

Evaluation of Measuring the Effects of Graphic Images Presentation in Visual Media to Secondary School Students in TRNC

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Abstract

Problem Statement: Since the 20th century up to present time, development and change exist in intense form, all the systems reflecting the developments through emerging products that reflect their own ideas are found in various developments. Mass media means have shown substantial development in this system and have formed means which affect broad masses. Cinema and television in particular, developing technique, speed, and with its approach to reality, influence and manipulate the masses have managed to become a strategic means of mass communication. Recently, as a result of an increase in the number and rating of television, the concept of 'cultural media' has been suggested. Through different means and channels of the media, intensive and rapid effects on the societies require a conscious media literacy training of young people. In the narrative techniques of cinema, from the point of content and form, the method of developing critical perspective on television passes through the knowledge of cinema.

Purpose of the study: In short, the aim of this study is find out the effects of television on children's and young people's behavior and consumption reflexes.

Method: Quantitative data were collected and the scanning model was taken as a basis of this study. With the help of this model, study employed "a questionnaire designed to measure degree of the effects of image represen-

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tation shown in television on the primary education students from 6, 7 and 8 classes" developed in a PhD study by Canan Birsoy Altınkaş.

Discussion and Conclusion: This study examines the relationship between media literacy with critical thinking and cinema and gives insights of some issues related to cinema and media literacy in terms of education in the TRNC. Television which has come into prominence in recent years has turned into cultural production tool by using fiction and narrative techniques of cinema. Pros and cons of television audiences can be discussed in a heated debate. Media literacy course intentions in aspect of critical view will question invisible reality especially in student groups and in general, should give insights in all facets of mass audience. Seriousness of situation necessitates to involve media literacy course not only be across the secondary school students, but for all individuals of all economic and cultural levels, by taking into account important time for spending in front of the screens.

Keywords: media culture, media literacy, cinema, television, critical thinking.

Introduction

The concept of "Global Village" by McLuhan is at the top of the most discussed concepts of communication in the 21st century. This concept is created, by McLuhan in the 1960s, to explain the rapid spread and transformation of the society into a global village by the use of mass media means. According to this approach, the world becomes a large village where people learn everything at once (Yılmaz, 2010). Naturally, depending on the revolution in communication technology, it has experienced a significant increase in the number of buyers.

Beyond the types of up to this date created culture (folk, mass culture, prominent culture), we are face to face with a different culture: Media Culture. So far known "folk, popular, prominent" types of culture are replaced "media culture" hereafter. As the name suggest, media culture is a culture created by media. Media culture uses the actual as a raw material (Kocadaş, 2005). In this regard, media is viewed as a reflection of the actual culture and as a formation of it (Postman, 1996). As it can be seen explicitly in these expressions, the most important feature of media culture is the limitless power of hitting its mark all over the world. It eliminated geographical boundaries with the power of technology and thus started deforming the unique cultures of societies. With this aspect "media culture" is face to face to cultural imperialism.

Even if media culture within the "visual media" is seen based upon rapid dissemination of knowledge and information, the spread of cultural degeneration and the frenzy of consumption is considered to be negative. In the recent times, television is ahead among the means of mass communication. With the developed technique and its relative 'reality' approach it turned into the most effective means of communica-

tion, after cinema. Taking into account the development stages of means of mass communication and accessibility for individuals, nothing reached the power of television, in particular, in a short time.

When mentioning “media” to American children, television comes first to their mind. Majority of American children indicate they believe that they obtained political knowledge more from television than from newspapers. Developed and widely-used television in America has occupied an important part of life in a short period of time. It made inroads into obtaining news, watching soap operas, following sport games and watching comedies as well as brought about significant changes in methods which increase knowledge and education (Dorr & Dale, 2000). When looked at the rate of watching television not only in America but in many contemporary characterized countries of the world, it is beyond argument to say that television is the most important means of mass communication. This is because television has in a way radically changed and affected communication and art forms. In this way, it has become the most important cultural production tool of our age (Özkok, 1982).

