



Educational Effects of Hollywood Animation (Persian Language) on the Components of Children's Socialization (Case Study of Boyshehr Elementary School Students (male), 1996-97)

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Efectos educativos de la animación de Hollywood (lenguaje persa) en los componentes de la socialización de los niños (estudio de caso de estudiantes de la escuela primaria Boyshehr (varones), 1996-97)

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Abstract

The behavior of the child is one of the important dimensions of his mental health and will have significant consequences in his future life. The purpose of this study was to investigate the effectiveness of teaching Hollywood animations on the components of children's socialization. Using cluster sampling, 30 male students of an elementary school in Bushehr city were selected. The instruments used in the study included Gersham and Elliot Social Skills Questionnaire (1990). The executive protocol also lasts for 12 sessions (2 90-minute sessions per week) including three Walt Disney Company, Pixar, and DreamWorks (2013-2016) animations, taking into account socialization factors including personal hygiene, party conventions or collecting personal belongings. The analysis of covariance showed that there is a significant difference between the mean post-test scores of the experimental group and the control group's post-test, in terms of the degree of socialization, namely, cooperation, self-expression, and self-containment. Therefore, the teaching of Hollywood animations can be used for the socialization of children.

Keywords: Hollywood animations, socialization, children





Resumen

El comportamiento del niño es una de las dimensiones importantes de su salud mental y tendrá consecuencias significativas en su vida futura. El propósito de este estudio fue investigar la efectividad de enseñar animaciones de Hollywood en los componentes de la socialización de los niños. Mediante el muestreo por conglomerados, se seleccionaron 30 estudiantes varones de la escuela primaria en la ciudad de Bushehr. Los instrumentos utilizados en el estudio incluyeron el cuestionario de habilidades sociales de Gersham y Elliot (1990). El protocolo ejecutivo también tiene una duración de 12 sesiones (2 sesiones de 90 minutos por semana) que incluyen tres animaciones de Walt Disney Company, Pixar y DreamWorks (2013-2016), teniendo en cuenta los factores de socialización, como la higiene personal, las convenciones de la fiesta o la recolección de pertenencias personales. El análisis de covarianza mostró que existe una diferencia significativa entre las puntuaciones medias posteriores a la prueba del grupo experimental y la prueba posterior del grupo de control, en términos del grado de socialización, es decir, cooperación, autoexpresión y autocontención. Por lo tanto, la enseñanza de las animaciones de Hollywood se puede utilizar para la socialización de los niños.

Palabras Claves: animaciones de Hollywood, socialización, niños



Introduction

In today's world, everyone in the world is busy with the effects of a variety of media. One of the most influential audiences in the media is children and adolescents; therefore, attention and consideration of the impact of media types on this age group is one of the most critical issues to be considered in human societies.

On the other hand, one of the functions of the mass media is their educational function. The media can be a mean of transferring educational content and training various people. This training can be direct or indirect.

Sometimes educational content is provided directly through the media to the audience, and occasionally through the program and indirect, the learner is trained. Even if the sender does not intend to train, one cannot yet say that there is no educational status, because the content may include new experiences and concepts for the audience, which is a kind of training. Therefore, communication media, whether they are planned or not, are educators. The media provide knowledge and value-forms.

Since children and young people, because of their young age, experience less and less real interaction with the real world, therefore, the media's educational status, especially their indirect education, is due to the presentation of new images and experiences from the real world. Today, children deal with a wide variety of media and learn a lot, and media personalities become friends. Children through television receive much information about people, their lifestyles, phenomena, and events. They do not just go to the television to entertain, but they are trying to learn how they should be so that the reaction of others towards them is desirable, and they are not alone in society.

