



The Influence of Use of Cool and Hot Media in Child Education

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Abstract: *Human knowledge of himself, nature and his surrounding environment is not possible without information exchange and communications. In fact, it is in the light of information exchange and communications that man can think, create, and touch new realities that allow him to play a decisive role in the empowerment and thriving of society. Media are the place where the developments in culture take place and are reflected either in artistic and symbolic forms or in the sense of models, dispositions, life styles, values and norms. In other words, media by influencing the lower parts of social life helps sometimes the creation of new models and arts and sometimes contributes to the cultural stabilization of the society. It seems that most of mass media have a kind of normative orientation. Children are exposed to mass media in an extensive and unprecedented way. One can say that mass media, particularly television, has dominated the free time of children. Moreover, we can feasibly claim that children are the most vulnerable social group. They are flexible and their mind's defensive system is not well developed and can be easily hurt. On the other hand, all studies endorse the continuous existence of these effects. What enters the child's mind stands there and turns in to a part of her character. Thirdly, children are tomorrow's men and women in every society, then the quantity and quality of society are dependent upon the development of their potentialities and potencies. Despite their importance, mass media including television, do not have a measured and scientific discourse of children. We do not know what kind of child must be trained? To what extent should this child think in traditional or modern terms? This particularly becomes highlighted in a world where various and distinguished measures exist along with numerous diverse life styles none of which is similar to the other. Rather they all are different and in some cases contradictory. Therefore, on the one hand, we need to provide a clear and well-arranged discourse, and on the other hand, the programs related to the children must be driven from this very discourse so that the child and her family not to change to another man by watching every new program. The balance of character of the child requires her to be exposed to consistent and scientifically coherent messages; in addition to this, these discourses must enjoy the minimum consistency. The child produces new discourse or message by seeing a media message. This discourse has a situational color and aspect. One needs to see that this child in which situation has received the message.*

Keywords: *Mass Media, Hot Media, Cool Media, Children.*

INTRODUCTION

We live in a world which is rightly called the communications world. Our direct relation with the world is in limited way while we have a wider access to the world via media. In the media world not only human

perception rather their vision is also media influenced. We are directly in touch with our surrounding world while in the media world the relation is both direct and media touched.

We can rightly argue that Gutenberg and Marconi galaxy are the turning points of human history. The age of communications is not in line with the past ages rather it signals a historical leap. Contemporary men are different from the people in Qajarid era from every respect. This difference has its origin in many factors. Media play a key role.

In other words, media man is another man; his thought, ideal, expectations and wishes are different. Media provide new social, cultural and economic patterns for such a man.

Mass media refer to such appliances as radio, television, cinema, press, publications, periodicals, books, voice and picture, internet, satellite, multimedia and so on which have emerged in the modern civilizations. Their key characteristic is their power and extensive scope of action.

Cool media necessarily requires more intervention and cooperation of the senses of audience while the audience and receiver of the message of hot media is needless of such intervention and his cooperation is in a minimum state.

As a result, influence of cool and hot media on audience is different.

Since television is concerned with most of human senses, it has the maximum emotional and informational effect on man. Television, in a short time, provides the audience with the required information of the events in the farthest points of the world in a continuous and direct way.

Now in such a world, the children are involved everyday with the media; they are mostly affected and at the same time are highly vulnerable. In a research which has been reported in a book on sociology of family in 1983, it was observed that the child's character is so vulnerable that even the slightest factors (like the mother's spirit when she is breastfeeding the child) affect her in a deep way. Media has a major part in this process of affection.

When the child encounters with the media message, s/he has her/his own particular psychological states. The message occurs in this space and is understood. Therefore, we need to pay attention to this mental space for knowing and translating the message.

Concept of Communication:

Communication has been derived from Latin *Communis* in the sense of sharing. This term in Persian is denoted by the term *Ertebat* a gerund which means interrelation, continuity and relationship.