Recently, despite the everyday increase of means of mass communication, when looked at the rate of achieving broad masses television is still seen on top. According to the study conducted at the center of Mediаметrie by Eurodata TV Worldwide in 2010, the average of the rate of watching a television is detected to be 3 hours and 12 minutes. Based on these findings, TV as a means of mass communication continues to be watched by very broad societies with a great interest in the world. It is possible to say that TV inevitably affects the audience. It is important to mention some of the negatives sides of television from the mass anaesthetizing up to various physical problems. It must be said that television which doesn't require the need to go out of the house and as tool accessible for free is one of the means of mass communication which can turn out to be dangerous.

According to Keanee (1991) television is perceived by the audience as means of relaxation and entertainment. As another aim, it provides a feeling of being in the events. Television, at this point, undertakes the task of “showing a way” for individual's socialization process. It is possible to say that, approximately all of the programs like (entertainment, news, films, documentaries) in the television use decoration, light, angles of the camera, visual effects, music, actors, costumes in a very effective way. It is likely to see the designed reality by naked eye among TV programs which express the reality in an intense form even in the news with cinematic meaning techniques. Taking into account individuals who read news, characteristics carrying trust and respect for society (old age, specifically male, charismatic illusion, etc.) to the preferences of acting, effective and warm color choices (generally speed, flashes, hot developments to evoke shades of red) is a planned preference for the creation of the ‘reality’ concept. Due to these characteristics, television is perceived as a means entertainment and relaxation manner for the audience.

Definitely, television is important in terms of multivocality, interacting public, free press, support of civilian living, contribution of democratic development, human rights and many more with regard to positive effects and construction of reality; however, it is dangerous as long as critical thinking is not internalized (Kasap, 2005).

Television turns the audience who are alike into a concrete condition in the similar levels because it possesses ability to make someone believe in what is shown. It is impossible for the audience to cling as it evokes a sense of ultimate reality (Keane, 1991). It is likely to say that nowadays what is shown in broad mass of television screens is accepted as right and true. News that are out of screens are not taken as right, however, news shown in the screens are taken for granted.

It is the whole displacement of consumer understanding and the most explicit effect on the masses through the media culture of television (Baudrillard, 1997). From this point, as in the periodicals (newspapers and magazines) the consumption of cinema and television of the most effective means of visual media; it can be said that it aims to make it perceive as prior methods of being different, obtaining position. It takes decisions starting from where to go, decorations to apply, with what and where to have entertainment, where to spend holidays, which book to read, to where to sit. Even, not only that, it has started to decide the ways we behave in in public and different settings. It gained the confidence and sympathy of the masses in a mass media star (server, the actress and actor, athlete, author, politician, etc.) within screen in fascinating wealth transfer, encouraged and influenced the audience to consume (Ramonet, 2000). As a summary, television brought not only created fiction reality, consumption and preferences but at the same time, vital choices and even orient choices related to higher stages of future (which party to vote for, which system to be controlled by etc.).

Determining consumption and behavior reflexes, undoubtedly the two most important weapons of television are image and myth (Ramonet, 2000; Rigel 1994). For example, in the TV news, transformed role of the reporter is very different from the reflected one. In the first stage, the first represented image of the reporter is the factor that takes us to the world (of the news). Outfit or appearance, hair of the speaker which gives confidence for the audience is important. According to Bennet (2000), important characters (images) of the television channels are very important in the sense that in a short period of time there may be common activities with broad masses. **“Kurtlar Vadisi” series can be given as an example in which Necati Şaşmaz** playing the main role, is greeted as a president wherever he goes. It can be said that many characters are internalized and identified by the society with the characters of a wide range masses. **Çakır’s (Oktay Kaynarca) death with the society’s general mourning mood folds and in this process the transformation of national media to the main problem is still in the memory. Experienced pain and the loss of this imagery hero (Çakır) are so big that in several parts of the countries believable funerals were held for this imagery hero (actor).**

One of the methods of re-establishing and moving dynamism of life into television screens is based on the use of mythology. From the point of mythology data, it is not possible to ignore the dominance of icons in our society. We are crashing into the space with icon tools. Our denial, absence or presence with icon tools can be revealed (Uğur, 1991).