The interest in the behavior of children over the past decades has increased dramatically. One of the components that the media may influence children is social skills. Social skills are seen as recognizable and acquired behaviors that help a person to achieve positive outcomes in a situation and to show socially acceptable behavior. Learning social skills, which forms the basis of the person's future behavior, should begin at a young age and start with the first interactions of the individual. There are many competing definitions and theoretical models of social skills, but the main features of all definitions include behaviors that take place in a social context and make the person engage with other people.

Many scholars consider social skills as a subset of social equity structures and argue that children lacking high levels of social skills not only do not engage successfully with their peers but also experience more problematic internalized and extraneous behaviors. Besides, social skills are highly predictive of future academic achievement (Whitted, 2014). Social skills deficits are important interventional objectives because they have a significant impact on academic performance, adaptability, and psychology (Gates, Conge, and Lerner, 2017).

Generally speaking, two aspects of growth can be identified in the child's mind. On the one hand, what can be called the social psychology aspect of growth is what the child acquires from abroad



through family, school, and educational transition. On the other hand, there is another growth that can be said to be self-development, which it calls the growth of "Khudshush," which is what the child learns himself. The use of media is one of the most critical ways of socializing children and adolescents; while in the childhood, one of several sources of socializing children is the same media and they do not escape in the current era.

Undoubtedly, one of the most widely used media productions in the age group of children and adolescents is animation, because, with the development of computer technology in recent decades, these products have grown dramatically, both quantitatively and qualitatively. In the late twentieth century, animation led to the production of 3D animation. This type of animation is fast-paced thanks to the beauty of the video and its similarity to the real environment, and today, many people are watching this kind of animation in different parts of the world. It's worth noting that 3D Hollywood animations, in addition to creating a transformation in the appearance of animation, have also brought developments in their content and stories. These content developments are very evident in many animations. The content of these programs has become more affluent in the years since the last century, and its content in terms of education, education, and the concepts to be addressed to the audience has been more prosperous.

The extensive study of the research literature by the researchers suggests that research similar to the current study that looked at the socialization of children through Hollywood animation was not observed. Investigations related to the subject matter mainly included a description or a bit of an interpretation of the content of animations, in general, as well as the study of possible cultural influences or the learning of children's violent behavior.

Therefore, the logic of this research is to reduce the gap between the scientific outcomes in this field and to contribute to the development of the boundaries of knowledge in the context of children's socialization.

Objectives and assumptions

Regarding the subject and issue of research, the main goal of the present study is the effectiveness of teaching Hollywood animations on the socialization of children. Concerning the content and the fact that animation is a significant part of the use of media for children and adolescents, it is essential to study these animations and messages and content that they convey. This necessity becomes twofold when Iranian children and adolescents have easy and inexpensive access to these films due to Iran's lack of copyright in the copyright law. Therefore, their consumption in this area has increased significantly and, as a result, their impact has improved. Also, considering the importance and role of children's social skills to adapt to others, people's success, dating, accountability, and respect for others, the purpose of this study was *to examine the effectiveness of teaching Hollywood animations on the components of children's socialization*. Therefore, based on this objective, the researcher sought to investigate the following hypotheses:



Hollywood animation education is valid on the component of children's co-operation.

Hollywood animation education is a useful component of expressing children.

Hollywood animation education is valid on the child self-containment component.

Research background

According to social learning theory, people can learn new behaviors through the behavior of others. The researchers point to three different ways to learn through observation: learning through personal experience, learning through a mutual acquaintance with others, and learning through the media.

In the early 1960s, Albert Bandura introduced the theory of "social learning" to understand the impact of the media. According to Bandura, media are the most effective way to teach new behaviors and especially affect children and adolescents (Williams, Ghasemian translation, 2011). The first study on learning was seen through the observation of Toos Miller and Dahlard in 1941. Miller and Dallard described this learning as a stimulus-response pattern. They assumed that individuals would behave in specific ways, and their behavior was shaped by the reinforcement they received.

