeal to children (e.g., weak and unexpected creatures succeed, the good ones win, they like eating food, they are helpful, and they play games that children love), and in the films featuring human figures, the children feel that these characters are like themselves (they wear clothes in colours that children like, they sing songs, etc.), and at the same time, they are also preferred because they are characters that entertain and amuse children. Moreover, these animated cartoons are like fables that appeal to and develop children's imaginations (Türkmen, 2012). With the thought that they are role models (Oruç et al., 2013) for children and have an effect on them, when the children in the study were asked which cartoon characters they liked best, it was determined that they liked characters who are human figures.

According to Yazıcı et al. (2019), it was determined that the animated cartoon most often watched by children aged 60-72 months was Rafadan Tayfa, and that their favourite character was the human figure, Hayri. Yorulmaz (2013), who evaluated the Caillou animated film in his study, stated that children adopted human figures as role models for learning social behaviours and socialisation skills.

In our study, in the findings related to animated films watched by the children according to gender, both boys and girls preferred animated cartoons that have human figures. Moreover, no boys preferred the Niloya animated cartoon, which is aimed at girls, while no girls preferred the Vikingler animated film, which is aimed at boys. According to Oruç et al. (2013), children stated that they adopted characters associated with their own genders as role models in animated cartoons. Although Kral Şakir in the animated film of the same name is an animal figure, he is watched by both boys and girls. It is thought that the inclusion of the cartoon characters revealed by the findings in the goals included in values education will assist children in acquiring the required ideal behaviours in the future.

Considering the evaluation of the local and foreign origins of the animated films watched by the children in the study, it was determined that five of the eight cartoons shown in Table 3 are local productions (İbi, Niloya, Kral Şakir, Rafadan Tayfa, and İstanbul Muhafızları), while three of them are foreign productions (Maşa ile Koca Ayı, Vikingler, and Arı Maya). According to Yorulmaz (2013), although the production of animated cartoons in our country has increased, the majority of cartoons watched are still foreign productions. In the opinion of Türkmen (2012), the reason why foreign animated films are mostly watched is that the Turks have not been able to make effective productions. Cerrah-Özsevgeç and Saka (2018) state that in this age of widespread television and internet, children take cartoon film characters as examples instead of their parents, and that for this reason, it would be useful to give more coverage to locally-produced animated cartoons in order to protect our core values.

In conclusion, with the thought that children watch animated cartoons from the preschool period until primary school age, more attention should be given to values education in these cartoons. The goals of values education should be consolidated in animated cartoons that appeal to children in the preschool period.

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