To sum up, it is possible to say that it moves with the perspective of examining the development of aesthetic techniques of the cinema and analyzing adventures **which can be developed based on the critical view on media (Abisel, 2006; Adanır, 2006; Ertan, 2011).** It is shaped within a structure of the whole, characteristics of tele-

vision techniques (angles of camera, music, light, decoration) and body language together with such basic concepts as myth and image in the television affecting broad masses, notably children and young generation. It is essential to take under control dangerous areas which manipulate the audience (children and youth) and the stream of (relaxation and relief) which brings simulative relief, with critical media education (media literacy).

Effects of Television on Children and Importance of Media Literacy

Television by using visual effect and effective music, affects children at the early period (for example, good-bad conflict and attractive violence in cartoons). Television simplifies learning and its visual art attracts the attention children. However, creativity is prevented when children frequently watch television. It is only possible to effectively education children about television by the right instruction and logical restriction of grown up people.

According to the research study conducted by the RTÜK Department of Public Opinion and Media Research (2003), children watch television 3 hours and 42 minutes per day. Particularly, it is known that children at the age range of 0 to 6 who are not yet connected to social environment usually stay head to head with television from morning until evening. In the light of this knowledge, it is necessary to examine the effects of television on children under certain headings (Fischer, 2005):

- 1) Effects on behavior: recently, means of media have been perceived by adults as baby-sitters. Watching a television is even used as a reason to reward a well-behaved child. Adults use television as an entertainment for children and as this continues for an extended time such health problems as obesity, attention deficiency hyperactivity disorder.
- 2) Effects on individuality of consumption society: Advertisements, especially music videos have influenced children with movement and effects. Children who are left under visual effects and music effects of television have internalized to own the illustrated product showing how to achieve the way in life. As future consumers, children are important masses in this regard (Kaya and Tuna, 2008). It is seen that global media actors produce planned popular culture and commercialize products as tools.
- 3) Effects on gender roles and perception of the self: it is observed that children form ideal types related to how male or female have to be by means of described gender roles in cartoon films.
- 4) Effects on the relationship built with parents: Children who grow up with media adjust by internalizing the relationship of parents idealized in life.
- 5) **Effects on violence education:** İnan and Bayındır (2009) put forward that children are negatively affected by the violence scenes shown on the television (punching, teaching the use of knife or gun shooting). Particularly, it is known that appealing violence oriented cartoon films negatively affect children.

- 6) Effects on studying, thinking and success: Television wants us to consume the conservative packed reality. It negatively affects thinking and problem solving ability of children who do not internalize knowledge, don't use other sources of information and those who just skim information. Habit of long hours of watching television creates weakness of extended boredom, playing games and weak social relationship.
- 7) Effects on cultural values: Most of the television programs and cartoons belong to foreign sources. Therefore, children grow up with cultural values and heroes of other cultures. This makes children feel foreign to their own culture.
- 8) Effect on native language degeneration: Television has relative negative effects on Turkish which is the most important expression and communication tool. For example it is the use of Turkish in a poor, wrong and foreign way. The evaluation of main heading as "Articulation disorders, incorrect use of citations, translation mistakes, emulation of foreign words, obscenity, slang usage, spelling mistakes" in degeneration of native language in RTÜK (2009) is obvious.

What is Media Literacy?

Media literacy has a history of ranging up to the beginning of 20th century, as an interest, study and discipline regardless of many emerging new concepts (Cortes, 2005). Media literacy is defined as written and not written formats (television, video, cinema, advertisement, internet and etc.) access, solving, evaluation and ability to deliver messages. Thoman emphasizes not reading only media products of media literacy that students study, at the same time, actions that necessitate obtaining effective role in the production process (Aktaran; İnal, 2009).