Later, the idea developed and became one of the most valuable expressions to understand the effects of the media. While Miller and Dahlard responded to social learning in stimulus learning, today's learning is described in such a way that the observer can earn symbolic representations of behavior, and these mental images formulate information about It builds its behavior based on it. Characters or media patterns can be quickly and effectively displayed on the screen, and the audience does not need to be strengthened or encouraged to behave in a pattern (Baran and Davis, 2011). In Albert Bandura's view, the media image can provide a new pattern of learning through observational learning. Subsequently, Bandura proposed a theory of observational learning based on which the learning process involves four critical processes of attention, maintenance, production, and motivation (Romer, Jamison, Blakeley and Jamison, 2014). Considering the event that can be seen, the first step in social learning is to pay attention to that event. After attention, what is received has been given to the mind, and is added to previous cognitive reserves to be remembered when necessary. If the observed operation is not memorized, implementation of the modeling is not possible. The production process, the practical application of the lessons that lead to rewards and punishments, is the exact reproduction of the test and error. Ultimately, the motivation to continue the route is greater or less, and the motive that matters to practice is dependent on encouragement (Mehdizadeh, 2012).

Few studies have examined the effect of teaching Hollywood animations on the components of socialization in children. Most research on the impact of media on the child is about violence and aggression. At the national level, most surveys have been conducted in a survey method, and the



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impact of television violence has been measured through distributed questionnaires among children. Of course, experimental research should not be ignored, which seems to have been underestimated due to the difficulty of this type of research. In external research, most researchers have tried to study the behavior of children by experiment or interviewing to assess the impact of violent and violent films on their behavior.

A brief summary of some of the in-depth researches included: Kiaraci (1395) studied the effect of fiction animations on the development and social adjustment of educated, mentally disabled students.

The results of their research showed that fiction animations have a positive effect on the growth and social adaptability of students with mental retardation. Moradi and Sharifi Daramadi (1393) studied the effectiveness of social skills training with multimedia on social skills development of secondary school students in deaf girls. The results of their research showed that the multimedia training program on social skills development of deaf girl students was significantly effective in the experimental group (in all components). Also, in the five components, the mean social skills of the experimental group were greater than that of the control group. Therefore, the results of this study, along with other similar studies, show the decisive role of using multimedia in the development of social skills of deaf girl students. Karimi (1393) studied the educational outcomes of visual media (animation) on the behavior of primary school children in Karaj. The results showed that the impact on children occurs at least in the short term and, of course, the magnitude of this impact is different depending on their differences.

Maryam Hosseini Anjadani (2008) in a paper entitled "Investigating the Effect of Watching Violent Cartoons on Young Aggression" by using a pretest-posttest quasi-experimental design with a control group for testing on 52 male secondary school students Jabr Bin Hayan School located in the 15th District of Education. The independent variable of this research is the cartoon film "Rescue of Children," and the dependent variable is the amount of aggression after watching, which is measured in two turns and intervals of twelve days. The results of this study indicate that watching the children's rescue cartoon is valid on physical aggression of the subjects (after watching), thus increasing the physical aggression of the subjects after watching the cartoon.

Mojtaba Razavi Toosi, Saba Samadi (1392), in an article entitled "The Effect of Watching Iranian Religious Animations on Religious Behavior in Adolescents Case Study of 8 Secondary and Secondary Schools in District 2 of Tehran Education": Considering the Role of Television in Public Culture Society and the use of this medium in the preparation of religious programs, along with the role of schools, the environment that lasts about one-third of the time of our children's night, is more than necessary in creating spiritual attractions.

Mohammad Ruzi-talab (2012), in his senior thesis titled "An Analysis of Violence in Animation and its Influence on the Children and Adolescents' Audience (Scientific Project for Making Crowd Films)," has long been associated with violence in humankind. With the advent of violence in the



media, the question came about how vulnerable children and young people are as susceptible to this trend as the future generation?