Precisely speaking, communication for man connotes a mutual relationship and understanding. The relationship between two men is a type of social behavior which extends from the agency of one side to the understanding and sensation and behavior of the other side. Communication is a certain type of social behavior or mutual behavior through which the intended notion is transferred to the receiver in a direct fashion by the assistance of specific signs (Dadgaran, 2013: 15).

Concept of Information:

Information is a type of communication but it has different connotation; because information is a type of communication but this is not the case with the other way round. To put it differently, one can communicate without transferring any information.

Every information system which distributes knowledge and data among the people should fulfil three major needs:

First, it must tell the user where he can find the intended information.

Second, whenever the user decides to have access to the information, it should help him immediately;

Third, whenever the user decides to put his request, the latter must be immediately answered.

Here we want to see how this process in the domain of communication in wider sense takes form. There are various elements in every communication: source, message, destination, and the feedback. The source or the message giver can be a person (like voice) writing, picture or actions, (without needing any technical possibility and organization) or a communicational organization which needs technical facilities and previous

extensive organization (like publication organization, radio and television channel, filming studio and so on). The message might be in the form of a writing (like letter, newspaper and book) or in the form of waves transmitted through air (like radio, television and telegraph) or in the form of simple actions or in the form of waving the flag or signs and symbols which have determinate meaning (Dadgaran, 2013: 29).

Types of Communication:

Communications are the building block of human civilization. The more complicated a society is, the more sophisticated are human relations and communications in that society; insofar, as communication is one of the significant features of human organization in this complicated relations among humans. Information and thought exchange among human individuals is one of the most urgent needs of social life and the communication as a mediating ring has connected the individual to the society and provided the ground for transmission of cultural heritage from one generation to the other. The extensive scope of the mass societies requires specific means and tools for communication. Mass media are examples of such tools.

1- Private and immediate communication; 2- mass or public communication; 3- written communication; 4- non-written communication; 5- national communication; 6- trans-national communication; 7- verbal communication; 8- non-verbal communication; 9-human communication; 10- organizational communication; 11- symbolic communication.

Other researchers like Cohen Cea and Fuzhi Rala with a different but appropriate vision in view of the principles of modern psychology insist that audio and video messages contrary to the written messages directly affect our senses without passing through rational obstacles and filters (Dadgaran, 2013: 29).

Role of Mass Media in Education:

There are various definitions of education among which perhaps the definition offered by UNESCO is more appropriate than others:

"All actions and effects, paths and methods which are used for the growth and evolution of human cerebral and epistemic capabilities as well as skills, visions and behaviors, of course in some way elevate human character, are called education".

Such actions are associated with man since his birth to his death. Thus, education is a continuous process whose continuation covers human life as a whole and this is why there is no determinate time or place for education. Education is a part of life and is inseparable from it.

Use of radio and television in non-official education of various countries is severely based on the goals of its development and ground. Then, the differences which are found in the application and content of educational programs in radio and on TV in various countries seem to be logical (Dadgaran, 2013: 102).

Moreover, UNESCO has enumerated four major features for radio and TV educational programs as follows:

- 1- Programs are in continuous form in order to assist the increasing learning.
- 2- Their design and planning are done by educational consults.
- 3- These programs are usually associated with other types of educational materials like textbooks and guidebooks.
- 4- The use of these programs by the teacher and student is evaluated.

Marshal McLuhan describes TV educational program as follows: "The importance of the educational role of TV becomes revealed when we see that a three year old child can watch the President's press conference with her father and grandfather." (McLuhan, 2011: 113).