Aims of media literacy: 1) to be a media literate one need to use media in a smart and effective way 2) to possess knowledge of political bias of the media industries, development, economic base and governing structure. 3) evaluate the correct knowledge of different sources 4) to be aware of the effects on media individuals and society beliefs, attitudes, behavior and values 5) Build effective communication through different media channels in a democratic way 6) Develop new communication contexts according the wants of community (Potter, 2001).

According to Yasemin (2007), media messages are created within economic, social, historical and aesthetic contexts and provide concepts of social reality of people. From this point, as Binark and Bek (2007) note, media literacy, especially in the 1980s in some states of the USA, have come along to help children and young people to be more intelligent to protect them from negative messages of the media by being included in the curriculums in the schools as a powerful concept. (Binark, & Bek, 2007).

When media literacy development in Turkey is examined, as a result of meetings, report on 'Sub-Working Group of Platform for Media and Violence Prevention' was represented by non-governmental organizations and universities in 2004, and the subject of Supreme Council of Radio and Television of media literacy was established within the Ministry of state, of leading state institution in our country for the first

time in 2003-2004 years. This report talks about the proposal, which was accepted and agenda topic carried out on 22nd of May in 2004, in relation to providing education to primary and secondary education course program in terms of media literacy course, against the increase of violence and discrimination of representatives of national television establishment. Later on, RTÜK, have started to maintain official contact with the National Ministry of Education in order to include media literacy course into the course program. As a result of these developments and two conducted studies by the institution, media literacy course was scheduled in 6, 7 and 8 classes of primary education with total of 36 hours once a week (Altun, 2007).

Today, there are 11 TV channels broadcasting by satellite in TRNC (YYK. 2012). TV broadcasting in TRNC, despite its legal organization, is not supervised in a practice of mechanism as it is by RTÜK in Turkey. Frequency allocation being at the top, especially in publications by the Supreme Broadcasting Board of unethical supervision of some applications still has many difficulties. TV channels in TRNC are trying to overcome serious economic dilemmas facing the ads provided by local businesses.

Supreme Broadcasting Board, in May 2012 together with RTÜK has signed the protocol of the need to organize and start media literacy courses. Leading point of the application of media literacy education is to adopt a manner of emotional and tolerant approaches, not the regulations of TV broadcasting, to provide media literacy education concerns that might have a reasonable direction. The beginning of media literacy courses in Turkey in 2006 is behind the beginning of studies carried out in 2012 in TRNC. Within the scope of the protocol carried out by YYK and RTÜK, support provided for TRNC by RTÜK was to give classes (YYK. 05.04.2012). There have been mutual studies conducted by YYK and Ministry of National Youth and Sport Education in TRNC in the 'Department of Education'. In the academic year of 2012-2013 it will be incorporated as a course in the curriculums. President of YYK has explained the following expressions in relation to this issue: "We believe that this course will be important for our children's media organs in providing appropriate use of means of mass communication and appropriate functions of the internet, visual and written, and especially the correct use of the internet as we are at a more widely used Internet age" (TAK. 06.02.2012). With this in mind, it is important to provide media literacy courses, although it is late, carry out studies in related field and contribute to media education applications by sharing the findings.

Aims of the Study

The aim of this study is find out the effects of television on children's and young people's behavior and consumption reflexes. It is no doubt that television and cinema are the means of media communication which are the most effective and attainable in terms of broad masses in our age. The subject of the effect of the most current trends governing violence and consumption reflexes, relationship between people, education of children and young generation together with models and communication methods created by television and cinema, is a long-term debate. This study is intended to draw attention to the danger and the ways in which that the means of mass communication affect young people. In addition, this study aims to study how critical thinking approach can be developed through considering the core of visual

media formed by the perspectives of the cinema. Besides, the study intends to illustrate the necessity of including media literacy course in the curriculum of National Education in 2012 – 2013 in TRNC.