One of the studies that has been done to measure the impact of mass media on the socialization of adolescents is an article by Abdolmaleki and Sarukhani (1395) entitled "Sociological Study of the Role of Mass Media in Environmental Entrepreneurship in Adolescents in Tehran" (Case Study of the Islamic Republic of Iran) Believes that television has a vital role in institutionalizing environmental values among audiences, especially children and adolescents, due to the use of practical visual and artistic components and, on the other hand, because of its learning. The results show that, although more than 80 percent of Tehran's teens use television, and television share more than other societal factors in changing the attitudes of adolescents, other TVs should be considered in more comprehensive sociability of television to influence television.

To summarize, we mention some international studies that have been conducted on the impact of the media on the child: the National Research on American Television Violence for three consecutive years (by Wilson et al., 1996, Wilson et al., 1997). Analysis of studies has shown that violent television is often shown in an attractive and prestigious way.

Wilber Sharam et al. (1998), in the book TV on the Life of Our Children, concluded that: The vocabulary, information, and information of television viewers are rich and broad at their educational levels. Creative power and dynamic mentality Audiences are far superior to and able to coordinate with adults. The irritability of the television audience is high. For this reason, it is possible to negatively affect the expression of anti-social movements or the emergence of tensions among them.

Papas (2013) points out in the article "The Role of Social Media in Learning" the importance and role of social media, such as Facebook, Twitter, Google, movies and clips, and so on. Media among the people of the world, educational institutions, teachers and trainers should be better served by their training — social media are consisting of individuals, communities, corporations, attitudes, values, perspectives, etc. Various things can affect people.

Gonzales and Pearson (2010), in a paper titled "Media As An Effective Socializing," believes media such as newspapers, magazines, comic books, radio, video games, videos, and in particular TVs , Provide a very different type of socialization, because in reality they do not provide the opportunity to interact with the individual and the media concerned and, on the one hand, they present their demands based on their power. Plenty of influence in children It is very young, and often children are influenced by the media of the TV as their cognitive and social development.

Gonzales (2009: 335-336) also believes in the book "The Child, the Family and the Society" that television has the most social impact, far more than any other media, on young children. The fact that TV is not interactive and has grown to a great extent Children are remarkably dependent on it. While watching television, children feel they are interacting with television, but it's not. This is one of the disadvantages of television as a socialist. The satisfaction of social needs is partly due



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to television, but children less understand social skills or act in real life and their relationship effectively with people. Because the average child watches 3 to 4 hours a day watching television programs, the time left to play with others and to learn social skills is sharply reduced.

In research by Albalushi and Alkhalifa (2002; quoted by Moradi and Sharifi Daramadi, 1393), three groups of 15 people were compared to determine the effectiveness of traditional education, traditional education along with multimedia teaching and multimedia education. In this study, the first group was trained by traditional education, while the second group used traditional multimedia as the third group, and the third group only learned to use multimedia learning. The results of this research, which was performed on 45 people, did not show a significant difference between the first and third groups. In other words, the experimental group did not differ much in learning in comparison with the group that used multimedia learning method; But the results of the group that used both methods of teaching, the traditional method and the method of using multimedia, showed 40% improvement in learning and memory. Learners learned in this method meaningfully and had better efficiency in problem-solving. Weiner and Ingersoll (2012) conducted a study on the impact of using computer technology to teach social skills to mentally disabled people. They found that the use of computer technologies, such as interactive computer programs (VMs) and virtual reality environments, could be useful in improving social skills and communication skills of low-income students.

Research method

The present study is a semi-experimental study with pretest-posttest design with the control group. Hollywood animation training in this study was studied as an independent variable and components of socialization (co-expression, self-expression, and self-control) as dependent variables.

