

A Study on the Culture of Television Media with Emphasis on the Status of Art for Children and Adolescents (Case Study: Baharestan Television Network of Tajikistan)

Abstract

Culture plays a pivotal role in the social and economic life of diverse societies; in definition, culture is a set of social values that are developed over time in different societies and are passed on to future generations. Today, the media has become one of the most vital tools of cultural transmission. The vast majority of human beings interact with the media, and about one-third of our waking hours are spent in media engagement. Mass media are the most significant feature of modern society and include radio, television, cinema, publications and the Internet. Meanwhile, the role of video media, especially television, is more prominent than other sources since it is more desirable compared to other broadcasting means. This is particularly factual once children are serious applicants for television programs. In the meantime, the use of art and visual arts has a pivotal role in this culture-building in children and adolescents. In this study, the process of culture building by Tajikistan Children's Television (Baharestan) has been studied by presenting items such as: visual culture, media philosophy, children's television. The research method in this research is documentary studies of Persian, English, Tajik and Russian books about children and adolescent television programs along with conducted interviews with employees and manages of the Baharestan broadcasting network with visual observation and 14 months of close analysis of the television programs of Baharestan TV channel between the years 2012 and 2013 in which 6 months of this observation is conducted via an analytic review. Likewise, a researcher-made questionnaire was also used to assess the effect of Baharestan channel culture on Persian-speaking children in Iran, Tajikistan and Afghanistan. Findings indicate that the effect of visual arts through the institutionalization of cultural values has an important role in television culture in children and adolescents.

Research aims:

1. An analysis on the role of television in culture in the age group of children and adolescents.
2. A study of how television culture is created with emphasis on the place of art in children and adolescents.

Research questions:

1. What is the role of television as a visual medium in creating culture in children and adolescents?
2. What is the basic philosophy of Baharestan television channel for creating culture in children and adolescents?

Keywords: art, children and adolescents, Baharestan television channel, Takijestan

Introduction

Today, the media is one of the most imperative tools of power; hence, economic and political systems in the world attempt to advance their purposes by controlling and directing the media. One of the most chief functions of the media is to contribute to the process of culturalization. Culturalization is the process of transmitting ideas, norms, beliefs, standards, and behavioral patterns from community culture to individuals. The basic philosophy of child and adolescent television is to educate children and adolescents for a better life. A life in which a child in an appealing attitude can go through the stages of cultural development and acceptance, education, socialization and ultimately bestow the correct world view. Culture in an anthropological or sociological context is a pervasive concept that describes a set of attitudes, beliefs, customs, rituals, values, and practices that are common or relevant to each group. At every point in history, cultures are recreated in a definite process with the emergence of new tools and techniques of expression and impose their special and inseparable content on public opinion and expression; This imposition is cultural and shapes the perception of people. Research confirms that people, especially in childhood and adolescence ages spend most of their time watching television. Although television will likely add to the laziness and passiveness of its spectators and may introduce them to issues such as violence and aggression; however, these phenomena cannot be attributed to merely to the habit of overly watching television. However, the impact of this powerful tool on public opinion and its performance, especially in terms of education and socialization, should not be overlooked. In the age of global communication since people are constantly exposed to communication messages, it is especially important to test the content of communication tools as it has a tremendous impact on people's knowledge and worldwide perception. Television is primarily used as a source of entertainment, but in addition to this feature, it is a source of information. With regular news coverage, television explicitly communicates information and teaches us many things through a series of documentaries. Therefore, the main role and function of media in creating culture and raising awareness of the human society and the impact of this issue on the cultural characteristics of children and adolescents will be examined in this study.

A review of the background of the present study shows that so far no independent work with this title has entered the field of research. However, a number of works have been written examining the role of the media in cultural acceptance. An article entitled "Television and its educational effects" written by Seyyed Ahmad Bayan Memar (2000) has been conducted in which the author believes television bestows an important role in education in features such as revealing events and random learning; however, this study has not studied this impact on children and adolescents. Another article entitled "Study of the effect of television on children" written by Qassem Jokar (2007) has also focused on the issue under study with a general outlook. Hence, this study has the intention to study the issue of television culture-making and its role on children by relying on the Baharestan television of Tajikistan via an accurate field study and relying on statistical community.

The research method in this research is descriptive and analytical with quantitative and qualitative approaches. Relying on the method of documentary studies, interviews and visits whilst reviewing Persian, English, Tajik and Russian books about children and adolescent television. A researcher-made questionnaire has been used to assess the impact of Baharestan network culture on Persian-speaking children in Iran, Tajikistan and Afghanistan. I have observed about 14 months of Baharestan TV programs in 2012 and 2013, which 6 months of this review have been analyzed and also a researcher-made questionnaire to assess the impact of culture of Baharestan network on Persian-speaking children in Iran, Tajikistan and Afghanistan was used. The researcher-made questionnaire was distributed among Iranian and Afghan immigrant children and adolescents in Tajikistan. The sample consisted of students of Imam Jafar Sadegh Iranian School in Dushanbe. The number of samples was 157, of which 58 answered the

questionnaire. For about 14 months, I watched Baharestan TV continuously during my first and second years of student life in Tajikistan; also 6 months of this time were researched, completed and taken separately. Notes included: structure, presence of characters, supply and production, broadcast schedule (conductor) separation of young and children and adolescent audience, special occasions and other items. The analysis and percentage table in the continuation of this section along with a researcher-made questionnaire for immigrant children in Iranian schools in Dushanbe was answered by Iranian and Afghan children and adolescents. Its analysis and estimation are also presented in the same section of immigrant children and Baharestan television.

Conclusion

Material that was analyzed whilst observing Baharestan television programs, during face-to-face interviews, researcher analysis and comparison with successful models, demonstrates that this broadcasting channel does not have the necessary sophistication and maturity in terms of creating culture for children and adolescents. On the one hand, Baharestan television programs and their producers did not have the necessary training to prepare television programs for children and adolescents. These trainings include recognizing children and adolescents in physical, psychological, cultural and value dimensions. On the other hand, in regard that not much time was put to prepare suitable cultural programs, and the acceleration of the production and broadcasting of television programs gives less opportunity to teach new skills. Offering suggestions for more suitable television productions on Baharestan television can solve this problem such as. 1. Theoretical and practical exercises: use of language, character, story and music. This method can be used to enhance communication with children. 2. For infants up to 6 years old, the use of basic language, songs with rhythm and the use of simple human and animal characters in storytelling techniques. 3. The use of simple riddles, poems and tales with a simple linguistic outlook for better communication 4. The introduction of stories suitable for children of 7 to 10 years old. 5. Review and critique skill development also the use daily events and opportunities to add to the values of children and adolescents. 6. The use of positive heroes and stories for 11- to 14-year-olds to interact more with family and friends and finally 7. The use of television to guide them through empirical selections such as life choices, health and wellness.

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