Method

Quantitative data were collected and the scanning model was taken as a basis of this study. According to Karasar (2005), screening models are research models aiming to depict a past or continuing situation as it is. The attempt, here, is made to define the event that is subject to research under its own conditions, and describe the situation as it is. In the general screening model, population that is made up of a large number of elements and screening is carried out on the entire population, or a group, sample or sampling taken from it. This study takes College students for this kind of sampling.

Population and Sample

Sample group of this study is made up of 148 students attending Near East College in Lefkoşa in TRNC. The scale of this study was applied by reaching the students from 6, 7 and 8 classes of Near East College. This study employed “a questionnaire designed to measure degree of the effects of image representation shown in television on the primary education students from 6, 7 and 8 classes” developed in a PhD study by Canan Birsoy Altınkaş.

Research Instrument and Procedure

The questionnaire consists of three part, however only two parts were used in this study. The first part of the questionnaire includes questions related personal information of the students; the second part of the questionnaire has 23 questions of 5 point Likert scale kind, intended to identify the extent to which television affects the students. Reliability and validity of the scale is developed by Altınkaş (2009). The reliability coefficient of this scale was found to be 0,94. After the results obtained, this study's reliability coefficient was found to be 0,822.

Data Analysis

In the analysis of the data, frequency, percentage, mean value and standart deviation values are used. In addition to that t-test and variance analysis are applied with the help of SPSS 17,0 package program. After variance analysis the p value is evaluated in order to determine whether a significant difference on groups statistically exists or not.

Findings and Results

Table 1 shows the effects of images presented to the students according to the students' variable of watching television.

Table 1

Effects of Images Presented to the Students According to Watching a TV Variable

	N	M
I10	148	3,37
I11	148	2,72
I12	148	2,22
I13	148	3,13
I14	148	2,91
I15	148	2,87
I16	148	1,97
I17	148	2,30

Explanation of the items is as follows:

(I10) : It is seen that participants of the study sometimes enjoy talking next day after watching TV.

(I11) : It is identified that the participants of the study sometimes get affected from watching TV.

(I12) : It is identified that the participants of the study occasionally take the celebrities they watch as example for themselves.

(I13) : It is identified that the participants of the study sometimes prefer watching TV than reading books. As a result, the participants spend their free time watching TV.

(I14) : It is identified that the participants of the study sometimes prefer watching TV than going to museums. As a result, the participants spend their free time watching TV.

(I15) : It is identified that the participants of this study sometimes prefer watching TV than drawing. As a result, the participants spend their free time watching TV.

(I16) : It is identified that the participants of this study occasionally imitate the outfits of the celebrities that they watch on TV.

(I17) : It is identified that the participants of the study occasionally imitate the way the celebrities talk on TV.

Table 2 presents the findings and comparison of the **students' perceptions** according to gender variable:

Table 2

Evaluation of the Students Perceptions According to Gender Variable

GENDER	N	%	SD	t	df	p	Significant Difference
Female	65	22.55	5.72	1.993	146	.048	
Male	83	20.74	5.27				p < .05

Significant change was identified from analyzing the t-Test presented in Table 2. This change is in terms of female students. It was observed that female students ($M = 2.092$) watch TV more than male students ($M = 1.84$). As a result, female students seem to be affected by image, messages and icons presented on TV.

It was revealed that largely, the students prefer foreign type of programs with a percentage of 54.7. On the other hand, students who prefer watching local programs remain at 45.3. It can be said that import type of programs caught more attention from the students.

The students preferences according to the variable of film types are as follows: The students (57.4%) mostly prefer comedy types of films. 33.8% of the students prefer adventure film types. Horror films are ranked third among the students preferences (32.4%). The students preferences according to the variable of gender is as follows: Female students ($M=3.75$) prefer romance type of films and ($M =4.33$) prefer comedy type of films, male students ($M =3.55$) mostly prefer horror type of films. Regarding cartoon films: participants mostly prefer cartoon comedy films. Male students ($M =3.56$) prefer to watch cartoon films.