Participants

The statistical population of this study includes all boys male students in the academic year of 97-96. For sampling (in a clustering process), randomly, first, an area of 2 districts of Bushehr city, and then from among the elementary schools in this area (District 1), two schools were selected randomly, and in these third-grade schools, They entered the research process. In general, 100 students were selected and chosen as a statistical sample. After obtaining informed consent from all participants and their parents in studying and expressing the research goals, Gersham and Elliot Social Skills Questionnaire was completed by them. Then from among 100 students, the students who received the lowest score in this questionnaire had less social skills, 30 were selected and divided into two groups of the experiment (15 people) and control (15 people).





Tools

Gersham and Elliot Social Skills Questionnaire (1990) have been used to evaluate the socialization components of children. The questionnaire consists of 3 forms, which include parents, teachers, and students form for pre-school, primary and secondary school and high school. This scale measures the prevalence of effective behaviors on growth and social adequacy and student matching at home and school. Moreover, it can be used to screen, classify, and plan instructional skills. The questionnaire consists of 48 questions in two sections: social skills (30 items) and behavioral problems (18 items), and the social skills section has 3 sub-tests of collaboration, self-expression, and self-control. In the present study, the social skills section has been used. Questionnaire questions on Likert scale (never zero, sometimes one, often 2).

Moreover, so the maximum score a student gets in social skills is 60 and at least 0. Based on the findings of Gersham and Elliott (1990), Cronbach's alpha coefficients for social skills and behavioral problems are 0.49 and 0.88 (23). In Iran, Shahmian also reported the reliability of this scale in several studies on a group of children with mental disabilities, 0.77 and 0.99, and in a group of healthy children, these coefficients ranged from 0.49 to 0.96 for forms Teachers and parents have been varied. This scale has constructive and concurrent validity, and its diagnostic and therapeutic use for children has been confirmed in several studies. In the present study, the reliability of this scale was obtained by using Cronbach's alpha method was 0.82.

Executive protocol

First, Gersham and Elliot Social Skills Questionnaire were performed as a pretest in two groups of experiment and control. Then, the protocol was only applied to the experimental group, and the controls did not receive any intervention. The subjects of the experimental group were subjected to 90-minute sessions (2 weeks each week) exposed to various social storytelling animations, including personal hygiene, party dressing, or collecting personal belongings. After completing the sessions, Gersham and Elliott's social skills questionnaire was repeatedly performed as a post-test phase on two groups of experiment and control.

Details of each session are described in Table 1:

Description of each session	meetings
Introducing some animated stories to children and explaining them	First
Introducing children with animated stories and allowing them to communicate with them	
Determine the tasks and role of students during the performance of the show and after the end of the show	



See the animation story about the proper hygiene practices (dressing and wearing and brushing)	Second
See the show about using the phone and making short phone calls	Third
See the animation story about the right rituals of the party, including respectfulness, shouting, co-ordination, observance of the priority of the things they receive, say goodbye when going	Fourth
See animated story about how to shop from shops, including greeting, selecting the object you want, checking it out, giving money, saying goodbye	Fifth
See the animated story about how to play and observe the rules of the game, including respect for the referee, attention to the referee's command, respect for other players while playing the game.	Sixth
See animated story about how to run a ceremony in the presence of a collector	Seventh
See the animation story about familiarity with the rules of a commute from the street, including observance of priority, passing through the line, attention to traffic lights	Eighth
See animated story about picking up your gadgets after a lesson or game	ninth
See an animation story about allowing both classmates or other people to remove or borrow the equipment they need.	Tenth
See the animation story about using instruments such as scissors cutting and making geometric shapes like squares, rectangles, triangles, and circles.	Eleventh
An overview of past sessions and feedback from subjects	Twelfth

The Kolmogorov-Smirnov test was used to test the pre-test and post-test data. Also, covariance analysis has been used to investigate the research hypotheses.

Findings

Table 2 describes the descriptive statistics of the scores of the experimental and control group in the social skills questionnaire in the pretest and post-test stages.