Role of Mass Media in News:

Among mass media, Radio and TV are the most significant means of news broadcasting in the current time. These two tools have minimized the planet earth and created solidarity and sympathy among its inhabitants. Since TV addresses most of human senses, it has the maximum emotional and informational effect on man. TV, in a short time, provides the audience with the required information and news of various events in the

farthest points of the world in a continuous and direct fashion. TV is of certain skill in visualization and evaluation of the events. "This appliance can change the atmosphere in four different manners:

- 1- It overcomes the distance between program and the viewer.
- 2- It eliminates the border between private life and social life.
- 3- It limits every event no matter how extensive is it on the TV screen. (For example, the bombardment that lasted for 9 hours is shown in 3 minutes or the devastative collateral damages that covered some 60 kilometers, are shown on a screen of 26 inches).
- 4- It associates the events with grief or pleasure (Motamednezhad, 2010: 88).

Recreative Role of Mass Media:

In the modern world, the man is dominated by technology and has an increasing need for recreation and leisure in order to be able to sooth the stresses and concerns resulted from hard mechanistic life and undertake his tasks with better spirit. Meanwhile, mass media are considered to be one the most important recreative means. By airing recreative programs, these media play decisive role in formation of the behavioral pattern of human free time and it is in this way that an individual is liberated from his daily solitude and becomes in touch with the external world (Dadgaran, 2013: 125).

Mass Media:

Before the emergence of alphabet, people transferred their knowledge via verbal words; but even in the earlier verbal cultures, some means were invented for registration and preservation of beliefs in physical forms. These forms are called "pictographic" in the sense of a picture that reflects an idea. Pictographs of modern era consist of figures that are used in buses, undergrounds, stairs, bathrooms, and even such signs in public areas like "NO SMOKING". Today, it seems that most of our communicational ways are written and based on alphabet. Pictography is a comprehensive example of what is called today a media. Pictography is a means for registration of ideas on one surface (like the walls of a cave, a piece of timber, muddy slate, papyrus, and so on) by using appropriate technology (some means for carving, coloring and so on).

Marshal McLuhan believes that media represent the technologized forms of message. He also contends that media are an extension of human being. In other words, they are tools or mediums of human communications. Noam Chomsky in his *Decade of Cold War* (translated into Persian by Shahrokh Vaziri, 1985) argues that media are powerful tools that can marginalize humans and cause their characters to fall. Anthony Giddens also in his seminal work entitled *Sociology*, describes media as a means which deeply impress the views and visions of people.

Types of Media:

1. Natural media: A media through which ideas, beliefs, information, sensations and the like are transferred in a biological way (via voice, face modes, signs of hand, foot, eye and so on).
2. Handmade media: A media, through which ideas, information, sensations and the like are represented, transferred and understood via some tools made by humans (book, painting, sculpture, letter and so on).
3. Mechanical media: A media through which the ideas are transferred and understood via some mechanical inventions like telephone, radio, television, computer and so on (Dancy, 1999: 26-27).

Media are the place where the developments in culture take place and are reflected either in artistic and symbolic forms or in the sense of models, dispositions, life styles, values and norms. In other words, media, by influencing the lower parts of social life, helps sometimes the creation of new models and arts and sometimes contributes to the cultural stabilization of the society. It seems that most of mass media have a kind of normative orientation.

Given the theories of Mr. McLuhan in this regard we can call a communicational means like speech a cool media and likewise a tool like radio a hot media. Then, we can conclude that a cool communicational means

necessarily requires the intervention and cooperation of the senses of audience while in hot media we do not need such an involvement on the behalf of the audience. As a result, the effect of cool and hot media on the audience is different.

Mr. McLuhan believes that paying attention to such a logical conclusion is important and necessary from various perspectives. When he speaks of the effects of each one of the communicational means in the course of time attaches importance to the degree of their coolness and hotness. For McLuhan believes that it is the coolness and hotness of communicational tools that makes the involvement and intervention of the receivers of the message necessary or pointless in a view of the coolness and hotness of the communicational means. Their capabilities are equal indeed.

Child, Violence, Mass Media, Quantitative Data:

As we mentioned earlier, media play a significant role in the socialization of children and the teenagers. In other words, children and the teenagers both from quantitative and qualitative points of view are considered to be the most important audience of the media. Here, we seek to review the researches that have been done and present their theoretical achievements.