Discussion and Conclusion

In order to develop abilities to read the language of television and critical view of scientific methods, there is a need to base upon cinema knowledge. It is relatively powerful to develop critical approach related to TV and based on this to provide education without considering explanation of visual and aesthetic cinema techniques. However, since 1950s developed and developing countries have argued with passion about directions in ideology or attitudes related to consumption of the effects of TV. Television as a means of mass communication attracts attention in affecting broad masses, alienating society by entertaining, and filling thinking and effectiveness. Trails upon masses bring about harm in physical terms such as passivation of people and society, transformation of society in quiet and consistent way (the most known and widespread harm is obesity in people who stay in front of TV for long period of time). In general, "Television", through created TV stars and visual expression techniques (visual effects, sound, music, decoration, acting, camera angles, etc.) adding fiction to reality as it wants is relatively an effective method of communica-

tion. Desired individual within represented techniques can be turned into someone who will be trusted by society, someone who will have value and behave according to the desired form of broad masses.

In the context of media literacy course intentions, aspect of critical view which will question invisible reality behind the visible reality, especially in student groups and in general, should give insights in all facets of mass audience. Seriousness of situation necessitates to involve media literacy course not only be across the secondary school students, but for all individuals of all economic and cultural levels, by taking into account important time for spending in front of the screens. It will be useful to drawing attention of political authorities and educational policies to educate broad masses. Therefore, it is also necessary to connect means of mass communication to the subject of the development of critical thinking for broad masses.

Revision of format types of different programs in these tools is inevitable in terms of reaching the means of TV, radio and cinema for the broadest masses. Besides, there is a need to step in for social responsibility projects and the formation of scientific levels of broad masses, such movie type as "Kamu Spotu" the most effective one with no argument in this sense. Being a part of visual media and different programs, professionally debating on this subject and passing knowledge to the mass audience, it is among useful methods.

According to the results of the questionnaire, as the responses show, the preference is given to foreign programs and different cultures which thus have an effect on children. It is true that, just as preference for foreign programs affect young people's cultural behavior, it negatively encourages consumption of goods in a global scale (fast food products as Mc Donald's and other drinks).

Another finding of the study is that watching TV is ahead of other didactic and social activities. This shows that children prefer voice and image instead of learning by reading. At this point, Supreme Broadcasting Board that supervises TV broadcasting should define time zone for watching TV for children and young people and place critical thing education to that time by using these bands and supervision.

Besides, teacher training of educators, who will be teaching media literacy course that will start in the TRNC this year, carry a great importance in this context. It will be more productive if this course is taught by the people who have training in Cinema and TV instead of graduates of Education Faculties. Unproductive results may emerge if media literacy courses are taught by those who were not educated according to narrative elements of cinema and aesthetic techniques.

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KKTC’de Ortaokul Öğrencilerinin Görsel Medyada Sunulan İmgelerden Etkilenme Durumlarını Değerlendirme

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(Özet)

Problem Durumu

Çağımızın en etkili ve geniş kitlelere ulaşan kitle iletişim araçları, kuşkusuz sinema ve televizyondur. Sinema ve televizyonun yarattığı modeller ve iletişim yöntemleri, gençlerin ve çocukların eğitim, insan ilişkileri, tüketim refleksleri ve şiddete eğilimlerini yönlendirebilmektedir. Televizyon öğrenmeyi kolaylaştırır ve televizyondaki görsel hareket çocuğun dikkatini çeker. Bilginin daha kolay hatırlanmasını sağlar. Ancak sürekli televizyon izlemek çocuğu edilgen kılıp yaratıcılığını engelleyebilir. Görsel efekt ve etkili müzik kullanımı başta olmak üzere, erken sayılabilecek bir dönemde televizyon, çocukları etkilemeye başlar. Örneğin çizgi filmlerde iyi-kötü mücadelesi ve sempatikleştirilmiş şiddet çocuğun kişilik gelişimini etkilemektedir. Televizyon ve sinema, tüketimi hızlandırmakta, cinsiyet rol tanımlarını ve benlik algısını biçimlendirmekte, anne-baba ile olan ilişkileri şekillendirmekte, şiddet eğilimini artırmakta, okuma, düşünme ve başarıyı etkilemekte ve kültürel değerler ile anadili üzerinde belirleyici olmaktadır.