Table 2: Mean and standard deviation of socialization parameters among the test group and control group

control group		examination Group				variable
pre-exam	pre-exam	pre-exam	pre-exam	pre-exam	pre-exam	
Standard deviation	Average	Standard deviation	Average	Standard deviation	Average	Standard deviation



3/13	10/90	3/10	10/64	4/33	15/87	3/23	10/67	cooperate
3/00	10/43	3/11	10/76	4/79	16/59	3/55	11/56	Assertive
3/06	10/61	3/03	10/53	4/22	15/48	3/19	10/58	Restrain yourself

According to Table 2, the mean scores of collaboration among the experimental group in the pre-test (10.67) compared to the post-test (15.87) were significantly different. In other words, the difference in average scores after collaborating with Hollywood animation training is significant. The mean scores of expression of the subjects in the experimental group in the pre-test (11.56) were significantly different from the post-test (16.59). In other words, the difference in the average expressing scores is significant after Hollywood's animation training. Also, the mean of self-control scores of the experimental group in the pre-test (10.58) was significantly different from that of the post-test (15.48). In other words, the difference between the average scores of self-control and Hollywood animation performance is significant.

For this purpose, the difference in the mean of cooperation, self-expression and self-control scores in the test and control groups is examined and tested using covariance analysis to determine that the teaching of Hollywood animations on the components of socialization (cooperation, expression The existence and control of oneself) of children is effective. To perform a covariance analysis test, we need assumptions such as the normal distribution of scores. Therefore, the Kolmogorov-Smirnov test was used to verify the distribution of scores. The results of this test are presented in Table 3.

Table 3: The result of the Kolmogorov-Smirnov test

Significance level	Z	Source
0/669	0/376	pre-exam
0/890	0/427	Post-exam

According to the results of Table 3, since the value of the significance level for research variables is larger than the error value of 0.05, so the distribution of the frequency of each of the variables has a normal distribution. Therefore, the use of covariance analysis for research hypotheses is permissible.

Hollywood Hollywood animation is a useful component of collaborating with children.

Table 4: The result of covariance analysis of the cooperative variable





Sig	F	Average squares	Degrees of freedom	Sum of squares	Statistical index
0/068	80/231	375/239	1	375/239	Sources of changes
0/001	32/116	55/111	1	55/111	pre-exam
		1/206	27	32/574	Post-exam
			30	464/924	Error variance

According to Table 4, there is a significant difference between the mean post-test scores of the experimental group and the post-test control group after controlling the fundamental differences in the pre-test in the level of collaboration ($P < 0.001$). In other words, Hollywood animation training has been effective in enhancing collaboration.

Hollywood animation education is effective in expressing the presence of children.

Table 5: The result of a covariance analysis of the expression of existence

Sig	F	Average squares	Degrees of freedom	Sum of squares	Statistical index
0/072	79/423	342/190	1	342/190	Sources of changes
0/001	9/213	49/080	1	49/080	pre-exam
		0/893	27	24/120	Post-exam
			30	415/390	Error variance

According to Table 5, there is a significant difference between the mean post-test scores of the experimental group and the post-test control group after controlling the primary differences in the pre-test in the level of assertiveness ($P < 0.001$). In other words,

teaching Hollywood animations has been effective in enhancing self-expression.

Teaching Hollywood animations is effective in children self-control.



Table 6: The result of a covariance analysis of self-inhibiting variable

Sig	F	Average squares	Degrees of freedom	Sum of squares	Statistical index
0/089	91/765	437/546	1	437/546	Sources of changes
0/001	10/221	65/242	1	65/242	pre-exam
		1/384	27	37/389	Post-exam
			30	540/177	Error variance

According to Table 6, there is a significant difference between the mean post-test scores of the experimental group and the post-test control group after controlling the primary differences in the pre-test in their inhibition ($P < 0.001$). In other words, teaching Hollywood animations has been effective in boosting your inhibition.