We will see that children and the teenagers are the most vulnerable social class in their relationship with the media from one perspective. For example, a child who saw the parachuters on TV took the umbrella of his father and flied from the building's roof.

From another perspective, media are not only dealing with people's thought rather address their hearts too. In other words, their message does also have an emotional aspect. Thus, the most emotional classes accept that message by their heart and in practice this becomes fulfilled and makes it more stable.

Many scholars believe that under the influence of a media, another child is evolving. The children of earlier generation did not have such a socialization via media. Then they thought in different way and passed their times in another way.

As it was mentioned before, children are immediately and deeply impressed by the media. Even the slightest media damage can stand until the end of life and change the child's behavior (Musavi, 1979: 7).

Children, Teenagers and Media Vulnerability:

Due to some features, children and teenagers are the best clients of the media and at the same time, the most vulnerable ones of them; there are several reasons for this issue including:

- Deficiency in defensive mechanism; contrary to the adults, they do not have a well-established thought. Then, they easily accept the thoughts.
- Additional energy; this social group have not reached the stage of conservatism, sympathy and in short relativism which is the exclusive characteristic of the adults. They are living with their emotions. No matter what is the content of a thought, they immediately accept it as the best possible thought and struggle to realize it with their strong aspirations.

Due to these concerns, Shambati in his work entitled *Delinquency of Children and Teenagers* argues that mass media like radio, television, cinema and press are among the factors that can play an effective role in the guidance, education, construction and promotion of the social consciousness of children and the teenagers. On the contrary, if its orientation is against the public interest, it can cause the children and the teenagers to get deviated and become delinquents. Therefore, whenever a movie and TV program contains useful social and educational content, it can lead the child from the earlier days of his life towards the noble causes and goals and train them as effective agents in the society.

On the other hand, whenever the TV and cinema produce films focusing on murder, plunder and bloodshed, the spirit of adventure and brutal actions becomes awakened in the children and teenagers and makes antisocial and destructive elements from them (Sarukhani, 1974: 67).

The deep and extensive impact of media on children is because of the animation capability of them. Children are able to simulate the world of dreams. Davood Sheikhavandi in his *Social Perversions and Pathology* underlines these points as the background of influencing the children and the teenagers.

The children identify the world in the film with the real world and make efforts to turn the movie into reality and sometimes with this action, cause irreparable problems for themselves and their relatives. Pocker in his work entitled *Power and Responsibility of Cinema* writes: "According to a judge, we should take it for granted that cinema, radio and TV and police books are factors that heavily influence the children and the teenagers and distance them from the norms and put them in an intolerable situation" (Sarukhani, 1974: 82).

TV impresses more the immature children who do not have the ability of distinguishing between good and bad. For them, TV is a report of the real states of affair in the world. The understanding that children acquire through TV is that the violence is the easiest way to solve the problems which is endorsed by both the positive and negative characters and the film always comes to a good end (Martinez, 1975: 55).

"Children escape from the reality because they cannot touch it. Some psychologists and sociologists insist on the therapeutic-psychologic-social role of these media and believe that press, radio, TV and cinema influence many of psychologically ill people who have suppressed obsessions as well as unconscious tendency towards violence via criminal stories. For people who live in undesirable conditions, try to make up their losses in life via violence and inappropriate actions. Whenever they read examples of such actions in the press or see movies on TV or cinema, their sense of retaliation is satisfied and are liberated from their mental obsession and stresses (Rashidpur, 1989: 86).

Those children who watch violent TV programs are mostly the children who are emotionally and socially unprivileged and they usually have abnormal tendency towards violence.

The children who have not been reared by their own parent are more prone to violent actions than the children who have been raised by their own parents (Shahkarami, 2006: 349).