Televizyon ve sinemayı çocuk eğitiminde etkili kılmak ancak yetişkinlerin (özellikle de eğitimcilerin) doğru yönlendirme ve mantıklı sınırlamaları ile mümkündür. Bu bağlamda medya okuryazarlığı öne çıkmaktadır. Medya okuryazarlığı ile amaçlanan; 1) Medya okuryazarı olmak, medyayı akıllı ve etkili bir biçimde kullanmaktır. 2) Medya endüstrilerinin siyasi görüşü, gelişmesi, ekonomik tabanı ve idari yapısı konusunda bilgi sahibi olmaktır. 3) Farklı kaynaklardan gelen bilginin doğruluğunu değerlendirmektir. 4) Medyanın bireylerin ve toplumun inanç, tavır, davranışlar ve değerler üzerindeki etkisinin bilincinde olmaktır. 5) Demokratik bir biçimde değişik medya kanalları yoluyla etkili iletişim kurmaktır (Potter, 2001).

Medya okuryazarlığı derslerinin Türkiye’de 2006 yılında başlamasının ardından 2012 yılında KKTC’de başlatılması yönünde çalışmalara gidilmiştir. Yayın Yüksek Kurulu

lu'nun Radyo Televizyon Üst Kurulu (RTÜK) ile yaptığı protokol çerçevesinde, medya okuryazarlığının KKTC'de okullarda ders olarak verilmesi kararlaştırılmıştır (YYK. 05.04.2012). YYK ile KKTC Milli Eğitim, Gençlik ve Spor Bakanlığı'na bağlı "Talim Terbiye Dairesi" bu yönde ortak çalışmalar yürütmektedirler. 2012- 2013 eğitim ve öğretim yılında ders olarak eğitim programlarında yer alması sağlanacaktır. Medya okuryazarlığı derslerinin verilmesi geç kalınmış olunmasına rağmen, konuyla ilgili araştırmaların gerçekleştirilmesi ve sonuçların paylaşılarak medya eğitimi uygulamalarına katkılar sağlanması çok önemlidir.

Araştırmanın Amacı

Bu çalışmada amaç, televizyonun çocuk ve gençlerin davranış ve tüketim refleksleri üzerindeki etkilerini ortaya koymaktır. Ayrıca, kitle iletişim araçlarının zararlarının gençleri ne şekilde etkilediğini ortaya koymak ve medya okuryazarlığının önemine dikkat çekmektir. Bu çalışmanın bir diğer amacı ise, görsel medyanın omurgasını oluşturan sinemanın perspektifinden yola çıkarak eleştirel yaklaşımın ne şekilde geliştirilebileceğini irdelemektir. Ayrıca KKTC'de 2012-2013 yılında Milli Eğitim programına konmuş olan medya okuryazarlığı dersinin gerekliliğini gösterebilmektedir.

Yöntem

Araştırmada nicel veriler toplanmış ve tarama modeli temel alınmıştır. Araştırmanın çalışma grubu Kıbrıs'ta Lefkoşa ilçesinde bulunan Yakın Doğu Kolejinde öğrenim gören 148 öğrenciden oluşturulmuştur. Yakın Doğu Koleji 6, 7 ve 8. sınıf öğrencilerine ulaşılmış ve araştırmanın ölçeği uygulanmıştır. Araştırmada Canan Birsoy Altınkaş'ın doktora çalışmasında geliştirmiş olduğu "İlköğretim 6, 7 ve 8. sınıf öğrencilerinin televizyonda sunulan imgelerden etkilenme derecelerini ölçmeye yönelik öğrenci anketi" kullanılmıştır. Anket 3 bölümden oluşmaktadır ancak bu çalışmada anketin ilk iki bölümü kullanılmıştır. Anketin birinci bölümünde kişisel bilgi soruları yer almaktadır; ikinci bölümde ise öğrencilerin televizyondan ne derece etkilendiklerini belirlemeye yönelik 23 sorudan oluşan 5'li likert tipinde bir ölçek kullanılmıştır. Araştırmanın güvenilirlik katsayısı 0.822'dir.