Conclusion

The study sought to examine the effectiveness of teaching Hollywood animations on the components of children's socialization (self-expression, self-expression, and self-control). In this regard, the findings of the study showed that the mean score of co-operation, self-expression, and inhibition in the experimental group significantly increased in the post-intervention phase. In other words, the level of cooperation, self-expression, and self-control of the experimental group during the intervention has increased. This suggests that Hollywood's animation program has influenced the socialization of children.

These results are implicitly correlated with the results of Albaloushi and Alkhalifa (2002), Weiner and Ingersoll (2012), and Harle, Mercer and De Rosier (2008). Also, the results are consistent with Bandura's social learning theory.

In this regard, fiction animations have a positive effect on the development and social adaptability of students with learning disabilities. Multimedia training program on social skills development of deaf girl students in the experimental group significantly (in all components) has been active. Also, in the five components, the mean social skills of the experimental group were higher than that of the control group. Therefore, the results of this study, along with other similar studies, show the decisive role of using multimedia in the development of social skills of deaf girl students. The results showed that the impact on children occurs at least in the short term and, of course, the magnitude of this impact is different depending on their differences. In research conducted by Albaloushi and Alkhalifa (2002), three groups of 15 were selected to determine the effectiveness



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of traditional education, traditional education along with multimedia teaching and multimedia teaching. In this study, the first group was trained by traditional education, while the second group used traditional multimedia as the third group, and the third group only learned to use multimedia learning. The results of this research, which was performed on 45 people, did not show a significant difference between the first and third groups. In other words, the experimental group did not differ much in learning in comparison with the group that used multimedia learning method; But the results of the group that used both methods of teaching, the traditional method and the method of using multimedia, showed 40% improvement in learning and memory. Learners learned in this method meaningfully and had better efficiency in problem-solving. Weiner and Ingersoll (2012) conducted a study on the impact of using computer technology to teach social skills to mentally disabled people. They found that the use of computer technologies, such as interactive computer programs (VMs) and virtual reality environments, could be effective in improving social skills and communication skills of low-income students.

In explaining the results, we can say:

Psychologists believe that children are more affected by images than sounds, in fact, images engage their minds, and children interact with images earlier, because children with a sense of image are more intrinsic. The dynamic animation industry, which was used only to narrate childhood stories and stories, is currently being developed in areas of application with surprising speed, one of its applications being to create science-educational programs. In recent years, animation has become a technology-driven significant phenomenon in learning. Since visual senses do 50 percent of learning, then, given the importance of the sense of vision in learning, we are looking for ways to play an essential role in the attractiveness and stimulation of visual acuity that educational training Can play such an important role.

The animation is providing useful features, highlighting negative and positive points, and showing specific personality behavior in a variety of ways. Children, while turning to animated films, are less aware of the material and spiritual world and the imagination and reality of life than the viewers and producers of such films. Children are animated with some animation characters. So, according to Bandura's social learning theory, it can be said that either observing and joining children with characters in the Hollywood Hollywood Hollywood storytelling film has their behaviors and are trying to use them in life. Therefore, following the social development of these children, their entry into the community and the relationship with the various strata of society are provided. They see and practice exercises in the community on various issues, such as defending their rights, not telling the wishes of others, others, and learning how to adapt to society. In other words, animations help children; they can handle problems.

Given the positive effects of Hollywood animations, it is suggested to increase the social component of primary school children: in individual schools and special classes, a specific unit under this heading is designed to teach social skills and enhance their social compatibility. Also, in light of the early achievements of children in elementary school, it is suggested to create and





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produce new animations in different fields for teaching children. Like other researches, this research has limitations that need to be considered in generalizing the results. Because the subjects studied were all boys, they reduced the ability to generalize the results to girls, and the sample of this study was for elementary students who reduced the generalization of results to students of other educational levels. Therefore, it is suggested in future similar studies that gender (girls and boys in comparison) and other educational levels among children should be investigated. Also, in this study, the condition of the follow-up stage was not to test the stability of the results. Therefore, it is suggested that follow-up research be done in future studies.

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