Triple Factors:

Some think of triple elements. They struggle to classify the subjects in three groups in order to know the abnormal action:

"Shraam and his colleagues after several discussions, conclude that scientifically speaking, one cannot consider TV a good or bad social phenomenon for the children and teenagers. Whenever we are supposed to study the effect of TV on the children and teenagers and even other social classes, three separate factors should be exclusively taken into account. These three factors consist of:

- 1- Type of TV programs;
- 2- The child or teenager at issue;
- 3- The specific situation in which the child or teenager watches the TV programs.

Shraam's Theory:

Shraam and his colleagues in their studies have evaluated the relations of the child and his use of TV. They believe that the more psychological conflicts are in the child, the more interested is the child in TV.

As long as the other factors have not been analyzed, the simple relationship to which we referred earlier in this essay will retain its importance about all children. But when we pay attention to other factors, other considerations are raised. When a talented child with distinguished social status does not enjoy good relationship with her relatives, she takes refuge in TV world (Casino, 1988: 45).

TV's Role in Socialization of Child:

As we mentioned earlier in this essay, the process of socialization starts in the embryonic period and it continues right into the time of death. However, various studies have shown that there is a vital period for socialization and growth of a child. If the process of social learning does not proceed well in this period, there will be serious problems in the socialization of the child and the positive adaptation of the person with his peers will be defected. Therefore, socialization in childhood is of highest important. The main factors of social

learning in the process of traditional socialization consist as follows: 1- extensive family; 2) school; 3) peers. In recent decades, the role of school and peers has continued to have its effect but the extensive family has undergone through certain changes and turned to core family and even single parent family. It seems that its impact on the social learning of the child is less colorful as compared to the extensive family. On the other hand, TV, as the fourth factor of social learning is important. Then, in contemporary era media socialization features a vital category. One might say that TV has been replaced with grandmother and grandfather in core family and is illustrating the dreams and myths in the past, present and future life. However, the impact of TV in view of its continuous presence and diversity of content and broadcasters (in recent years) is unrivalled. TV is one of the key factors in teaching the social roles to the child: sexual role, vocational roles, family roles and so on. Moreover, it teaches the way one can interacts with people from different racial, ethnic and religious backgrounds (Casino, 1967: 83).

Conclusion

Media has gone beyond its earlier role as information source and plays a key role in the development of cultures and rituals and even has turned the dissected world into a global village where the humans can have knowledge of every corner in the shortest time and have their impact and be effected.

Cool media requires necessary involvement of the senses of audience while the latter before the hot media does not need to be engaged. As a result, the impact of hot and cool media on their audience is different.

Among the mass media radio, TV has special place in informal education. If we neglect the recreative role of radio and television, these tools due to their wider reach. are among the best educational and cultural means which are available in various countries and societies. Different countries based on their educational needs can make use of the radio and television as unofficial medium of education in an effective way along with the educational materials.

Children in an extensive and unprecedented way are exposed to mass media. In other words, one can say that mass media, particularly TV, has prevailed the free time of the children. Moreover, one can feasibly claim that children are among the most vulnerable social groups. They are flexible and their defense mechanism has not evolved and is still vulnerable.

It is not important that they cannot write and read. We need to pay attention to the fact that our children go to kindergarden or primary school and see and discover the relations. Pictorial symbols are understandable for them and they can develop verbal relations with objects and pictures. Is this capability worthless? When a 5 year old child enters the kindergarden, passes most of her/his time with TV than any other period of her life. Her life will pass before this magic box. In west, when one turns 65 year old, he has already passed 9 years of his whole life before TV and this is not an insignificant time and should not be neglected. On the other hand, in classes, writing and reading and the books are dominated and a teenager's success criteria is the way he can make verbal contact while his/her world is increasingly becoming entangled with non-verbal and visual communication.

Media socialization in line with family and school socialization, forms the character of Iranian child. Development and reinforcement of core character results in reinforcement of national and collective identity. Child education not only should be of Iranian and Islamic pattern rather it must take a uniform path.

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