Bulgular

Araştırma bulgularına göre, kız öğrencilerin (M=2.092) erkeklere oranla (M=1.84) daha fazla TV izlemekte oldukları gözlemlenmektedir. Bu sonuçtan da anlaşılacağı üzere kız öğrenciler, TV tarafından sunulan, imaj ve ikonların ağırlıklı olarak etkisinde kalmakta ve sunulan mesajlardan daha fazla etkilenmektedirler. Annenin eğitim durumuna göre, çocukların TV izleme sürelerinde herhangi bir farklılık ortaya çıkmamıştır. Benzer şekilde babanın eğitim durumuna göre de çocukların TV izleme sürelerinde anlamlı bir farklılık ortaya çıkmamıştır.

Çalışmaya katılan öğrencilerin çoğunlukla yabancı program türlerini (%54.7) tercih ettikleri ortaya çıkmıştır. Öğrencilerin tür değişkenine göre dizi film tercihleri şöyledir: Öğrenciler, en fazla (%57.4 oranında) komedi türündeki dizileri tercih etmektedirler. Bunu (%33.8) ortalama ile macera türü takip etmektedir. 3. sırada ise (%32.4) ile korku türündeki diziler tercih edilmiştir. Öğrencilerin cinsiyet değişkenlerine göre dizi filmlerde "tür" tercihleri aşağıdaki gibidir: Kız öğrenciler dizilerde (M=3.75)

ile macera türünü tercih etmişler ve (M=4.33) oranında ise en çok komedi türünü tercih etmişler; erkekler ise (M=3.55 sonucu ile) en fazla korku türünü tercih etmişlerdir.

Tartışma ve Sonuç

Televizyon dilini okumanın ve eleştirel bakış açısı geliştirebilmenin bilimsel yönteminin, sinema bilgisine dayandırılması gerekliliği ortadadır. Sinemanın görsel ve estetik anlatım tekniklerini dikkate almadan, TV ile ilgili eleştirel bir yaklaşım geliştirebilmek ve buna dayalı eğitim verebilmek oldukça güçtür. Çalışmanın genelinde ele alındığı gibi, televizyon yarattığı TV yıldızları ve görsel anlatı teknikleri sayesinde gerçekliği dilediği gibi kurgusallaştırmakta oldukça etkin bir iletişim yöntemidir. Medya okuryazarlığı dersi bağlamında amaçlananın; görünen gerçekliğin arkasında görünmeyen gerçekliğin sorgulanmasını sağlayabilecek eleştirel bakış açısını, özelden öğrenci gruplarına ve genelde ise, izler kitlenin tüm kesimlerine kazandırabilmek olmalıdır. Durumun ciddiyeti bu noktada iken; medya okur yazarlığı dersini, sadece ortaokul öğrencileri ölçeğinde değil, toplumun her ekonomik ve kültür seviyesinde olan bireylerinin, önemli bir zaman dilimini ekran karşısında geçirdiği saptamasını da dikkate alarak yaygınlaştırılmasını hedeflemek gerekmektedir. Siyasi otoritenin ve eğitim politikasını oluşturan tarafların dikkatini bu yöne çekmenin, geniş kitlelerin eğitilmesinde geniş yararı olacaktır. Bu olgudan hareketle, kitle iletişim araçlarının da geniş kitlelerde eleştirel düşüncenin gelişimi konusunda devreye sokulması gerekmektedir.